



SAC HIGH APPENDICES



APPENDIX A

- **SCHS Five Pillars**
- **Sac High Student-Parent Handbook**
- **WASC Accreditation Letter**
- **A-G Approved Course List**
- **AP Course List**
- **Advisory Supporting Documents**
- **EDCOE SELPA Procedural Guide**
- **EDCOE CAC Parent Handbook (English)**
- **EDCOE CAC Parent Handbook (Spanish)**
- **EDCOE SELPA and Sac High MOU**
- **Supporting Documents for 504 Plans**
- **Community Service Opportunities**
- **Partnership Opportunities**



SCHS FIVE PILLARS



Vision

To create one of the finest urban high schools in America.

Mission

To graduate self-motivated, industrious, critically thinking leaders who are committed to serving others, passionate about life-long learning and prepared to earn a degree from a four-year college

Five Pillars

These basic principles form the five pillars responsible for the success of St. HOPE Public Schools.

1. *High Expectations*

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

2. *Choice and Commitment*

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

3. *More Time*

Sac High knows that there are no shortcuts when it comes to success in academics and life. With an extended school day and year, students have more time in the classroom to acquire the academic knowledge and skills that prepare them to be successful at college, as well as more opportunities to engage in diverse extracurricular experiences.

4. *Focus on Results*

Sac High focuses relentlessly on high student performance through standardized testing, benchmark testing, grading, and other objective measures. Just as there are no shortcuts, there are not exceptions. Students are expected to achieve a level of academic performance that will enable them to succeed in the nation's best colleges and the world beyond. Students examine their results through Tuesday data checks, and through the Ed Plan.

5. *Power to Lead*

Sac High strongly believes the measure of a person's success is in what he or she give to others. Through community service, students develop a strong sense of civic responsibility and establish the foundation for a lifetime of meaningful community involvement. Students also their learning experiences, are empowered to become leaders, and benefit the community in which they live.



SCHS STUDENT PARENT HANDBOOK

SACRAMENTO CHARTER HIGH SCHOOL

2315 34th Street • Sacramento, CA 95817

Student-Parent Handbook 2016-2017

Sacramento Charter High School Campus

Telephone: (916) 277-6200

Fax: (916) 277-6370

Website: www.sachigh.org

St. HOPE Public Schools

Telephone: (916) 649-7900

Fax: (916) 277-7105

Website: www.sthopepublicschools.org

This handbook belongs to:

Student Name: _____

Please immediately put your name on this handbook when you receive it.

The administration of Sacramento Charter High School reserves the right to amend this handbook at any time. Notification of amendments will be PROVIDED IN WRITING TO STUDENTS AND FAMILIES.

1856 – 2017

Table of Contents

GENERAL INFORMATION	3
INTRODUCTION AND WELCOME	3
HISTORY	4
VISION	4
MISSION	4
MOTTO	4
SCHOOL PRIDE	4
SAC HIGH'S BIG GOALS FOR STUDENT ACHIEVEMENT	5
SAC HIGH'S EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)	5
St. HOPE'S AND SAC HIGH'S 5 PILLARS	5
DRAGONS' VALUES	5
COMMITMENT TO EXCELLENCE CONTRACTS	6
TEACHER/STAFF COMMITMENT	6
PARENT(S)/GUARDIAN(S) COMMITMENT	7
STUDENT COMMITMENT	8
GOVERNANCE	9
PARENTAL INVOLVEMENT.....	10
PARENT'S RIGHT TO KNOW	10
ALUMNI ORGANIZATIONS	10
2016-17 KEY DATES	11
2016-17 SCHOOL CALENDAR	12
2016-2017 BELL SCHEDULE	13
ACADEMIC PROGRAM	14
COURSES OF STUDY	14
GRADUATION REQUIREMENTS	16
ACADEMIC POLICIES.....	16
STUDENT SERVICES	19
STUDENT LIFE	23
STUDENT ACTIVITIES	23
ATHLETICS.....	25
ATTENDANCE.....	26
STUDENT CONDUCT AND BEHAVIOR	29
STUDENT UNIFORM AND DRESS CODE POLICY	29
STUDENT BEHAVIORIAL EXPECTATIONS	32
DISCIPLINARY PROCEDURES.....	39



Dear Students, Parents and Families:

Welcome to the 2016-2017 school year! We are incredibly excited for the year ahead.

Each member of the Sac High community (students, parents, and school staff) has made an informed Choice to be an integral part of our school, Sacramento Charter High School. Each member has also made a Commitment to do whatever it takes to help ALL Sac High students to prepare for college through developing their academic, character and leadership skills.

We stand at a very special point in time. Educational research clearly states that ALL students, regardless of socio-economic status or ethnicity, can learn when provided with High Expectations, rigorous academic framework, and exceptional teaching. There are NO EXCUSES for students, parents, teachers and school administrators! There are also No Shortcuts on the road to prepare for college. Sac High students are repeatedly confirming this research.

To meet this challenge, students, parents, educators and community members must work collaboratively. We must be able to rely on one another. Our relationships will grow stronger as we build trust and learn to value one another's unique skills and contributions. Ultimately, our relationships and efforts will yield outstanding results in college preparedness as demonstrated by the success of Sac High's students with 4-year College acceptance and enrollment rates.

Sac High has experienced a great deal of success in our first 13 years of operation. The relentless efforts of dedicated students, teachers, staff, and parents have made Sac High one of the highest performing comprehensive high schools in California as the school received 10 out of 10 possible points when compared with all similar high schools across the state. There is even greater excitement as we open the 2016-2017 school year.

Students, please read through this handbook carefully and keep it with you every day so that you may have it available for future reference. This handbook has been designed to communicate the basic policies we all must follow to ensure preparing to earn a four-year college degree remains the focus of each minute of every day.

We look forward to working with you to prepare our students to become lifelong learners and leaders.

For our Students,
The Sac High Team

HISTORY

Established in 1856, Sacramento High School is the second-oldest high school west of the Mississippi. First located at 8th and M streets, the school opened in a rented, one-room building with 39 students. Sacramento High School moved several times before settling at its current location at 34th and Y streets in 1923. This site originally housed a set of two-story brick buildings anchored by a clock tower. In 1976, the modern, earthquake-safe campus used today was completed.

For years Sacramento High School was the only high school in Sacramento and it grew to be quite large. At its peak, the school accommodated 4,000 students. With the opening of C.K. McClatchy High School in 1937, Sacramento High School's student body was split in half, an action that initiated the friendly rivalry the two schools enjoy to this day. The annual Thanksgiving Day football game between the two schools was, for a long time, one of the best-attended events in Sacramento. The coveted "victory bell" continues to be the trophy held by the school winning the annual Sac High-McClatchy football game, known as the Bell Game.

Over the last 160 years, Sacramento High School has graduated many prominent Sacramentans, including former governor and state senator Hiram Johnson; Sacramento's first woman mayor, Belle Cooleledge; and Sacramento's current mayor, Kevin Johnson.

On September 2, 2003, Sacramento Charter High School (Sac High) opened as an independent public charter school managed by St. HOPE Public Schools. Building on a century and a half of rich tradition and heritage, the mighty Dragons continue to proudly display the purple and white school colors and their unrivaled school spirit.

At Sac High, the motto is "Service for Others." Through community service, students develop a strong sense of civic responsibility while giving back to the community in which they live.

VISION

To create one of the finest urban high schools in America

MISSION

To graduate self-motivated, industrious and critically thinking leaders who are committed to serving others, passionate about lifelong learning and prepared to earn a degree from a four-year college.

MOTTO

Service for others

SCHOOL PRIDE

SCHOOL MASCOT:

Dragon

OFFICIAL SCHOOL COLORS:

Purple and White

FIGHT SONG:

Fight Dragons fight
For the purple and the white
Sturdy and true
Today means victory for you
Our banners unfurled
For we're here to tell the world
We'll fight for Sacramento
So fight, mighty Dragons fight!

SCHOOL HYMN:

In the sunshine of the valley,
Glorious to view,
Stands so proudly Sacramento
Alma mater true.
In the darkness of the battle, ever shining bri
Hail to thee O' Sacramento, purple
and the white.

SAC HIGH'S BIG GOALS FOR STUDENT ACHIEVEMENT

1. Every student achieves above 95% Attendance
2. Every student masters 80% of the course content (earns a minimum grade of a B- in all classes)
3. Every student is on track to fulfill the A-G requirements upon graduation
4. Every student completes 20 hours of community service per term (40 per year)
5. Every student earns 10 school pride points per term (20 per year)
6. Every student scores advanced or improves one performance level on the relevant exams for their grade level

SAC HIGH'S EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

1. Students will be industrious, critical thinkers demonstrated by their academic success in all content areas.
2. Students will be lifelong learners who are prepared to attend and be successful at a 4-year college.
3. Students will be knowledgeable and effective citizens who demonstrate leadership and interpersonal skills in diverse settings and are committed to serving others.

St. HOPE'S AND SAC HIGH'S 5 PILLARS

High Expectations. Sac High holds all students, families and staff to high standards for academic achievement and character development. There are no excuses for not meeting the expectations.

Choice and Commitment. Students, families and staff who choose to be a part of Sac High take responsibility for their learning and commit to putting in the time and effort required to achieve success.

More Time. There are no shortcuts. Sac High offers more time and support directed toward student learning.

Focus on Results. Sac High focuses relentlessly on high academic performance that enables students to succeed in college and the world beyond.

Power to Lead. The measure of a person's success is in what s/he gives to others. Through community service, students are empowered to become leaders and benefit the community in which they live.

ALL STUDENTS WILL STRIVE TO ACHIEVE OUR DRAGONS' VALUES

Discipline

Respect

Ambition

Grit

Optimism

Navigation

Service

COMMITMENT TO EXCELLENCE CONTRACT

TEACHER/STAFF COMMITMENT

We fully commit to our students and the broader Sacramento Charter High School Community in the following ways:

1. We will hold consistent, high expectations for all students, parents, and each other and foster a sense of pride, respect, and teamwork in our words, deeds, and actions.
2. We will make every effort to “be the constant, not the variable” in our students’ lives and we will model the expectations we strive for our students to meet or exceed.
3. We will embrace diversity and protect the interests and rights of all individuals, creating a safe and caring space for all of our students to learn.
4. We will help students, staff, faculty, parents, community members, and visitors feel welcome by focusing on excellent customer service and treating one another with kindness, courtesy, and respect.
5. We will meet and talk regularly with parents, providing them with updates on the progress of their child(ren) and make ourselves available to students and parents, and any concerns they might have.
6. We will always strive to be the best teachers we can be and do whatever it takes to prepare our students to excel in college and in life.
7. We will plan and collaborate with colleagues to design and implement the best classroom teaching experiences possible.
8. We commit to ongoing professional development and constant learning to ensure we continue to refine our craft and learn the best practices that will ensure all of our students learn at high levels.

I understand that failure to adhere to these commitments can lead to my removal from Sac High.

Teacher/staff member Signature: _____

COMMITMENT TO EXCELLENCE CONTRACT

PARENT(S)/GUARDIAN(S) COMMITMENT

We fully commit to our child and the broader Sac High community in the following ways:

1. I will help my child in the best way I know how to take no shortcuts in preparing for college and life. I will do whatever it takes to help him or her to learn.
2. I will partner with the teachers and staff to help my child excel in school, both academically and behaviorally.
3. I will make sure my child is ready to learn in class at Sac High every school day by 7:55 a.m. (or the appropriate start time) and I will make any necessary arrangements so that my child can dedicate time beyond the school day to learning, including after school, Saturdays and summer school.
4. I will make myself available to my child and the school as needed and I will do my best to attend at least one student led conference with my child and their advisor.
5. If my child is going to miss school, I will notify the school as soon as possible.
6. I will read carefully all the papers that the school sends home to me.
7. I will support school initiatives, activities, the staff and other parents.
8. I will make sure my child follows the Sac High uniform and dress code policy.
9. I understand that my child must follow the Sac High rules as explained in this student-parent handbook so as to protect the safety, interests, and rights of all individuals in the classroom. I understand that it is not the school but it is I and my child(ren) who are responsible for their behavior and actions.
10. I will help create a safe space for all Sac High families, students, and staff by respecting the school and the community.

I understand that failure to adhere to these commitments can cause my child to lose various Sac High privileges.

Parent(s)/Guardian(s) Signature: _____

COMMITMENT TO EXCELLENCE CONTRACT

STUDENT COMMITMENT

I fully commit to myself, my family, my teachers and the broader Sac High Community in the following ways:

1. I will give my best effort to be the best learner I can be. This means I will not take shortcuts. I will come to school every day prepared to learn and will work, think, and behave in the best way I know how.
2. I am responsible for my own behavior. If I make a mistake, this means I will tell the truth to my teachers, accept responsibility for my actions and find a solution moving forward.
3. I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all Sac High staff and my teammates and give everyone my respect.
4. I will put forth my best effort toward my fellow students and my learning. I will take charge of my own learning by making sure I get help, asking questions in class or after class, and completing my homework.
5. I will take pride in our school by respecting the facility and helping keep it clean and striving to leave every place better than I found it.
6. I will treat my classmates, the staff, and visitors with kindness, courtesy, and respect.
7. I will be in my class prepared to learn at Sac High every day by 7:55 a.m. (or the appropriate start time) and, if necessary, I will dedicate time beyond the school day to learning, including after school, Saturdays, and summer school.
8. I will always make myself available to parents, teachers, and staff and will address any concerns they might have.
9. I will follow the Sac High uniform and dress code policy.
10. I will abide by the policies and regulations as explained in this student-parent handbook and I will be subject to disciplinary action should I not meet the expectations outlined therein.

I understand that failure to adhere to these commitments can cause me to lose various Sac High privileges and may lead to me returning to my home school.

Student Signature: _____

GOVERNANCE

St. HOPE Public Schools Committed to Student Achievement

St. HOPE, founded by Sacramento's current Mayor Kevin Johnson, began as an after school program in a portable classroom at Sac High in 1989. St. HOPE Public Schools, founded in 2002, is a non-profit public benefit 501c(3) corporation that provides students in urban communities with a quality public education. St. HOPE Public Schools includes Triumph Center for Early Childhood Education, PS7, serving grades K-8, Oak Park Prep a seventh and eighth grade middle school, and Sacramento Charter High School, a ninth through twelfth grade comprehensive, college prep high school comprised of seven small pathways.

St. HOPE Public Schools' BOARD OF DIRECTORS

Michelle Johnson, Chair
Tracy Stigler, Vice Chair
John Taylor, Secretary
Gladys Mitchell, Parent Representative
Kevin Nagle
Dorene Dominguez
John Finegan
George Fatheree, III
Dennis O'Reilly
Dr. Ron Tom
Shelby Mitchell, outgoing Student Board Member

St. HOPE Public Schools' Superintendent

Erik Swanson

Each school operated by St. HOPE Public Schools will be autonomous and led by a principal, who will be held accountable by the SHPS Superintendent and Board of Directors for complying with the policies and procedures established by both the SHPS Board of Directors and the school. The Principal has the authority or autonomy to manage the day-to-day operations, program of study, curriculum and instruction in a manner s/he chooses. Each school will be accountable for student learning and mastery of the California K-12 academic content standards which now include the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Principals will be responsible for working closely with their faculties to ensure the well-being of their respective schools, their staffs, and students.

School Site Council

Sac High encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the school convenes a School Site Council comprised of teachers, staff, administrators, parents, students, and community representatives. The California *Education Code* and the *No Child Left Behind Act of 2001* require the School Site Council's participation in certain school wide planning activities including the LEA's consolidated application and the Single Plan for Student Achievement. Bylaws have been developed to govern the School Site Council's composition and its policies and procedures. With the exception of the school's principal, all members of the School Site Council are voted onto the Council by a vote of their peers. Meeting dates, times, and agendas are regularly posted to the Sac High website in accordance with open meeting laws in the state of California.

PARENTAL INVOLVEMENT

Sac High recognizes the fact that schools cannot work in isolation from parents and families in educating youth. By working together, parents and Sac High educators can create an educational experience for each student that allows learning to continue at home and beyond the classroom walls. Research shows that:

- When parents are involved, students tend to achieve at higher levels in school, regardless of socioeconomic status, ethnic/racial background, or parents' education level.
- The more extensive the parent involvement, the higher the student achievement.
- When parents are involved in students' education, those students generally have higher grades and test scores, better attendance, and complete homework more consistently.
- Students whose parents are involved in their lives have higher graduation rates and greater enrollment rates in postsecondary education.

Parent involvement is identified as one of the most important determinants of student success. Sacramento Charter High School builds on its demonstrated success in working with parents and involving them with the school in a meaningful way. Communication with Sacramento Charter High School parents will be regularly accomplished through mail, e-mail, telephone, and parent meetings. Parents are encouraged to actively participate in their child's education through visiting classrooms, helping students develop personalized learning plans, attending meetings, and volunteering at school events, such as dances and sporting contests. In addition, it is expected that parents or guardians participate in at least one student led conference each year with their child and their child's advisory teacher.

With this in mind, Sac High and St. HOPE Public Schools have developed a written Parental Involvement Policy that is available to all parents. The policy outlines the importance of parental involvement at all levels of education, how information is disseminated to parents regarding the school's and their child's performance, and how parents can become involved in their children's education. The Parental Involvement Policy is available in the Sac High front office or may be printed from the Sac High website.

PARENT'S RIGHT TO KNOW

Release of Information to Institutions of Higher Education and Military Recruiters: Military recruiters and institutions of higher education may request student information, commonly referred to as "directory information," including such items as names, addresses, and telephone numbers and this information is generally not considered harmful or an invasion of privacy if disclosed. Parents have the right to request that the information not be disclosed without prior written consent. Parents not wanting information released can opt out by signing the form available at the school (per Family Educational Rights and Privacy Act, FERPA, and Elementary and Secondary Education Act, ESEA, 9528).

Teacher and paraprofessional qualifications: Parents have the right to request and receive certain information on the professional qualifications of their child's classroom teachers and paraprofessionals providing service to the child. The qualifications that may be disclosed are: if the teacher has met state qualifying and licensing criteria, state commission on teacher credentialing status, degree major(s) held by the teacher, and the qualifications of any paraprofessional servicing the child (per Elementary and Secondary Education Act, ESEA).

ALUMNI ORGANIZATIONS

Alumni Association: Sacramento Charter High School wants to build on its 160 years of rich heritage and traditions. Alumni participation is essential to this goal. The Alumni Association consists of all Sac High (Sacramento High for 1856-2003 and Sacramento Charter High School for 2004-2016) graduates and provides a base of support for the school through fundraising and the sharing of individual resources.

SACRAMENTO CHARTER HIGH SCHOOL **2016-17 CALENDAR AND KEY DATES**

August 10	First day of school, Term 1 Begins
August 25	Back to School Night, 6 p.m.
September 9	1 st Quarter Ends for Term 1, official grade checks
<i>September 2</i>	<i>No school for students</i>
<i>September 5</i>	<i>Labor Day</i>
October 4-5	Midterms (early release days)
October 5	1 st Semester Ends for Term 1, official grade checks
<i>October 6-17</i>	<i>Fall Break</i>
<i>November 11</i>	<i>Veterans Day</i>
November 18	3 rd Quarter Ends for Term 1, official grade checks
<i>November 21 – 25</i>	<i>Thanksgiving Holidays</i>
December 20-21	Term 1 Finals
December 21	2 nd Semester Ends for Term 1, official grade checks and final grades for transcripts
<i>Dec 22-Jan 10</i>	<i>Winter Break</i>
January 11	Term 2 Begins
<i>January 23</i>	<i>Dr. Martin Luther King, Jr. Day</i>
January 26	Open House, 6 p.m.
February 17	1 st Quarter Ends for Term 2, official grade checks
<i>February 20</i>	<i>President's Day</i>
March 21-22	Midterms
March 22	1 st Semester Ends for Term 2, official grade checks
<i>March 27-31</i>	<i>Spring Break</i>
<i>April 28</i>	<i>No school – non-student day</i>
May (1 st two weeks)	AP Exams on assigned days by subject, dates set by College Board
May 5	3 rd Quarter Ends for Term 2, official grade checks
May 29	<i>Memorial Day</i>
June 8-9	Term 2 Finals
June 9	2 nd Semester Ends for Term 2, final grades for transcript
June 10	Class of 2017 Graduation 12pm at the Memorial Auditorium

Sacramento High School 2016-17 196 Day Calendar

Summary of Work Days

- 175 School Days
- 39 Quarter 1 Days - Ending 10/5
- 41 Quarter 2 Days - Ending 12/21
- 49 Quarter 3 Days - Ending 3/22
- 48 Quarter 4 Days - Ending 6/8
- 21 Professional Development Days
- 3 New Teacher Orientation Days

Sacramento High School Main Office
2315 34th Street, Sacramento, CA 95817
Phone: (916) 277-8200
Fax: (916) 277-8370

Sacramento High School Administration

Superintendent Erik Swanson
Principal Dr. Michelle Seijas
Assistant Principal Patrick Durant
Assistant Principal Jerad Hyden

Key Dates / Observed Holidays

- July 25th to July 29th New Teacher Orientation Training
- July 28th to Aug 9th Returning / All Staff Professional Development
- August 8th St. HOPE Leadership Institute
- August 10th First day of school
- September 3rd Professional Development
- September 5th Labor Day
- October 6th & 7th Professional Development
- October 10th to 14th Fall Intersession
- October 17th Professional Development
- November 11th Veterans Day
- November 21st to 25th Thanksgiving Break
- December 22nd Professional Development
- Dec 23rd to Jan 6th Winter Break
- January 9th & 10th Professional Development
- January 23rd Martin Luther King Jr. Day
- February 20th Presidents Day
- March 23rd & 24th Professional Development
- March 27th to 31st Spring Break
- April 3rd Professional Development
- April 28th Professional Development
- May 29th Memorial Day
- June 8th Last Day of Classes
- June 10th Professional Development / Final Day

2016

July

Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						0

August

Su	M	T	W	Th	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						16

September

Su	M	T	W	Th	F	S
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4	5	6	7	8	9	10
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25	26	27	28	29	30	
						20

2017

October

Su	M	T	W	Th	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					13

November

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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						16

December

Su	M	T	W	Th	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						15

2017

January

Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						14

February

Su	M	T	W	Th	F	S
	1	2	3	4		
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
						19

March

Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						16

April

Su	M	T	W	Th	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						18

May

Su	M	T	W	Th	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						21

June

Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
						7

SACRAMENTO HIGH SCHOOL 2016-2017 BELL SCHEDULE

"Service for Others"

2315 34th Street, Sacramento, CA 95817

(916) 277-6200

First lunch schedule

Second lunch schedule

Regular Schedule

Period 1 7:55 – 9:10
 Advisory 9:15 – 9:45
 Period 2 9:50 – 11:05
Lunch **11:05 – 11:35**
 Period 3 11:40 – 12:55
 Period 4 1:00 – 2:15
 Period 5 2:20 – 3:35

Period 1 7:55 – 9:10
 Advisory 9:15 – 9:45
 Period 2 9:50 – 11:05
 Period 3 11:10 – 12:25
Lunch **12:25 – 12:55**
 Period 4 1:00 – 2:15
 Period 5 2:20 – 3:35

Research & Development Schedule – Early Release Every Wednesday

Period 1 7:55 – 8:50
 Advisory 8:55 – 9:25
 Period 2 9:30 – 10:25
Lunch **10:25 – 10:55**
 Period 3 11:00 – 11:55
 Period 4 12:00 – 12:55
 Period 5 1:00 – 1:55

Period 1 7:55 – 8:50
 Advisory 8:55 – 9:25
 Period 2 9:30 – 10:25
 Period 3 10:30 – 11:25
Lunch **11:25 – 11:55**
 Period 4 12:00 – 12:55
 Period 5 1:00 – 1:55

Minimum Day Schedule

Midterms and Finals Schedule

*Dates: 9/23, 11/18, 1/27, 2/10, 2/24,
3/10, 4/21, 5/19*

Period 1 7:55 – 8:50
 Period 2 8:55 – 9:50
 Period 3 9:55 – 10:50
 Period 4 10:55 – 11:50
 Period 5 11:55 – 12:50

Day 1: 10/4, 12/20, 3/21, 6/8

Period 1 7:55 – 9:25
 Period 2 9:35 – 11:05
 Period 3 11:15 – 12:45

Day 2: 10/5, 12/21, 3/22, 6/9

Period 4 7:55 – 9:25
 Period 5 9:35 – 11:05

ACADEMIC PROGRAM **COURSES OF STUDY**

Core Curricular Subjects

Sacramento Charter High School offers History-Social Science, English Language Arts, Mathematics, Science, Physical Education and Foreign Language as core subjects. Instruction in all core curricular subjects will be aligned with the state's appropriate standards and will reinforce Sac High's vision, mission, values, and expectations. For a complete listing of core course offerings and descriptions please see the Sacramento Charter High School 2015-16 Course Catalog.

History-Social Science: At Sac High students will receive a college preparatory education in the social sciences. Each strand will focus on civic and economic implications using research and analysis.

A thorough understanding of history is necessary for students to become active citizens in our country, and, with growing interconnectedness, our world. The History-Social Science curriculum will prepare students with knowledge of major events of history, teach them to analyze the effect of the past on the present, and provide them with the skills necessary to evaluate current events, political structures, and philosophies.

The History-Social Science curriculum will be reading intensive and will involve the analysis of primary and secondary sources. The social science curriculum for most, but not all students, begins with a ninth grade World Geography class. This course allows students to analyze geographical regions of the world and develop fundamental social studies skills including mapping, data analysis and cultural study. Students build on this knowledge/skill set as they master World History in their sophomore year. In junior year, all students complete the high school US History requirement. As an upper division course, US History goes beyond listing dates and events to the analysis and evaluation of the factors that have shaped the United States over time. Seniors take Government and Economics as a culminating course. These topics provide an in depth study of government structures and economic models across many different societies. All history classes require written essays and reports, many of which must be typed. Students will be held accountable not only for content, but also for style, organization, and mechanics.

English-Language Arts: Our English-Language Arts program provides a challenging and rewarding curriculum that balances literary and expository texts that are culturally diverse and intellectually stimulating. We place the utmost priority on developing reading and writing skills. To this end, the English-Language Arts program is comprised of a hybrid of Common Core State Standards-aligned Springboard curriculum and the California State University's Expository Reading and Writing Courses. Students will work collaboratively to guide each other's understanding of texts, novels, media and other sources as they complete, at minimum, four full years of English Language Arts course.

Mathematics: The mathematics curriculum at Sacramento Charter High School provides our students with the knowledge and skills they need to succeed at competitive four-year colleges and universities. We recognize students will enter Sacramento Charter High School prepared for different levels of math. To meet this need, we provide appropriate support and course offerings to ensure students will be successful in high school level math. In order to have enough time for students to catch up to and then master high school and college level math, we use the following strategies:

- **Four years of math:** all students take four (4) full years of math, which must include Algebra I/Math I, Geometry, Algebra 2, and may also include Numeracy, Trigonometry, EAP math, Pre-Calculus, and AP Calculus.
- **Interventions:** When a student is below grade level or unable to complete the work in their assigned class we have a number of strategic interventions that we implement including, but not limited to:
 - Assignment into an supported section of their math course
 - Opportunities after school to work with teachers, tutors, other staff and peers
 - One on one tutoring
 - Summer school
- **Focus on mastery:** Success in math relies on a strong foundation of skills that build cumulatively over time. Through frequent assessments we perform mastery checks to ensure that students are learning the standards we are teaching. If students are not demonstrating mastery of a skill (or set of skills), we can quickly respond to that need with re-teaching and support.

Physical Education: All students at Sacramento Charter High School are required to complete two terms of Physical Education in order to graduate. All freshmen students take Freshman PE 1 and Freshman PE 2 where the major emphasis will be on the understanding and development of personal fitness, and where students will be expected to participate in a variety of team, dual, and individual sports. Advanced PE and Weight Training courses are also available to upper classmen as elective courses and select freshman may be invited to participate.

Science: At Sac High, the science curriculum will place heavy emphasis on learning the knowledge, processes, and skills that students need in order to understand the scientific method and its implications. These processes (e.g. observing, sequencing, measuring, classifying, describing, experimenting, inferring, predicting, evaluating, synthesizing) are valuable skills to reinforce across disciplines and will be learned through experimentation and investigation, which will then require written elements, such as lab write-ups and reports.

In addition to learning the processes of science, students will learn valuable content in the areas of Biology (human, animal, and plant), Chemistry and Physics. Each science class will include not only scientific content, but it will also provide an interdisciplinary bridge between math, science, English-Language Arts, and technology, as well as a history of science component.

Foreign Language: Our world is a global community whose citizens should view it as one that reaches beyond their national borders. For this reason, the study of foreign languages and cultures is vital to the education of all students.

The goal of studying a foreign language is to allow meaningful and practical communication. While expanding their academic and intellectual experiences, students will also discover the joy of communicating in another language and enhance their self-worth and academic achievement. At Sacramento Charter High School, foreign language is taught in context, using a methodology known as Teaching Proficiency through Reading and Storytelling (TPRS). TPRS is a powerful tool that equips students to communicate confidently at an advanced level in a short amount of time.

Career Theme Pathways: In addition to our core curricular courses, Sac High's career pathways model offers students the opportunity to focus their elective areas of study in a meaningful way. Each pathway offers a sequence of courses that fully develop a student's knowledge and experience within their primary area of interest. At the end of their freshman year, students are asked to select an area of focus that will guide their elective education for their remaining three years of study. Each pathway has a unique scope and sequence designed to fully and meaningfully develop a student's knowledge and experience within a particular field, culminating in a senior capstone course where they will complete a senior project composed of work completed within their focus area. There are multiple elective courses, internship opportunities, clubs and activities aligned to each pathway. We believe that in choosing a pathway at the end of their 9th grade year, students have a more meaningful academic experience, which bolsters their interest in a particular subject area or career path, and demonstrates to colleges and universities that they have a comprehensive elective education within a particular area. There are seven different pathways and they are: **Art, Business, Engineering, Health Sciences, Law & Public Service, Photography, and Visual Communications.**

For a complete listing of all course offerings and descriptions, including our pathways and the courses within each, please see the Sacramento Charter High School 2015-16 Course Catalog.

Examinations

Scholastic Assessment Test (SAT) / American College Testing Program (ACT): The University of California and California State University systems require that all students take the SAT and/or ACT in order to be eligible for admission. Sac High expects that all students take the SAT and/or ACT at least once prior to graduation.

SAT Subject Test (SAT II): These are content-based tests that allow you to showcase your achievement in specific subject areas where you excel. Some colleges also use Subject Tests to place students into the appropriate courses. Based on your performance on these test(s), you could potentially fulfill basic requirements or receive credit for introductory-level courses.

Advanced Placement Tests (AP): All students enrolled in Advanced Placement courses are expected to take the AP test associated with the course at the end of the year. Students who do not take the AP exam for a given course will forfeit the AP designation on their transcript and will not receive the additional grade point associated with AP course completion. Furthermore, college credit will only be awarded for students who take and pass the AP exam. All colleges currently accept a score of 4 or 5 and some accept a score of 3. A score of 3 or higher is considered passing.

GRADUATION REQUIREMENTS

St. HOPE Public Schools and Sac High expect all graduates of Sacramento Charter High School will complete the coursework required to attend a school within the University of California (UC) or California State University (CSU) system upon their high school graduation. Sac High is determined to ensure all of its students are on track to being eligible for UC or CSU admission. As such, Sac High has aligned the school's graduation requirements to meet or exceed the A-G requirements necessary for students to be eligible for UC and/or CSU admission.

Course / Credit Requirements:

SACRAMENTO CHARTER HIGH SCHOOL GRADUATION REQUIREMENTS		
UC/CSU A-G REQUIREMENT, reference only (Terms required)	COURSES NEEDED TO MEET THE GRADUATION REQUIREMENTS AT SAC HIGH	SAC HIGH CREDITS REQUIRED (Terms)
A. History / Social Science (2 terms)	World History/ U.S. History / American Government and Economics	30 (3)
B. English (4 terms)	English 9 / 10 / 11 / 12 (Advanced ELD may satisfy <u>one</u> English course requirement)	40 (4)
C. Mathematics (3 terms required / 4 terms recommended)	Algebra 1 / Geometry / Algebra 2 (Pre-Calculus would be required as a third year of math if a student takes Geometry in 9 th grade)	30 (3) *Note that Sac High students will all have 4 years of math
D. Laboratory Science (2 terms required / 3 terms recommended)	1 Life Science (Biology or Anatomy) and 1 Physical Science (Chemistry or Physics)	20 (2) (10 Life Science; 10 Physical Science)
E. Language Other Than English (2 terms same language required; 3 terms recommended)	Spanish 1 and 2, Spanish 2 and 3, <u>or</u> Spanish for Spanish Speakers 1 and 2	20 (2) (Same language)
F. Visual and Performing Arts (1 term)	Visual Art	10 (1)
G. College Preparatory Electives (1 term)	1 advanced courses in the following college-preparatory elective areas: Social Science, English, Mathematics, Laboratory Science, Language other than English, Art	10 (1)
Additional Required Courses	Physical Education	20 (2)
	Additional Elective Courses (Either courses required by student's small school strand or college-preparatory electives)	60 (6)
	Advisory	20 (8) *Each term of advisory is 2.5 credits
Total Credits Required:		260

As a college prep high school, Sac High believes that in order for students to be prepared to graduate from a 4-year college, it is necessary for students to maintain a rigorous and comprehensive schedule through all four years of high school. By following our third pillar of "More Time," all students will take four years of Mathematics and four years of English.

ACADEMIC POLICIES

Sacramento Charter High School is a school of choice, of excellence and of high expectations. Sac High expects all students will graduate from high school having completed an A-G college-preparatory curriculum necessary for admission to the University of California ("UC") and/or California State University ("CSU") systems. Recognizing that UC/CSU systems only accept credit for courses where students earn a 70% or better and in keeping with our first pillar of high expectations, Sac High requires students to earn at least 70% in order to get credit for a course.

Only a student's term grades (final grade in December and at the end of the school year) shall become a part of his or her permanent record. Point values are assigned to each letter grade; these point values are used in the determination of the grade point average (GPA).

Weighting of Grades: Grades for students enrolled in Advanced Placement ("AP") classes are weighted to reflect the greater challenges involved in these courses. In an AP class, 1.0 is added to the point value of the letter grade received (e.g., a "B" in an AP class has a point value of 4.0 rather than a 3.0.). Both GPAs will be listed on the student's transcript. PLEASE NOTE: Most colleges and universities recalculate GPAs and many do not weight grades for the purposes of GPAs. However, colleges and universities may weigh the value of the more challenging AP and Honors course work when determining the rigor of a student's course of study when considering their application for admission.

Grades and Grade Point Value: Grades shall be awarded as follows and shall have the following point value (final grades are rounded to the nearest percent):

Letter Grade	Percentage	Point Value for GPA Calculation
A	94 – 100%	4.0
A-	90 – 93%	3.7
B+	87 – 89%	3.3

B	84 – 86%	3.0
B-	80 – 83%	2.7
C+	77 – 79%	2.3
C	70 – 76%	2.0
NCR (No Credit Received)	0 – 69%	0.0

Advisory as a Credit / No Credit Courses: The advisory class is mandatory for all students for all four years (eight total terms) and is graded based on credit or no credit. A student must receive an 80% grade of “CR” (Credit) in advisory to accumulate credits towards graduation*. A “NC” (No Credit) grade in advisory class will result in the student earning 0 credits towards graduation for that specific term of advisory. The student is then required to complete an additional 25 community service hours for every term in which a grade of NC was received (note that community service hours cannot be double counted towards both the 20 hours for the current term and the 25 makeup hours for past terms).

*Please note that in Sac High’s student information system, Illuminate, the advisory grade will be listed as “CR” to indicate a student is receiving credit or as “NC” to indicate a student is receiving no credit. However, on a student’s official transcript the advisory grade will be listed as a “C” to indicate credit earned. “NC” will still be used to indicate no credit.

Academic Recognition: Sacramento Charter High School believes in recognizing and rewarding those who meet and exceed expectations. These acknowledgements are made on an informal basis daily and weekly for both academic achievement and for upholding the school’s values. Formal acknowledgements are made at the end of each semester with the following honor roll announcements and awards:

Cum Laude	Magna Cum Laude	Summa Cum Laude
GPA of Un-weighted 3.00 to 3.39	Un-weighted GPA of 3.40 to 3.79	Un-weighted GPA of 3.80 or higher

In addition to the honor roll recognitions listed above, Sacramento Charter High School acknowledges students who exemplify the school’s expectations, values and spirit through various opportunities spread throughout the year. Sac High aims to recognize and celebrate students who embody what it means to be a dragon, through academic achievement, excellent attendance and upstanding citizenship. Formal acknowledgement is made at the end of each semester with the following levels of status students may earn, each of which results in various privileges:

Status	Required GPA	Attendance Requirement	Behavioral Requirement
Platinum	Summa Cum Laude: 3.8 or higher	95% attendance	Zero referrals, zero suspensions
Gold	Magna Cum Laude : 3.4-3.79	95% attendance	3 or fewer referrals, zero suspensions
Silver	Cum Laude 3.00-3.39	95% attendance	3 or fewer referrals, zero suspensions
High-5	Improve GPA by .5 from one semester to next semester (i.e. from 2.0 to 2.5)	95% attendance	5 or fewer referrals, zero suspension

Grading Period & Progress Report Calendar:

Term 1, Quarter 1	Begins	August 10
5 Weeks	Ends	September 9
	Progress reports run for grade checks for athletics and activities	September 13
	First day students are ineligible for athletics and activities	September 14
Term 1, Quarter 2	Begins	September 12
5 Weeks	Ends (end of Term 1, Semester 1)	October 5
	Progress reports run for grade checks for athletics and activities	October 11
	First day students are ineligible for athletics and activities	October 12
Term 1, Quarter 3	Begins	October 18
4 Weeks	Ends	November 18

	Progress reports run for grade checks for athletics and activities	November 22
	First day students are ineligible for athletics and activities	November 23
Term 1, Quarter 4	Begins	November 28
4 Weeks	Ends (end of Term 1, Semester 2)	December 21
	Progress reports run for grade checks for athletics and activities	December 27
	First day students are ineligible for athletics and activities	December 28
	Transcripts posted	January 11
Term 2, Quarter 1	Begins	January 11
6 Weeks	Ends	February 17
	Progress reports run for grade checks for athletics and activities	February 21
	First day students are ineligible for athletics and activities	February 22
Term 2, Quarter 2	Begins	February 21
6 Weeks	Ends (end of Term 2, Semester 1)	March 22
	Progress reports run for grade checks for athletics and activities	March 28
	First day students are ineligible for athletics and activities	March 29
Term 2, Quarter 3	Begins	April 4
4 Weeks	Ends	May 5
	Progress reports run for grade checks for athletics and activities	May 9
	First day students are ineligible for athletics and activities, including senior activities	May 10
Term 2, Quarter 4	Begins	May 8
4 Weeks	Ends (end of Term 2, Semester 2)	June 8
	Progress reports run for grade checks for athletics and activities	June 13
	Transcripts posted	June 16

Eligibility requirements for Athletics & Activities

Please note that all final grades are rounded to the nearest percent. At the official grade check deadlines and dates listed above, a student must meet the following criteria to be eligible for athletics (pg. 25) and/or specified activities (pg. 23):

- Earn a 2.0 overall GPA
- Earn a score of 80%/“CR” for credit in advisory (will be listed as a “C” for credit on student’s transcript)
- Have no more than one NCR (no credit) in their current classes. NCRs result from an overall grade below 70%. An NCR will result from an overall grade below 80%.

Academic Ethics: The highest level of respect must characterize the relationship between the teacher and the student. When a teacher gives any assignment - homework, paper, project, lab, etc. - or when a quiz or exam is given, that teacher is building the framework for the student’s learning. When the student returns the assignment or takes the quiz or exam, his or her name at the top of the paper indicates that s/he has followed the teacher’s directions and has not taken credit for any work that is not his or her own. When a student uses the work of another it is called cheating. Please note the following guidelines and follow them carefully in your work at Sacramento Charter High School.

To be in compliance with the academic ethics guidelines students must adhere to the following:

1. Students will not use or give to other students any notes, materials, or other sources of information on any assignment including homework, quizzes, tests, or semester examinations that have not been approved by the teacher.
2. Students’ homework and in-class work fulfill the intention of the instructor and assignment in a specific class.
 - a) Individual assignments must be represented by individual work.
 - b) Group assignments must be represented by group work.
 - c) In no case is direct copying allowed.
3. Students will not plagiarize in any form. Plagiarism presents the work or ideas of another as one’s own. This includes:

- a) Direct copying of another person's (living or dead) work.
 - b) Using any amount of another person's material or ideas without proper documentation.
 - c) Paraphrasing another person's original material without proper documentation.
4. Students will not publish information regarding exams or falsify information regarding assigned grades.

Academic Dishonesty: Students who do not meet the standards of academic ethics outlined above will be reported by the teacher or appropriate staff to the principal or their designee. The student will receive a grade of zero on the test, quiz, or assignment. On the first occasion, appropriate disciplinary action will be taken and the school will contact the parents. A student caught violating academic ethics for a second time may be suspended and is subject to the school's suspension and expulsion policy. Any act of academic dishonesty may impact the student's participation in student athletics and activities up to and including commencement (graduation).

STUDENT SERVICES

COUNSELING AND GUIDANCE

One of the most critical components of our educational model is the personalization of the schooling experience for our students. Excellent schools serve as positive learning environments and also as a place where young people can build meaningful relationships with adult role models. At Sac High we've completely re-envisioned and re-engineered an approach to counseling.

While a traditional model of counseling has students seeing their counselors 2-3 times a year at most, Sac High's model essentially means our students have a much lower student to counselor ratio, and they are spending approximately 2 hours per week with their counselors (advisors) within this small group setting. We believe that our model provides students with an intensive counseling experience and ensures that all students are "known" in the school and have an advocate on campus.

Advisory: The advisory period serves as the primary counseling vehicle for students as well as the advisor taking on the role of chief advocate on campus for their advisees (students in their advisories). Sac High sets advisor to student ratio as low as possible across the campus to ensure students and their families can build close relationships with advisors while also maintaining the priority of every child having a high quality advisor. Sac High takes advisory seriously and, therefore, provides credit for advisory – credits that must be earned for students to graduate. In order to successfully pass advisory students are responsible for fulfilling the below specific requirements.

- Complete, track, and verify 20 hours of community service per term (40 per year)
- Earn, track, and verify 10 pride points a term (20 per year)
- Earn a "CR" for credit for advisory every term (two terms in a school year, eight terms over four years). Note that a "C" will be used on official student transcripts to indicate that credit has been earned.

Failure to complete any of the above three requirements in a term with at least an 80% results in an overall grade of "NC" for no credit and can only be changed with submission of 25 additional hours of approved community service. Students must earn credit for advisory for every term they are enrolled at Sac High in order to graduate. In addition, students must complete a student led conference (SLC) with their advisor and an involved adult annually.

Advisors are responsible for:

- Executing effective advisory lessons.
- Participating in grade level and whole school meetings to discuss and plan for advisory.
- Ensuring that students have completed Individualized Learning Plans in consultation with appropriate staff.
- Consulting with the counselors, ensuring that students have a rigorous and relevant course schedule set for each term and semester.
- Meeting with parents at minimum of once a year per student to participate in Student Lead Conferences (SLCs) where the student and parent(s)/guardian(s) will discuss the student's progress towards preparing for college.
- Communicating regularly with advisees' (students') teachers to understand the strengths, challenges and needs of their students.
- Handing out grade reports each week for advisees, to be returned the following school day, signed by parents.
- Contacting home regularly to praise students for work well done, follow up on any issues and concerns around attendance and school work and ensure alignment between home and school.

- Helping their advisees track community service hours and pride points.

Academic Intervention Conferences: Student led conferences are held formally during the school year for all students. In addition, for any student earning two or more NCRs a separate academic intervention conference will be held. The meeting will be facilitated by the student's advisor or designee and Parents/Guardians will meet with their child's teachers to discuss progress for the current year and, if needed, possible courses of action to improve performance. Parents are encouraged to contact any teacher and their child's advisor at any time during the course of the year to discuss problem areas.

Counseling: In addition to our advisors who serve students in these small group dynamics, we also have counselors whose main responsibilities are to:

- Work with students, families and advisors to develop appropriate course schedules for each student
- Collaborate with classroom teachers to assign academic interventions when necessary
- Create templates for Individualized Learning Plans (ILPs)
- Provide mental health counseling, in individual and group settings, and referrals to outside agencies as needed
- Facilitate partnerships with outside agencies on mental health issues and program development on campus
- Work with the registrar to ensure accurate student transcripts
- Ensure that ELD and SPED students are appropriately assigned to services and work with coordinators to communicate with teachers and staff about these students' needs
- Provide general information to students and advisors about course selection, A-G, graduation requirements, and student support services
- Manage interns from local colleges and universities to help with guidance and counseling responsibilities.

College Counseling: We provide our students with strong guidance in regard to the college application process. Our goal is to have all seniors apply and be accepted into a four-year college. The support that we provide students primarily sits with their senior advisor. We have developed an in depth curriculum which walks students through college admissions process and of a senior portfolio to house a student's resume, collection of references and recommendation, etc... During senior advisory students are exposed to and complete:

- College research
- College applications and essays
- All financial aid documentation and scholarship applications necessary for institutions of higher education

In addition to the comprehensive services provided by the advisors, we also have a college counselor who is responsible for:

- Owning the relationships with all of the colleges and universities across the country
- Distributing materials about college, standardized tests (ACT, SAT, etc...) and the college application process
- Arranging for college admissions officers to visit the Sac High campus
- Ensuring our students are exposed to colleges and universities across the country through a variety of venues
- Working closely with the senior advisors on the development and implementation of the 12th grade advisory curriculum

We strongly believe that this network of resources can provide our students with the one on one attention and support they need to successfully navigate through their high school career and build a strong foundation for college success, career and leadership in their community.

ACADEMIC SUPPORT

Sacramento Charter High School holds all students to high standards and is committed to providing assistance to all students who are not meeting our high academic expectations. Additional learning opportunities are available for students in need; these include tutoring during teacher's scheduled office hours, Dragon Academy, the after-school program, accelerated classes, and summer sessions. Services for students with special needs and English learners are also available.

In order to ensure that all students are successful, Sac High has implemented an Academic Intervention Conference (AIC) process. The AIC is a collaborative team of all pertinent staff, parents, and service providers of a student who meet to develop a systematic approach to ensuring success for the student. The focus is on the whole child, including behavior, academic, health, and social issues. The purpose is to find success for the student.

Special Education: Students with existing Individualized Education Programs (IEPs) are identified immediately upon enrollment. Students without an IEP may also be assessed for Special Education services after enrolling at Sac High. The IEP

team works together to ensure that each student receives special education services as specified in their IEP. The mission of the special education team is as follows:

“SHPS Special Education Team, in partnership with students, families, and the community through relentless and purposeful commitment to high expectations, strives to serve all students in the general education environment, increasing academic and social success, closing the achievement gap, and preparing all students for college.”

English Language Development Program (ELD): St. HOPE Public Schools is committed to effective educational program options for English Learners (ELs) that meet State and Federal standards for the prompt development of English language proficiency, and to give ELs an equal opportunity for mastery of a challenging core curriculum as efficiently as possible.

St. HOPE's program for ELs is designed to enable ELs to acquire English and learn grade-level academic content. Students are expected to master the ELD standards and develop skills so they can also master state standards in their core classes.

Free & Reduced Meal Program: Free and reduced applications are available online and located in the Main Office. Students need to return the fully completed form with their Parent/Guardian's signature or complete the process online if that service is available. The application may take several days to process. Please return signed paper applications to the Main Office. Once eligibility is established, students will receive the adjusted lunch price (Free or Reduced) when they get their meal.

STUDENT RECORDS AND RIGHTS

The Family Education Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law affords parents and students 18 years of age and over certain rights with respect to student records. Due to the strict guideline of FERPA, once the student reaches the age of 18 years old, rights transfer to the student. For students age 18 or older, the school can not disclose or release non-directory information such as the following information listed below, to anyone, including parents of the student, without the prior written consent of the student except to the extent that FERPA authorizes disclosures without consent.

- Social security numbers;
- Student identification number;
- Race, ethnicity, and/or nationality;
- Gender
- Transcripts; grade reports

FERPA, however, allows schools to disclose those records, without consent, and SHPS may do so, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for, or on behalf of, the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Educational Records

FERPA gives parents/students the following rights regarding educational records:

1. These rights include access/inspection/review of records,
2. The right to request the amendment of student records that the parent or eligible student believes to be inaccurate,
3. The right to consent to disclosure of personally identifiable information contained in the student's education records except to the extent that FERPA authorizes disclosures without consent and
4. The right to file complaints against the school for disclosing educational records in violation of FERPA.

Access to Student Record and Transcripts for current students: All request for student records such as, but not limited to, transcripts, attendance, discipline records, must be in writing. Students, parent/guardian must complete a request for transcripts/student records form before request is processed and released. All requests will be process within 2 business days.

Records will be forwarded to another district or school in which the child enrolls when requests are received by a student's new school of attendance. Request for student information by individuals or organizations listed below will be forwarded without written consent from student or parent where FERPA authorizes disclosures without consent:

1. School district personnel with legitimate educational interests
2. Specified federal and state educational administrators
3. Law enforcement or other public safety agencies with lawful access

Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures of the school district to comply with the Family Education Rights and Privacy Act. Send inquiries to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue
NW, Washington, D.C. 20202-5901

WITHDRAWAL POLICIES AND PROCEDURES

1. Parents/Guardians are asked to notify the school at least 48 hours in advance before withdrawing their student from school by taking the steps below:
 - a. Call the Sac High Registrar at 916-649-7928 or the main office at 916-277-6200.
 - b. Parent/Guardian must come to the school in person with a valid photo ID to inform of the withdrawal.
 - c. Student will not be issued any credit should they withdraw before the end of the semester (see pg. 11 for semester start and end dates).
2. Parent/Guardian must sign withdrawal paperwork at Sacramento Charter High School.
3. Prior to the withdrawal:
 - a. Student must return books that were checked out in his/her name or pay for any lost or damaged books
 - b. If student played sports, must return uniform or pay for lost or damage uniform.
 - c. Clear any outstanding fines/debts.
4. Once the student is clear of any textbooks and or fines, the school will release official transcripts.

STUDENT LIFE

STUDENT ACTIVITIES

Sac High is a vibrant, active campus teeming with students who are striving to always be “on the go” and walking with a sense of purpose and pride. There is no wasted time, no idle bodies as we work to prepare our students for college and life beyond. Our students understand that they must utilize every moment of their days productively engaged in academics or worthy extra-curricular activities. We aim for Sac High students to be well-rounded and excellent candidates for the most competitive colleges and universities across the country. Therefore, we have specific requirements for students to meet to earn the privilege of engaging in a variety of extra-curricular activities throughout their four years at Sac High.

Community Service: The Sac High school motto is “Service for Others” because we believe strongly in the need for students and all of us to be actively engaged in serving our community. Today’s youth are often disengaged and unaware of the world around them. Specifically, many lack knowledge of the social circumstances that lead to a dynamic of the “haves” and the “have not’s”. We seek to educate a cadre of young leaders who not only strongly understand these relationships but who are actively and aggressively seeking social change. Our students will develop a strong understanding of the issues of social justice that pervade society today and are oriented toward doing something about them. They care about and deeply understand the inequities that exist and how they can be changed by activism.

Armed with this orientation, we believe our students can be powerful change agents in the community and we require them to engage in service that will improve their community and the lives of others. We aim to teach students that they have an obligation to make things better for those who come after them. To that end, all Sac High students are required to complete 20 hours of community service hours per term (40 each year), for a total of 160 hours over the course of their four year tenure at the school. Students who transfer to Sac High after the fall term of 9th grade will be required to complete 20 hours of community service for every term of attendance at Sac High. Completed community service hours are submitted by students to and tracked by a student’s advisor.

It is the responsibility of each student to complete the required community service and turn in the appropriate documentation to their advisor before the assigned deadline at the end of each term. If 20 hours of service is not completed before the end of the term a student will automatically fail advisory and receive a grade of NC for no credit. Students must complete 25 hours of community service on top of the required hours in order to make up a grade of NC in advisory. Students must earn full credit by making up all NCs in advisory before graduating from Sac High. If a student is in need of ideas or resources for how to complete community service, they should contact their advisor or the Sac High front office.

Pride Points: We encourage our students to be active participants in building our Sac High Community. We aim to offer extracurricular opportunities for all students; students are encouraged to join a team, participate in a club, or to attend school-sponsored events throughout the year. By participating in school activities, students earn pride points and as part of their Advisory grade, students must earn 10 pride points per term for a total of 20 per year. If 10 pride points are not earned before the end of the term, a student will automatically fail advisory and receive a grade of NC for no credit. The advisory credits must be made up by completing 25 additional hours of community service prior to graduation. Completed pride points are submitted by students to and tracked by a student’s advisor.

School activities: Throughout the year Sac High will host various activities for students sponsored by a variety of groups including Student Senate, Dragon Academy, Clubs and other groups. Some of these activities require students to meet the eligibility requirements listed at the bottom of page 18 of this handbook by the official grade check prior to the activity. Some, but not all, of the activities requiring students to meet the academic eligibility requirements are listed below:

- School dances
- Participating in rallies (students who are ineligible may attend the rally, but will not be a participant)
- Powder Puff Football
- Additional events and activities may be included in this category as they arise throughout the year

Here again are the eligibility requirements from pg. 18: Have a minimum 2.0 GPA by the most recent official quarter grade check, have earned a grade of “CR” for credit in advisory and have no more than one NCR. Note that official transcripts will reflect an overall grade of 80%/CR in advisory to indicate credit earned. Refunds will not be made available if a student pays for an activity then is not able to attend due to ineligibility related to GPA, academics or discipline.

School Dances: Periodically throughout the year, school dances are held on either Sacramento Charter High School's campus or at another announced location. To attend a school-sponsored dance:

- Present his or her current Sacramento Charter High School student ID card.
- Arrive no later than the stated time at which the doors will close for the dance.
- Abide by the appropriate, stated dress attire for the dance.
- Be picked up from the dance no later than 15 minutes after the dance has ended. If faculty members must remain with a student to wait for his or her transportation beyond this length of time, the student may not be able to attend the next school activity.
- Tickets may only be paid through Cash or Money Order. No Personal Checks.
- Money will not be refunded if a student gets kicked out of the dance.
- Outside guests for dances, when permitted, must bring proper identification which will be held by Sacramento Charter High School faculty until the dance is over. Guests must abide by Sacramento Charter High School dress and conduct codes for the specific event. Guest permits may not be provided to anyone over the age of eighteen and Sac High reserves the right to refuse access to dances to any guest at any time.
- For most dances, tickets are available for purchase ahead of time in the Sac High Student Store and this may be required for some events. Buying your ticket in advance cuts down on *considerable* waiting time to get into dances.

Clubs: Clubs and activities after school provide students with the opportunity to develop and foster specific interests and to interact with their peers in more relaxed social settings. We also believe that they can cultivate a love of something specific that can enhance their overall academic and school experience. Therefore, we recommend all students participate in at least 2 clubs or extracurricular activities over the course of their 4 years at Sac High. Some of Sac High's clubs are listed below:

34th Street Dance Co.
Key Club
MEChA Club
Health Ambassadors
Ambassadors Club
Media Club
Body Fit
Drama
Drum Line

Lady Majorette's
Student Government
Black Student Union
M.I.S.S.E.S Step Team
Fashion Club
Garden Club
Cooking Club
Lesbian Gay Straight Alliance

Dragon Academy: Dragon Academy is an extension of the regular school day providing academic support services, enrichment opportunities, physical fitness and wellness education and a nutritious meal. Students who attend Dragon Academy are able to complete homework assignments on a daily basis and are exposed to activities that expand horizons. Dragon Academy provides students with leadership opportunities through Student Action Committees, internships, and student-led organizations. Dragon Academy partners with Sacramento Charter High School teachers to offer academic support classes in various subjects including but not limited to English Language Arts, math and CAHSEE Test Prep. Enrichment opportunities are also offered that reinforce and complement the academic program and are based on student needs and interest. These opportunities include but are not limited to visual and performing arts, audio production, project based service learning and intramural sports. Services are provided daily upon the conclusion of the regular school day until at least 6:00 p.m. Services may also be provided before school, during breaks and summer. All services are free for students and families.

ATHLETICS

The purpose of the athletic department is to develop and maintain athletic programs that promote student-athletes and support a well-rounded educational experience, as well as to provide guidance, instill purpose, promote discipline, and build confidence to ensure opportunities for future success in society.

Eligibility: To be academically eligible for California Interscholastic Federation (CIF) participation in interscholastic athletics, students in grades nine through twelve must have a minimum GPA of 2.0 at the last official grade check and be enrolled in a minimum of 20 or more units during the present and previous grading period. Grades earned in summer school or equivalent courses may be used to determine eligibility for fall sports of the subsequent school year. Check page 18 of this handbook for official grade check dates and eligibility requirements.

Age: Student-athletes who turn 19 prior to June 15 of the upcoming school year will be ineligible for athletic participation. To be eligible to play varsity football, students must be at least 15 years of age.

Parent/Guardian Signed Forms: To participate in school athletics, students must get signed and have the following forms:

- 1) Emergency/Participation Information
- 2) Athletics Physical Evaluation Form
- 3) Concussion Info Sheet.

All forms and handbooks can be obtained and returned to the office of the Athletic Director or their designee.

Physical Exam: CIF rules require that all student-athletes provide proof of a current physical exam by a licensed California physician. Physicals are valid for one year only. No student-athlete will be issued a uniform or allowed to participate in athletic practice until evidence of a physical has been provided. Proof of physical and medical release forms will be kept on file in the Athletic Director's office. Physicals must be dated after June 1, 2016, and be valid through May 31, 2017.

Insurance: All Sacramento Charter High School students who wish to participate in athletics are required to have adequate medical and hospitalization insurance before practicing for any of the Dragons' athletic teams. Student-athletes must also have their parent/guardian sign proper medical release/consent-to-treat forms.

Awards & Letters: To receive awards and letters, student-athletes must complete the season in good standing as determined by the head coach and return or account for all equipment checked out to him/her. If the equipment is not returned or accounted for, letters, awards, and pictures may be held by the head coach or Athletic Director until the student's account is cleared by the head coach.

Student-Athlete Expectations: Student-athletes at Sacramento Charter High School are held to high academic and behavior standards including the following:

- Dragon student-athletes will always place a greater emphasis on academics than athletics.
- Athletic participation is a privilege and considered an extracurricular activity. The privilege to participate can be revoked according to the coach's, principal's or principal's designee's discretion at any time.
- Student-athletes will always exhibit good sportsmanship and participate in the spirit of fair play.
- Equipment and facilities must be respected and treated as though they are a student's own and returned in the same condition in which they were issued outside of normal wear and tear.
- Student-athletes, as required by the school and/or coaching staff, may be required to participate in study halls, tutoring sessions, and grade checks to ensure academic success.
- Student-athletes are leaders on the Sacramento Charter High School campus. It is imperative to remember that student-athletes represent their sport, their team and Sacramento Charter High School at all times.
- By choosing to participate in athletics, students make a commitment to their coaches, teammates, and school. Attendance at all practices and games is mandatory. Any reason for missing a scheduled practice or contest must be conveyed to the coach prior to the absence. Consequences given by the school (i.e. JAG, ISS, Friday Night Blues, etc...) supersede any extra-curricular obligations. Student-athletes who miss school based consequences and still participate in athletics during the same time frame will receive additional appropriate consequences.

If a student-athlete fails to abide by these guidelines, s/he will face disciplinary action ranging from nonparticipation in practice and/or part of or an entire contest up to dismissal from the team for the season.

Seasons and sports:

Fall Sports	First month of season	Winter Sports	First month of season	Spring Sports	First month of season
Cross Country	August	Basketball (Men's)	November	Baseball	February
Football	August	Basketball (Women's)	November	Softball	February
Golf (Women's)	August	Wrestling	November	Track & Field	February
Volleyball (Women's)	August	Soccer (Men's)	November	Volleyball (Men's)	February
Cheerleading	August	Soccer (Women's)	November	Cheerleading	February

ATTENDANCE

Consistent student attendance is a pre-requisite for academic success. If students are not in school, they will not be able to gain the critical academic and social skills they need. We have the specific goal of better than 95% attendance for all students for the following reasons:

- Students and their families make a significant commitment when they choose to attend Sacramento Charter High School. Part of this commitment is doing whatever it takes to be successful and reach academic success. It's crucial we instill students with a strong work ethic and part of this is ensuring that they come to school each and every day on time and prepared to learn.
- When there are students who come to school after having been absent, they have missed important information. The teachers often must spend time catching those students up, thereby taking valuable time from the class. Our students must understand that their individual attendance is also part of their collective responsibility to classmates and teachers.
- When students are absent and have to spend time catching up, they often are less confident, potentially negatively impacting their attitude toward school and learning.
- Attendance affects our bottom line. Our funding from the state and district are based on our ADA (average daily attendance). When students aren't in school, we lose out on funding. This is significant as these are resources that could be dedicated to more instructional supports and materials.
- Last, and most importantly, when students are not in class they lose out on crucial instructional time. In order to quickly accelerate the learning of all students and move them to proficiency and readiness for college, we must take advantage of every learning opportunity. Being absent from class diminishes our ability to ensure that students are gaining the academic skills they need to be successful.
- Any student, who does not attend at least 80% of his /her classes, may not receive credit for that class.
- Seniors who do not attend 80% of a class in term 2 may not participate in commencement (graduation).

It is our collective responsibility to ensure that we are doing everything possible to encourage the highest levels of attendance. This includes having a clear process in place for students who are not meeting attendance expectations. Specifically, our policies around attendance are:

Tardiness: Any student who is not seated and ready to learn after the bell has rung will be considered unprepared for class and will be marked "UPR" for attendance. Any student who is not in the classroom when the bell concludes is tardy. The student will follow the process for tardy students and will be marked appropriately for the period in attendance with a "T" for tardy. The Attendance Coordinator or designee will determine whether the student is in need of a re-admit or a tardy slip. Excessive tardies will be addressed through discussions with the student, contacting parents/guardians, consequences such as JAG, Friday Night Blues or Saturday School and possibly an attendance contract.

Excused tardies must be handled by the attendance coordinator and must fall into one of the categories that coincide with an excused absence as defined by Education Code 48205 (described below).

Excused Absence: Excused absences are defined in Education Code 48205:

- (a) *Notwithstanding Section 48200 [California's compulsory education requirement], a pupil shall be excused from school when the absence is:*
- (1) *Due to his or her illness.*
 - a) *Note that excessive absences for medical reasons will require a doctor's note to be excused*
 - (2) *Due to quarantine under the direction of a county or city health officer.*
 - (3) *For the purpose of having medical, dental, optometry, or chiropractic services rendered.*

- (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit thereof. The teacher of any class from which a pupil is absent shall determine the tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
- (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- (e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil." [Members of the immediate family, as used in this section, means the mother, father, grandmother, grandfather, or a grandchild of the employee or of the spouse of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the employee, or any relative living in the immediate household of the employee.

Pre-approved Absences: For any extended period of absence from school, students must submit a note signed by their parent/guardian to the Attendance Office prior to their departure or have a parent/guardian phone the Attendance Office prior to departure. Failure to submit an appropriate note or parent/guardian phone verification to the Attendance Office will result in an unexcused absence for the day(s)/class(es) missed.

Early Dismissals: If a student needs to leave school prior to the conclusion of his/her last class, s/he must first obtain an early dismissal from the Attendance Office. Early dismissals will be granted in the event of an emergency only or one of the reasons outlined above in Education Code 48205. Each parent or guardian must sign the student out of campus from the attendance office. If your student rides the bus or walks home, please call in advance notice for early release preparation. All early dismissal slips are issued by the Attendance Office or their designee in case of closure of the Attendance Office. A student who is 18 years of age or older, who lives separately from his/her parents or legal guardian(s), and who has obtained prior consent from the school's attendance office, may sign themselves out for an early dismissal from the attendance office in the event of an emergency only or one of the reasons outlined above in Education Code 48205.

Re-admits: Upon his or her return to school, it is the student's responsibility to (a) obtain a note/call from his or her parent/guardian or (b), have his or her parent/guardian call the Attendance Office to verify the specific days and reasons for the absence. The student must deliver this note/call before the start of the school day to receive a re-admit form which must be taken by the student to all of his or her classes and signed by all of the student's teachers. Students will not be admitted back to class without a readmit. The note/call provides proof of absence and will allow for make-up work to be assigned. The student will be allowed to complete the assigned homework within the same amount of days of the excused absence. Failure to provide appropriate documentation or verification may result in disciplinary action, and will be considered an unexcused absence and thus not be allowed make-up work.

Truancy: Truancy as defined in CA EC Section 48260:

- (a) Any pupil subject to compulsory full-time education or compulsory continuation education who is absent from school without a valid excuse three full days or tardy or absent more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or the superintendent of the school district.
- **Truancy I:** The first stage of truancy intervention "Truancy I" is triggered after a student is absent from school without a valid excuse more than any 30-minute period during the school day on three occasions. At this time, the parent/guardian shall be notified of "Truancy I" status through a letter. This notice is to make both the student and parent aware of the number of absences and that student may be subject to arrest and/or suspension if found away from home and absent from school without a valid excuse. When a student enters the "Truancy I" phase, s/he may be required to complete appropriate consequences as assigned by an administrator.

- **Truancy 2:** On the next instance of truancy (i.e., any subsequent absence or tardiness without a valid excuse), the student enters the subsequent stage, “Truancy 2” and may be assigned appropriate consequences to make up for missed class time. The student may also be referred to the School Attendance Review Team (SART). If the student fails to attend the SART meeting or fails to complete the program outlined by the school, s/he shall be subject to the process described for the third stage of truancy intervention.
- **Truancy 3:** In the third phase of intervention, “Truancy 3”, the student will be classified as a habitual truant and may be referred to and required to attend another SART meeting or a School Attendance Review Board (SARB) hearing, a truancy mediation program, or comparable program deemed acceptable by the principal or their designee. If the student fails to successfully complete the truancy mediation program or other similar program, the matter may be referred to the District Attorney for prosecution and other appropriate action may be taken by the school.

Attendance at Extracurricular Activities: A student who has been absent from school on a given day may not attend or participate in any extracurricular activities, including athletics, on that day, without the prior permission of the principal or the principal’s designee. In any event, a student must attend at least half of his/her classes on a given day to participate in school activities or athletics. The principal or designee reserves the right to make the final decision. A student who is absent for more than half of his/her classes without an approved excuse on a Friday may not attend Saturday athletics or activities.

Make-up Work for Absences: Students are expected to make up any work missed due to an absence or tardy. Work assigned during preapproved “excused” absences will be due on the day of the student’s return. Lab work, class work and tests assigned during an excused absence will be excused one day for every excused absence day. It is the responsibility of the student to coordinate all missed assignments and make-up work within this time frame.

Absences which are not excused due to illness or school-related activities are considered “unexcused.” This includes student absences for vacations, or other non-emergency absences, which extend beyond designated school holidays and vacation periods. ***Any missed coursework due to an unexcused absence is considered late. Late coursework due to an unexcused absence may be reduced by 50% of the graded score earned on that work (in-class activity, tests, quizzes, projects, assignments, homework, etc.).*** Work assigned prior to an “unexcused” absence may be due on the day of a student’s return. It is the responsibility of the student to immediately coordinate all missed assignments and make-up work on the day of their return. Any delay by the student to coordinate and complete missed assignments may result in the missed work being given a grade of zero.

If students are suspended from school for disciplinary reasons, their absences are deemed “unexcused” and subject to the above academic consequences.

Classroom and homework assignments are the sole responsibility of the student. All students should obtain the telephone numbers of their teachers and other reliable students in each of their classes whom they can contact for missed assignments due to absences. Parents and/or students may request the Attendance Office’s assistance to gather information regarding missed work. A minimum of 24-hour notice is needed to ensure collection of all the missed assignments.

Falsification of Notes and/or Misrepresentation by Phone: Forging a parent’s/guardian’s signature on a note or other communication, altering a note or communication in any way, or making or having someone else make a phone call to the school in which the caller falsely claims to be a parent/guardian is inappropriate and dishonest. Students may be suspended and subject to the school’s suspension and expulsion policy for appropriate consequences for such offenses.

School Dismissal/Student Illness: If a student becomes ill during the school day, he/she should report to the Attendance Office. Every effort will be made to contact the student’s parent/guardian before the student is allowed to leave campus.

For up-to-date and timely information regarding school closure due to natural calamity or emergency situations, please call the main office at (916) 277-6200. Sac High reserves the right to dismiss students early without notice when necessary in the best interest of the school and student(s). Every effort will be made to contact families if this type of situation arises.

STUDENT CONDUCT AND BEHAVIOR

Sacramento Charter High School has high standards for academic achievement and student conduct that are clearly defined, measurable, and do not allow for excuses. Clear and consistent expectations, incentives and consequences are strictly applied and enforced to student and all members of the Sac High community. Sac High students are responsible for their own behavior.

School administrators will ensure that every student who wants to learn will be able to do so in a clean, safe, and productive environment. In return, Sac High students are expected to work hard, have a good attitude, and treat classmates, staff, and visitors with kindness, courtesy, and respect.

A Sacramento Charter High School student is considered a member of the student body at all times and in all places; whether on campus or off campus. As such, we encourage Dragons to always be conscious of his or her actions and show courtesy and respect. Crude language and other expressions of inappropriate conduct are unacceptable. Sacramento Charter High School may, in certain circumstances, review and take action in cases involving student conduct and actions if they are (1) of a nature to bring discredit upon the school; (2) in conflict with the values for which Sacramento Charter High School stands; (3) have the potential to cause a safety risk or disrupt school activities; and/or (4) are in violation of criminal or civil law or the reasonable rights of others.

STUDENT UNIFORM AND DRESS CODE POLICY

Sacramento Charter High School believes that a student's appearance has an impact on his or her attitude, behavior, and readiness to learn. Respect for the school community and for the students themselves is evidenced by dressing appropriately. Sacramento Charter High School students will adhere to a dress code that enhances the educational environment at all times. Our school store has stocked a significant inventory of apparel that meets our specifications. If a student cannot afford the school uniform, the student may, with proper documentation, be provided uniform clothes for free or at a reduced cost. The student may be required to perform work study in exchange for the resources; however, no student will be denied a uniform due to an inability to purchase.

The uniform and dress code policy will be enforced before and during the school day, and after school where/when appropriate. The uniform and dress code policy is required while a student is on campus before and during the school day. After school students must be in appropriate attire, which may be the school uniform, depending on their chosen activity. All staff and teachers will be expected to monitor student compliance to the uniform and dress code policy, address students as needed, and report violations to the appropriate administrator. As with all handbook policies, any changes or updates to the dress code will be communicated to students, families and staff in writing.

Benefits of School Uniforms:

- Establishes a friendly and professional atmosphere that promotes pride, respect & safety
- Instills a sense of community to which students belong
- Decreases violence and theft because of clothing and shoes and creates a level playing field among students
- Helps school officials recognize those who do not belong on campus
- Helps the community identify Sacramento Charter High School students

Consequences of Non-compliance:

If a student is out of compliance with the uniform and dress code policy, appropriate attire may be loaned to the student or parents will be contacted to bring proper uniform items for their child. Students will be required to return any loaned items and serve the appropriate consequences as assigned. Students who fail to return loaned items will be subject to disciplinary action. Students will be removed from class until they are fully compliant with the Sac High uniform and dress code policy. Repeated violations of the uniform and dress code policy may result in a student being sent home at the discretion of the administration. This will be considered a suspension and an "unexcused absences" (see attendance policies starting on pg. 26), and will affect credit received for the day.

Students who are in violation of the uniform and dress code policy but can make the correction will be sent to class once they are fully compliant with the uniform and dress code policy. However, students may be assigned consequences, up to and including suspension and a uniform contract, as deemed appropriate by the administration. In addition, articles of clothing that violate the uniform and dress code policy may be confiscated by administration and returned to students at the end of the day. Students who repeatedly bring prohibited items may have such articles returned only to parents.

Any form of appearance that violates basic norms of neatness and cleanliness, or that may be construed as cultic, gang-related, or causes disunity within the Sacramento Charter High School community, even though conforming to the specific guidelines, is subject to correction by the student at the direction of staff and possible consequences.

Sac High Uniform and Dress Code Policy:

1. All students must have on a black, white or purple Sac High polo shirt from the Sac High student store. Shirts must be completely tucked in at all times outside of approved exceptions (i.e. Physical Education classes)
2. All students must have on khaki pants from the Sac High Student Store
3. All students must have on all black or all white shoes (all visible parts of the shoe, including shoe laces, must be either all black or all white). Shoes must have a back strap around the heel and shall not have a heel more than two inches high.
4. All black or all white socks if wearing socks (all visible parts of the sock must be all either all black or all white)
5. If students choose to wear outerwear over their Sac High polo shirt from the waist up, they must wear one of the following:
 - a. Sac High letterman jacket from the Sac High Student Store
 - b. Sac High all-weather jacket from the Sac High Student Store
 - c. Sac High V-neck sweater from the Sac High Student Store
6. Any undershirt worn underneath a Sac High polo must be solid black, white or purple
7. **Accessories:** Accessories are to be modest, non-distracting, and adhere to the following guidelines:
 - a. Jewelry should be minimal
 - b. Any items worn on a student's head or in a student's hair must be black, white or purple and shall not cover any parts of a student's face. A student's head may not be covered inside.
 - c. Clothing accessories (i.e. belts, scarves) must be non-distracting and be black, white or purple.
 - d. Backpacks and bags may not be red or blue.
8. **Hair:** Hair should be of a natural color, and done in a non-distracting style. Dying, bleaching, adding to (extensions), or tinting hair to a natural color is allowed.
 - a. Unnatural colors or having severely contrasting colors is not permitted.
9. **Additionally, the following protocols must be followed for female and male students at all times:**
 - a. Pants must be worn at the natural waist, and fit appropriately with a belt if needed. All pants must be hemmed (cannot be cut off) and must be free of elastic around the waist and ankles.
 - b. Shirts must be tucked in.
 - c. Hoods and head coverings must remain off indoors at all times, including non-school hours.

Examples of Inappropriate Dress and/or Appearance

1. Altered uniform items (polo shirts, pants, approved outerwear)
2. Clothing other than what has been previously messaged in the uniform and dress code policy.
3. Jean or denim material of any kind.
4. Clothing with derogatory, gang references, offensive and/or lewd messages either in words or pictures.
5. Men and Women's pants that show underwear (sagging). Students may be required to wear a belt.
6. Any overly tight pants
7. Rips, tears, holes, or fraying of clothing including cutoff pants.
8. Hats, do-rags, stocking caps, skullcaps and bandanas are prohibited at all times on the campus of Sacramento Charter High School. Hair scarves, wraps, berets, sweatbands, wave caps, hairnets, curlers, combs, and hair picks are also prohibited.
 - a. Students who need to wear head coverings for religious purposes must contact the Attendance Office to ensure that a letter of religious exception is on file.
9. Head coverings and hoods may not be worn in any building.
 - a. Head coverings (hats, beanies, scarves) may be worn outside of school buildings during inclement weather.
10. Headphones, earphones, phones or any other electronic equipment shall not be visible.
11. Sunglasses shall not be worn in any building.
12. Bare feet.
13. Shoes without a back strap around the heel

14. Shoes or sandals with heels over 2"
15. Grills or decorative stickers/Band-Aids
16. Gloves shall not be worn while inside classrooms
17. PE clothing (EXCEPT in PE)
18. Graffiti on clothing, notebooks, or backpacks.

Dress Code at School Events: Students may be denied admission to various functions if their manner of dress is inappropriate. On this premise, students of Sacramento Charter High School are expected to dress neatly at all times. The following are examples of appropriate dress for various occasions:

1. On campus after school – students are to remain in school uniform (school athletic gear permissible if playing a sport or other appropriate attire depending on the activity)
2. Social/Recreational activities (Games or events) – neat, modest, casual or dressy attire.
3. Formal programs - business or dressy attire.

Professional Dress Attire Days: Occasionally Sacramento Charter High School students may be asked to dress-up and out of regular school dress code by wearing Professional Dress Attire on designated days. When wearing Professional Dress Attire, all students are required throughout the entire school day to abide by the guidelines stated below. Students who are not able to meet this expectation are required to dress in normal school uniform. All hairstyles must be appropriate for a professional setting.

Women

Pants and skirts:

- Khaki, Black, White, Brown, or Purple only
- Loose fitting
- Knee length for skirts

Blouses and dresses:

- Khaki, Black, White, Brown, or Purple only (stripes or professional patterns are allowed)
- Loose fitting
- Ironed
- Free of graphics or logos
- Modest (must not be sheer, low cut, or show bare midriiffs)

Shoes:

- White, black or brown
- Be conservative and hold a shine.
- Have less than a 2" heel
- Have a closed back
- (CANNOT wear sandals, flip flops, slippers, military style boots, or athletic shoes)

Sweaters and jackets must:

- Be White, black, purple, brown (stripes or professional patterns are allowed)
- Not be denim material

Men

Required - Slacks or khakis with shirt, tie, and dress shoes

Pants must be:

- White, black, khaki or brown
- Loose fitting

Dress shirts must be:

- White, black, brown or purple (stripes or professional patterns are allowed)
- Loose fitting
- Ironed
- Tucked in
- Free of graphics or logos.

Ties must be:

- Conservative and without inappropriate writing or pictures.

Shoes must:

- White, black or brown
- Be professional, conservative
- Not be sandals, flip flops, slippers, military style boots, or athletic shoes

Sweaters and jackets must:

- White, black, brown or purple (stripes or professional patterns are allowed)
- Not be denim material

Physical Education Uniforms: Sacramento Charter High School students are required to wear uniforms in all physical education classes. Uniforms may be purchased from the Student Store. The shirt and shorts may be purchased individually. Students must have their I.D. card to check out a loaner if one is available. Each student will be assigned a locker. You can bring your own lock or purchase a lock from the Student Store. Big lockers should not be used and all valuables should be locked up in a locker. **Non suits (students not in the proper PE uniform) may result in a JAG.**

STUDENT BEHAVIORIAL EXPECTATIONS

Creating and preserving a college prep school environment and school culture that is safe, orderly and exemplifies Sac High's Public Schools' Five Pillars and the school's DRAGONS values is a responsibility shared by all adults and students on the Sac High Campus. Consistent implementation of the code of conduct, uniform and dress code and disciplinary procedures detailed in the Student-Parent Handbook requires a collaborative effort from students, families, teachers and staff.

Academic Ethics: For a description of Academic Ethics please see the Academic Policies section of the handbook beginning on page 14.

Bathroom Usage: Students will be allowed to use the restroom during class time with the permission of a teacher or appropriate adult at the time specified by the adult writing the pass. Students are expected to obtain a pass signed by an adult, move quickly, quietly and directly to the restroom and back to class. Signed passes will be in the handbook or in the form of a class restroom pass. Teachers may assign consequences to students who repeatedly miss instruction due to excessive restroom usage (such as repeated trips to the restroom or extended time out of class). Students in this category may be required to use a sign-in/sign-out log to record their time out of class and may also be required to attend sessions after school to ensure they get the missed academic material. Students who abuse this system will be subjected to additional consequences. Students may not use the restroom during the first or last 15 minutes of class and may not use it during the standard advisory period of 25 minutes or they may be subject to appropriate consequences.

During class time, including advisory, if a student is out of class: Students who need to be out of class during class periods or advisory (excluding seniors with an open period) will need the permission of an adult and must have a written pass or be with an appropriate adult. If a student is out of class unaccompanied by an appropriate adult they will be returned to class. If a student does not return to class they will be referred to either the attendance office or the deans per the discretion of the appropriate administrator.

Student Arrival and Departure: Students are **not** to arrive on campus prior to 7:00 a.m. unless they are participating in a supervised activity. The Campus Buildings will be closed at 4:00 p.m. on Mondays, Tuesdays, Thursdays and Fridays and 2:15 p.m. on Wednesdays. The closure time will vary for special days listed on the bell schedule on page 13 of this handbook including minimum days and testing days but will be no less than fifteen minutes after dismissal. Students who remain on campus after campus is closed are required to be participating in an after school program (athletics, Dragon Academy, clubs, tutoring, enrichment, college lab, community service) and be in supervised location for that activity. Students waiting on rides must do so in the front of the school or in another supervised area.

Where can students be and when?

Time of Day	Locations	Appropriate Actions
<p>Before School 7:00-7:55 a.m.</p> <p>IN FULL UNIFORM, ELECTRONICS PERMITTED</p>	<ol style="list-style-type: none"> 1) Main commons 2) Front of School 3) Back patio (by W41-42) 4) Activity supervised by an appropriate adult 5) Walking quickly and quietly to one of the above 	<ol style="list-style-type: none"> 1) Eating breakfast 2) Socializing 3) Preparing for school to start
<p>During Periods 1, 2, 3, 4 and 5 as well as Advisory</p> <p>IN FULL UNIFORM, ELECTRONICS <u>ARE NOT</u> PERMITTED</p>	<ol style="list-style-type: none"> 1) In class 2) If out of class students must be moving quickly and quietly and meet one of the conditions below: <ol style="list-style-type: none"> a. HAVE PASS b. BE WITH AN ADULT c. ON WAY TO THE DEAN'S OR ATTENDANCE OFFICE 	<ol style="list-style-type: none"> 1) Learning in class. 2) Quickly and quietly walking to the appropriate location in an attempt to get back to learning in class as quickly as possible.
<p>During Passing Periods</p> <p>IN FULL UNIFORM, ELECTRONICS <u>ARE NOT</u> PERMITTED</p>	<ol style="list-style-type: none"> 1) Entering/Exiting classrooms 2) Bathroom 3) Walking quickly and quietly to one of the above 	<ol style="list-style-type: none"> 1) Appropriately interacting with others and the facility 2) Snacking/drinking
<p>Lunch Time</p> <p>IN FULL UNIFORM, ELECTRONICS <u>ARE NOT</u> PERMITTED</p>	<ol style="list-style-type: none"> 1) Main Commons 2) In an area supervised by adult (i.e. the patio or garden if supervised) 3) In a class or space with a teacher or another adult 4) Walking quickly and quietly to one of the above 	<ol style="list-style-type: none"> 1) Getting and eating lunch 2) Appropriately interacting with others and the facility 3) Getting ready for class
<p>After School when campus is closed</p> <p>IN UNIFORM OR APPROPRIATE ATTIRE FOR ACTIVITY, ELECTRONICS PERMITTED</p>	<ol style="list-style-type: none"> 1) Front of School – In front of Auditorium after the second bell 2) Dragon Academy 3) Athletics with coach 4) Dean's Office for JAG 5) In a class or space with a teacher or another adult 6) Walking quickly and quietly to one of the above 	<ol style="list-style-type: none"> 1) Waiting for a ride 2) Appropriately interacting with others and the facility 3) Getting help from teacher 4) Serving a consequence 5) Participation in a supervised sport/activity

Seniors on campus with an open period: must report to a supervised and structured program on campus. Students who are found loitering on campus will be sent to the appropriate location or administrator. Seniors may not use cell phones or electronic devices and must follow all school rules, including the uniform and dress code policy, while on campus.

Electronic Devices: Portable stereos, mp3 players, cellular phones, video cameras, any image capturing device and other such devices can impede the learning experience. Such devices are not permitted to be visible or heard on campus beginning

at 7:55 AM and during school hours. This includes passing periods and lunch. If a student is observed or heard with an unapproved electronic device, the device will be confiscated, regardless of the student's reason or explanation, signed into the front office and returned only to the one of the contacts listed on school records. The student will receive JAG as a consequence for having an electronic device confiscated. The confiscated devices may be retrieved from the front office by an administrator. Students who refuse to turn over their electronic devices will be subject to further consequences as outlined in the suspension and expulsion policy.

After a confiscated device has been held by the school for two weeks, staff will attempt to contact the parent/guardian to make arrangements to retrieve the device via phone calls to the parent/guardian, followed by a letter to the student's home. The student's parent/guardian will also be notified that if the device is not retrieved, the confiscated device may be donated to an organization of the school's choosing.

If a student's electronic device is confiscated a second time, the administration has the authority to assess a more severe punishment, including but not limited to, keeping the device for an extended amount of time, multiple JAGs, or suspension.

A phone or recording device may be kept for evidence at any time and for an extended period of time if warranted by administration. Any student who video's a fight subjects them self to consequences per the school's suspension and expulsion policy.

Alcohol: Possession of, use of, consumption of, distribution of, or being under the influence of any alcoholic beverage on campus, on the way to or from school, or at any school function (on or off campus) is strictly prohibited, and makes the student subject to consequences per the school's suspension and expulsion policy. Sacramento Charter High School does not condone student use of any alcoholic beverages at non-school-related functions or gatherings, and reserves the right to address cases involving student conduct and actions, regardless of when or where such actions take place. **There may be times when the school requires a student to undergo drug/alcohol testing and mandates programs or counseling at the parents/guardians' expense.**

Tobacco: Possession of, use of, or distribution of any form of tobacco or tobacco product on campus, or at any school function (on or off campus) is strictly prohibited, and makes the student subject to consequences per the school's suspension and expulsion policy. **There may be times when the school requires a student to undergo drug/alcohol testing and mandates programs or counseling at the parents/guardians' expense.**

Drugs: Possession of, use of, distribution of, manufacturing of, or being under the influence of illegal drugs or unauthorized prescription drugs (e.g., Vicodin, Codeine, etc...) on campus, on the way to or from school, or at any Sacramento Charter High School function is strictly prohibited, and makes the student subject to consequences per the school's suspension and expulsion policy. Sacramento Charter High School does not condone student use of any illegal drugs at non-school-related functions or gatherings, and reserves the right to handle cases involving student conduct and actions, regardless of when or where such actions take place. **There may be times when the school requires a student to undergo drug/alcohol testing and mandates programs or counseling at the parents/guardians' expense.**

Weapons: Weapons of any kind, including paraphernalia such as knives, guns, brass knuckles, chains, lighters, and other such objects that can be used as weapons or in a threatening manner— are not to be brought on campus or to school activities (on or off campus). Any student who brings such items on campus or to school activities is subject to consequences per the school's suspension and expulsion policy.

Gambling: Any form of gambling, whether or not money is visible, is prohibited on campus, on the way to or from campus, or in the surrounding community. Any student who participates in gambling on campus or at school activities is subject to consequences per the school's suspension and expulsion policy.

Gangs: Any affiliation and/or insignias, colors or signs, that may directly affect the safety or disruption of our student body is prohibited on campus or in the surrounding community. Any student involved with the aforementioned violations is subject to consequences per the school's suspension expulsion policy and the SHPS Gang Activity Policy.

Cyber bullying, Harassment and Discriminatory Attacks: Cyber bullying or online bullying is a term used to refer to bullying over electronic media. Cyber bullying is willful and involves recurring or repeated harm inflicted through electronic text. Cyber bullying can be as simple as continuing to send e-mail to someone who has said they want no further contact with the sender. Cyber bullies may also include threats, "putdowns" or hate-motivated speech. Cyber bullies may publish the personal contact information of their victims. They may attempt to assume the identity of a victim for the purpose of publishing material in their name that defames or ridicules them. Any student who is found to have participated in activities described above, sends provocative material/pictures/images of adults or minors, or attempts to be harmful or cruel to

another student or individual through offensive electronic distribution using a cell phone, the Internet, or other electronic devices may be subject to serious disciplinary consequences up to and including expulsion as outlined in the school's suspension and expulsion policy. Serious incidents, including "sexting" or threats, may be turned over to law enforcement authorities.

Identification Cards: Each Sacramento Charter High School student is expected to have his/her student ID card on his/her person at all times while in school or in attendance at any school-related function. Students must be able to produce their ID cards at the request of an authorized person. ID cards must be shown upon request by administration and staff on campus, at games, dances (including prom), and other school-sponsored activities or the student will not be admitted. If the card is lost, a replacement must be obtained in the student store for a fee. If a student is unable to produce his/her ID card upon the request of a staff member, the student may be issued a consequence.

Visitors: Upon arriving, visitors must report to the main office. Visitors are required to sign in and will be announced for their appointment and escorted to the appropriate location. A visitor's pass must be worn and visible at all times. Former Sacramento Charter High Students and Non-Sac High Students will not be permitted on campus during the school day without a verifiable appointment.

Closed Campus: Students must remain on campus during school hours. The only exceptions are students who have an early dismissal slip from the attendance office. Students leaving campus during the school day without approval will be deemed truant and subject to appropriate disciplinary action.

Lunch: Sacramento Charter High School's campus is closed. Students may not leave campus for lunch, and student passes may not be used to go out to lunch or to leave class to pick up a lunch delivered by a parent. Students may bring lunch from home or purchase food in the cafeteria. Students may not order food from outside vendors for delivery during school. In the event that a student forgets his/her lunch, parents may deliver food prepared at home to the front office for their children only. Fast food is not allowed on campus during school hours, even if delivered by a parent or guardian.

Lunchtime: Students are allowed to congregate and eat in the Main Commons or other supervised locations. Students may have access to the library, computer labs, and to available teachers during lunch.

Outside Deliveries: During school, deliveries of outside food (pizza, drinks, etc.), balloons, flowers, or other "special deliveries" by parents, other people, or businesses are not permitted. Such items, including those brought by students, will be stored in the main office until dismissal or in another location deemed permissible by appropriate staff.

Flyers/Literature Distribution: No flyers/literature may be distributed on campus or in the parking lots without the approval of a principal or their designee. The location of distribution may be determined by the administration, and the administration is responsible for checking to make sure all hanging literature has been approved. Flyers may only be posted on campus bulletin boards, concrete pillars in the Commons or other approved locations. The parties distributing flyers/literature are also responsible for taking them down. Failure to do so may result in the loss of the posting privilege.

Parking: Student parking at Sacramento Charter High School is considered a privilege. All students who are eligible to park on campus are required to display a valid parking permit. Students who wish to park on campus must complete a parking application to submit to the front office for approval and park only in spaces approved for student use. Once cars are parked, they should not be accessed at any time during school hours. We reserve the right to revoke parking privileges at any time. Cars that are parked without valid documentation displayed or in an unassigned parking space may be towed. Students who do not receive a permit to park on campus can find sufficient on-street parking on the perimeter of the campus. To request a complete copy of the Sac High parking policy, please contact the main office at (916) 277-6200.

Parking and Driving Regulations: Student parking permits are distributed on a first come, first serve basis. Sacramento Charter High School does not guarantee every student driver a parking permit. Students who do not receive permits should park on the street or make other arrangements. Students must abide by the parking rules and regulations to maintain their parking permits. Drivers are subject to all state and city/county traffic laws, including the reporting of traffic accidents and/or damage to other vehicles. Students must follow all normal traffic rules when parking their vehicles in school parking areas. A parking pass may be revoked at any time at the discretion of the administration.

Field Trips: All field trips must be approved by the principal or the principal's designee. Parent-approved field trip permission slips must be returned to the sponsor of the trip prior to the trip. When a field trip has been planned, the sponsor(s) will notify the student of the dress code for the trip in writing. Unless otherwise noted in writing, students are required to wear their Sacramento Charter High School uniform and abide by the uniform and dress code policy. To request a complete copy of the Sacramento Charter High School field trip policy, please contact the main office at (916) 277-6200.

Library Books /Textbooks: Students are responsible for all library books they check out and all textbooks issued to them by Sacramento Charter High School. Library books and textbooks must be returned in the condition they were received accounting for reasonable wear and tear. The student and the student's parents/guardians are financially responsible for lost, stolen, damaged or destroyed library books and textbooks. Students will be charged up to the full replacement cost for items lost or damaged books. The student may have privileges revoked until outstanding bills for lost or damaged items are paid. Privileges subject to revocation include, but are not limited to, the student's participation in co-curricular and extracurricular activities (such as athletics, commencement, etc.) All outstanding bills for lost or damaged items must also be cleared before diplomas, transcripts, and school records are released.

Student Activities: On-campus clubs, groups, or teams that are not recognized by the administration are prohibited from operating on campus. In order to be recognized and meet on campus, clubs, groups, and teams must file a club charter with the administration. The club charter must include a club constitution and a club budget. For further discussion of applicable rules, please refer to the Sac High Student Advisor/Coach Handbook (ASB handbook), which can be accessed in the main office of Sacramento High. All activities must be supervised by an appropriate adult while using any school facility.

Lost and Found: The Lost and Found is located on campus in the front office. All personal items such as clothing, books, sports equipment, etc..., should be clearly labeled with the student's name in indelible ink. Sacramento Charter High School cannot be responsible for any of these items. Items turned into the office that are plainly marked will be returned to the owner. Unmarked items will be placed in Lost and Found. Unclaimed items are donated to local charities periodically.

Personal Property: The school is not responsible for lost or stolen items (including cell phones and other electronic items). The student's name should be placed on **all** personal items. When a student goes to the gym to dress, all valuables should be locked in a gym locker. Students should guard their combinations and make sure their P.E. lockers are locked.

Abuse: All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment *immediately* when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm."

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

Harassment Policy: Sac High is committed to providing a safe educational environment that is free from harassment and discrimination for all individuals. All students and employees are forbidden from engaging in any harassing behavior.

The school will investigate allegations of harassment in a prompt, confidential, and thorough manner. Substantiated acts of harassment by staff will result in disciplinary action, up to and including expulsion or termination of employment. Harassment by students will result in consequences being applied through the school's suspension and expulsion policy. Students found to have filed false and frivolous claims of harassment will be subject to disciplinary action as outlined in the school's suspension and expulsion policy.

Harassment occurs when an individual is subjected to treatment or to a school environment that is hostile or intimidating because of that individual's race, creed, color, religion, national origin, age, veteran status, physical disability, gender, or sexual orientation. Sac High will afford equal opportunity to all individuals. Harassment, which can occur any time during school or during school-related activities, includes, but is not limited to, the following:

1. **Verbal Harassment:** Derogatory comments and jokes; epithets; threats; etc...
2. **Physical Harassment:** Unwanted physical touching; intimidating interference with normal work, movement, etc...
3. **Visual Harassment:** Derogatory or inflammatory posters, cartoons, written words, drawings, gestures, etc...
4. **Sexual Harassment:** Includes unwelcome sexual advances, requests for sexual advances or favors, and other verbal or physical conduct of a sexual nature, particularly when any or all of the following occurs:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress or is used as a basis of academic decisions concerning the student; or
- Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

Specific examples of sexual harassment include, but are not limited to:

- Making unsolicited sexual advances and propositions;
- Using sexually degrading words to describe a student or a student's body;
- Displaying sexually suggestive objects or pictures;
- Telling inappropriate or sexually related jokes;
- Making reprisals, or explicit or implied threats of reprisals following a negative response to sexual advances.

5. **Bullying:** one or more acts by a pupil or group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act.

It is the responsibility of every individual to: Conduct himself or herself in a manner that contributes to a positive school environment; avoid any activity that may be considered discriminatory, intimidating, or harassing; cease discriminatory, intimidating, harassing, or unwelcome conduct once s/he has been warned of said conduct.

Sexual Intercourse between students: In the state of California, statutory rape is called unlawful sexual intercourse. It is legally defined as an act of sexual intercourse with any minor who is not the spouse of the perpetrator. (PC 261.5(a)) The law is intended to protect males and females alike. A person who is 14 or older and is not more than three years older than the victim is guilty of a misdemeanor. If the person is more than three years older, however, he or she may be found guilty of a felony and punished as an adult with imprisonment in county jail or state prison. Students committing any sexual acts on campus will be subject to consequences per the school's suspension and expulsion policy.

Uniform Complaint Procedure / Complaint Resolution Policy: Sac High has in place a Uniform Complaint Procedure for addressing complaints alleging claims of unlawful discrimination based on ethnicity, religion, age, sex, sexual orientation, color, ancestry, national origin or physical or mental disability, or failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, childcare and development programs, child nutrition programs and special education programs. Sac High has also implemented a Complaint Resolution Policy for handling all other complaints. Copies of the Uniform Complaint Procedure, Complaint Resolution Policy and complaint forms are available at the Sac High front office.

Internet Use Policy: Sac High is pleased to offer Internet access for student use. The Internet is to be used solely as a tool for school-related education and research. Using the Internet is a privilege, not a right. This privilege may be revoked at the discretion of the administration. All students and parents of students enrolled in classes at Sac High must read this Internet Use Policy and agree to abide by its terms.

1. **Acceptable Use Policy:** Use of school computers and Internet access must be for educational research and consistent with the objectives and standards of Sac High. Transmission of materials in violation of any federal or state law is prohibited. These include, but are not limited to: copyrighted material, threatening or obscene material, or materials protected by trade-secret law.
2. **Code of Computer Etiquette and Online Conduct:** Any unauthorized person who electronically adds, alters, damages, deletes, or destroys any data, including grades, attendance and/or discipline history, or who knowingly allows another person to engage in such conduct, is subject to suspension, expulsion, and arrest. (E.C. 48900(f), E.C. 48900(g), and Penal Code 502. The next page contains a list of behaviors that are considered violations of Sac High's expectations for computer etiquette and online conduct:
 - a. Intentionally accessing, downloading, displaying, or sending visual or verbal material that is obscene, pornographic, racist, offensive, or harmful to minors.
 - b. Using obscene or profane language.
 - c. Harassing, insulting, or attacking others.

- d. Damaging computers, systems, or networks, including, but not limited to:
- e. Modifying computer control panel settings, spell-checking dictionaries, or other utilities.
- f. Installing, or attempting to install, software without express permission from appropriate authorities.
- g. Changing hardware configuration settings for computers or printers.
- h. Violating copyright laws that include downloading music, videos, etc.
- i. Using other users' passwords to access network resources.
- j. Reviewing or modifying information from the files of administrative systems of Sacramento Charter High School, other schools or other organizations.
- k. Using computer systems for commercial purposes.
- l. Any other activity that may be deemed inappropriate at the discretion of the Sac High administration.

In addition to the above, St. HOPE Public Schools complies with the Children's Internet Protection Act and has in place an Internet Safety Policy that can be obtained at the Sac High front office.

3. **Electronic Mail (E-mail).** E-mail is defined as a personal electronic message exchanged by the user with another person having Internet access. Users are expected to abide by the Code of Computer Etiquette set forth above. Users are expected to remove old messages in a timely fashion, and system administrators reserve the right to remove such messages if not attended to by the user.
4. **Security.** Users are expected to respect security as a high priority. If a user detects a security problem in any computer, network, or Internet connection, the user must immediately notify a system administrator of the problem without demonstrating said problem to other users. Users may not let others use their account and password. Vandalism will result in cancellation of privileges and/or disciplinary action (up to and including suspension/expulsion). Vandalism is defined as any malicious attempt to harm or destroy data of another user, Sac High, or any agency or network connected to the Internet. It may also include the destruction of, or tampering with, any computer or system network by erasing programs, reconfiguring hard drives, disconnecting from the network, or uploading or creating computer viruses.
5. **Copyright and Public-domain Material.** Copyrighted material must not be placed on any system connected to Sac High without the copyright owner's permission. All users bear sole responsibility for complying with copyright laws.
6. **Technology Disclaimer.** Sac High cannot guarantee smooth operation of its computer systems. It is the student's sole responsibility to complete any required assignments completed by the deadlines set by their teacher(s). Printing problems, loss of data, or other network problems are not considered acceptable excuses for late assignments, absence, or tardiness. It is recommended that students make backup copies of all assignments in print and electronic form.
7. **Enforcement Provisions.** Sac High reserves the right to monitor any and all system activity and to inspect any files, including e-mail, stored on the system. Any and all use of school computers, systems, and networks is not private or protected.
8. **Limitation of Liability.** All policies stated herein are applicable to Sac High's computer facilities. All students and their parent(s)/guardian(s) agree to indemnify and release St. HOPE Public Schools and Sac High, its staff, directors, employees, and all related organizations from any liability, damages, or consequences that may result from the use of the Internet.

Safety in Science Labs: The procedures on the following page are intended to ensure that the Sacramento Charter High School science laboratories are a safe place to learn. It is the student's responsibility to know these procedures and to follow them at all times during lab activities. Any violation of these procedures can put the student and others at risk. Consequences may include immediate removal of the student from the laboratory and zero credit earned for the day's assignments with NO opportunity for make-up, paying for damaged equipment, suspension, and forfeiture of up to and including all lab privileges.

- Read and follow all instructions carefully before beginning a lab. Also, be sure to listen to the teacher and only perform experiments authorized by the teacher.
- You are responsible for your safety and the safety of those around you. Know where all safety equipment is and how to use it properly. Report any accidents, spills or injuries to the teacher immediately.
- Never eat or drink while conducting a lab.
- Conduct yourself in a responsible manner at all times.

- Dress appropriately in the lab. Wear safety equipment (i.e. goggles), closed-toed shoes and tie back long hair when working in the lab. Remove loose jewelry.
- Use care when working with chemicals, open flames, heating devices, sharp instruments, glassware, computers and all other lab equipment. If you are unsure how to use such items, ask for help before beginning to work.
- You are responsible for the materials and equipment that you use. Report any problems before beginning the lab. Use only materials and equipment authorized by your teacher, and don't remove equipment or materials from the lab area.
- Cleanup is your responsibility. Be sure to clean your lab area, dispose of materials appropriately, and return CLEAN equipment to its proper place. Students will only be dismissed once the lab is clean and organized.
- If you miss a lab, it is your responsibility to schedule a make-up lab time or assignment, with your teacher, upon your return to school. If you fail to do so, you will earn a zero for that lab assignment.

DISCIPLINARY PROCEDURES

Creating and preserving a college prep school environment and school culture that is safe, orderly and exemplifies Sac High's Public Schools' Five Pillars and the school's DRAGONS values is a responsibility shared by all adults and students on the Sac High Campus. Consistent implementation of the code of conduct, uniform and dress code policy and disciplinary procedures detailed in the Student-Parent Handbook requires a collaborative effort from teachers, staff, students and families.

Disciplinary Sanctions

The following criteria and processes have been identified for addressing student behavior that does not meet the standards and expectations articulated in the Student Conduct and Behavior section of the handbook. Expectations outlined in the handbook are strictly enforced at school, at school events, and on a student's way to and from school or school events. Additionally, the school expects all students to meet the standards and expectations articulated in the Student Conduct and Behavior section of this handbook at all times while interacting within the community.

Referrals: Students will receive referrals if their behavior disrupts the positive learning environment. Any teacher or staff member may issue a referral. A referral is sent to a dean or appropriate administrator along with the student who is being referred. The dean will review the referral, the student's behavior record, their reflection about the referral, and then make a determination of the appropriate action.

Level 1 Infractions: Level 1 infractions are characterized as minor violations of behavior expectations that disrupt the learning environment. Level 1 infractions include but are not limited to the following:

- Attendance issues such as excessive or deliberate tardiness
- Dress code violation(s)
- Minor Class disturbance(s)
- Use of prohibited electronic devices
- Profanity

Most Level 1 infractions will be handled by the teacher in class. Sac High has zero tolerance for behavior that prevents students from learning and teachers from teaching.

Level 2 Infractions: Level 2 infractions are serious violations of behavior expectations that include but are not limited to the following:

- Repeated or ongoing Level 1 infractions
- Insubordination
- Disrespect
- Excessive profanity
- Disrupting school activities
- Gambling
- Selling items not endorsed by the school. (i.e. Candy)
- Physical disrespect (i.e. play fighting)

Students who commit Level 2 infractions may be referred to a dean or appropriate administrator for disciplinary action via a referral. Students may also be referred by any teacher or staff member, which will also include a referral. A completed referral form must accompany the student as close to the incident as possible. After the dean investigates the incident, the appropriate consequence will be determined. Consequences include but are not limited to JAG, Friday Night Blues, in-house

suspension or other consequences outlined in the school's suspension and expulsion policy. The principal or their designee is the final authority in determining the level of consequence.

Level 3 Infractions: Level 3 violations are major violations of behavior expectations and almost always result in in-house suspension or suspension, and may result in expulsion. Level 3 violations include, but are not limited to the following (see the *St. HOPE Public Schools Suspension and Expulsion Policy* for more detail):

- Fighting and/or causing physical injury
- Possessing, selling, or furnishing of weapons, drugs, tobacco or alcohol
- Property damage or vandalism
- Robbery or extortion
- Harassment/Bullying
- Threatening a student or staff member
- Threatening another person through a text message, email, or social media/Cyber-Bullying
- Videoing a fight
- Instigating a fight
- Verbal Altercation
- Intention to fight
- Gang affiliation, repeated use of symbols, writing, or paraphernalia

Students who commit Level 3 violations will almost always be taken to a dean or appropriate administrator for disciplinary action which will include a referral. Student may be referred by an administrator, teacher, or staff member. A completed referral form must accompany the student. After an investigation into the incident, the appropriate consequence will be determined. The principal or their designee is the final authority in determining the level of consequence.

LEVELS OF CONSEQUENCES

Administration may assign up to any of the consequences listed below. Consequences can be assigned by a teacher or staff member, although a teacher may assign a maximum consequence of a one day suspension from their class.

- **Tier 1**
 - o Non-participation in school activities
 - o Teacher JAG
 - o Lunch JAG
 - o Restorative conversation
 - o JAG
- **Tier 2**
 - o Extended JAG
 - o Friday Night Blues
 - o Saturday School
- **Tier 3**
 - o ISS
 - o OSS remainder of the day
 - o OSS remainder of the day and the next day
 - o OSS 3-5 days
 - o Extended suspension due to a recommended expulsion and pending a hearing of the disciplinary panel

Non-Participation in School Activities: Sac High strives to create an environment that is not only focused and disciplined, but fun as well. We believe that our students' high school experiences should be enjoyable and memorable. To that end, we support a number of student activities throughout the school year to create a positive environment on campus.

However, participation in these activities (and others) is a privilege, not a right. Therefore, students who are not meeting expectations in the following ways may not be allowed to participate in school-wide activities:

- Lower than a 2.0 GPA
- Unexcused absence from an assigned consequence
- Poor attendance (students who are in Levels 1-3 of Truancy or who are not achieving an 80% attendance rate)
- Excessive discipline issues as determined by the appropriate administrator
- Students who have been suspended during that Term or school year

Lunch JAG: may be assigned for any number of reasons and is designed to give a measured consequence for student behavior. Ultimately students need to realize that they have control over their behavior. As a result of the student's behavior, the student will be required to perform some on campus clean-up (trash duty after lunch, scraping gum, cleaning the grounds, etc.). Failure to report for lunch JAG will result in additional consequences.

Teacher JAG: may be assigned for any number of reasons and is designed to give a measured consequence for student behavior in the classroom. Ultimately students need to realize that they have control over their behavior in a learning environment. As a result of the student's behavior, the consequence of a Teacher JAG is that the student will be required to participate in a restorative conversation with the teacher afterschool and complete the assignment per the teacher. Students are responsible for communicating with teachers to ensure the Teacher JAG consequence is served prior to the next class period for the specific teacher who assigned the consequence. Failure to report for Teacher JAG the day it is assigned will result in additional consequences.

JAG: JAG ("Justice and Guidance") is the term Sac High uses to refer to detention and is a system for holding students accountable. When a student's actions fall short of the behavior expectations set forth in the Student-Parent Handbook, s/he may be assigned JAG. Any conflicts with attendance in JAG need to be approved by a dean or an appropriate administrator prior to the student leaving for the day and be verified in writing or verbally with all adult parties.

Typically, JAG lasts at least 30 minutes and is held after school at 4:00 p.m. (2:15 p.m. on Wednesdays). Students who are not in the JAG room seated and prepared work at the start time will face additional consequences. During JAG, students may participate in work projects, writing assignments and/or character development activities as assigned.

Extended JAG: When students fail to serve JAG students will be assigned extended JAG which runs 2-3 times per week. Extended JAG is 60 minutes and is housed in the Deans office.

Friday Night Blues: On occasion, students may be assigned to Friday Night Blues, which typically runs on Friday evenings from 4:00 – 6:00 p.m. Friday Night Blues can be the consequence for any level 2 infraction or for repeated smaller infractions. During Friday Night Blues, students may participate in work projects, physical training, writing assignments and/or character development activities as assigned.

Saturday School: On occasion, students may be assigned to Saturday School, which starts on Saturdays at 8:00am. Saturday school can be consequences for any level infraction or for repeated smaller infractions. During Saturday School, students may participate in work projects, physical training, writing assignments and/or character development activities as assigned.

Suspension: A student may receive an in school suspension (ISS) or off site suspension (OSS) when s/he demonstrates an extreme disregard for school rules and policies, chronically violates policies spelled out in the Student Handbook, repeatedly receives lower level consequences with no improvement or repeatedly missed lower level consequences. Suspension will be for one (1) to five (5) school days. A suspension may only be extended past five days if a student is waiting for an expulsion hearing to occur. The principal or their designee determines the length of the suspension and the type of suspension the student receives. See the *St. HOPE Public Schools' Suspension and Expulsion Policy and Procedure* for reference.

Regardless of the length, assignments to suspension do not alter the sequence of disciplinary procedures. For example, if a student is suspended for an offense a second time and s/he then commits the same offense again, the disciplinary action will be considered as the third time. Suspension does not eliminate any previous disciplinary consequences that have not been satisfied, i.e. JAG incurred prior to the beginning of the suspension term.

If suspended, the student's parent/guardian will be informed of the suspension. A conference with the dean or appropriate administrator may be requested before the student returns to school. A suspended student may not be on campus, attend regular classes, any school function or athletic event, or other school activity while on suspension. Suspension may be imposed for any of the following, among others:

- Failing to report to the dean or principal when sent from class for a disciplinary reason
- Acting in any way that could cause personal injury, property damage, or endanger other students, staff or self
- Using or possessing any form of alcohol, drug or tobacco on campus or off campus
- Excessive use of profanity
- Failure to complete ISS
- Fighting on campus or at any school-sponsored affair
- Bullying and/or Cyber Bullying
- Failing to report for JAG or Saturday School

- Failure of past disciplinary action to effectively improved conduct
- Symbols, writing or paraphernalia associated with a gang
- Demonstrating disregard through attitude or actions for teachers, staff, other students, or the Sac High community and/or disrupting the orderly process of learning
- Falsifying notes or phone calls from parents/guardians
- Violating academic ethics such as cheating or plagiarism
- Any other actions deemed serious at the discretion of the principal or the Sac High administration or as described in the ***St. HOPE Public Schools Suspension and Expulsion Policy***.

There are two types of suspension: In-School Suspension and Off Site Suspension. Generally, In-School suspension will be given as an alternative to Off Site Suspension if the offense is lesser and the student will not be a disruption while on campus; however it is the Dean's recommendation and the Principal's or designee's final decision as to which consequence the student in violation will receive.

In-School Suspension (ISS): ISS lasts from 8:00 a.m. until at least 4:00 p.m. and is made up of work detail, academics, and physical activities. Whatever infractions occurred to merit a suspension detracted from the Sac High community and had a negative impact on the school. Therefore, the appropriate consequence is to ensure that students are serving a consequence that is "giving back" to the community in a positive manner. Additionally, students will be responsible for making up all class work and homework for the day. Students will complete all of the academic work they missed during the day.

Off-Site Suspension (OSS): Off-site suspension requires that a student remain completely off campus for the entirety of days assigned, or for the remainder of the day that the suspension is initially assigned. If a student leaves campus prior to the end of a school day for an off-site suspension a parent or guardian will be contacted prior to the student's release. Suspended students are not allowed to attend athletic practices, after school activities, or school events, including off site events, on suspension days. Off-site suspensions are considered unexcused absences and the practices and policies outlined in the attendance section of the Student Handbook, which starts on page 26, apply to suspended students. It is the responsibility of the student to obtain work missed while they are out on suspension.

Expulsion: A student becomes eligible for expulsion when s/he demonstrates an extreme disregard for school rules and policies. See the ***SHPS Suspension and Expulsion Policy and Procedure*** for reference. A principal, dean, administrator, teacher, or staff member may suggest a student be recommended for expulsion; however the principal has the authority to make the final recommendation. An expulsion is when a student is removed from school and all educational programs permanently. A student may be expelled for the following, among others:

- Possessing, using, distributing, or being under the influence of alcoholic beverages, tobacco, illegal drugs, or unauthorized prescription drugs on campus, within view of campus, or at any school function.
- Stealing or committing robbery.
- Fighting or causing physical injury or harm to another person.
- Flagrant insubordination, disobedience, or disregard for legitimate school authority.
- Violating academic ethics such as cheating or plagiarism.
- Possessing, handling, distributing, or selling any object that reasonably can be considered a weapon of any kind: (1) on the school grounds; (2) off the school grounds at any school event; or (3) while in route between home and school.
- Harassing, discriminating, or prejudiced behavior of any kind.
- Threatening or bullying (including cyber bullying)
- Further serious misconduct after being placed on suspension.
- Vandalism, bomb threats, false fire alarms, arson, and/or any other serious disruption to the educational process.
- Falsifying notes or phone calls from parents/guardians or school records.
- Demonstrating disregard for teachers, administrators, other students, the school community and/or disrupting the orderly process of learning or any other infractions as described in the ***St. HOPE Public Schools Suspension/Expulsion Policy***.
- Unlawful possession of school property.
- Gang affiliation or repeated use of gang symbols writing or paraphernalia

Expulsion Process and Disciplinary Administrative Panel: When a student's conduct makes him/her subject to possible expulsion from school, the principal or appropriate member of the administration may make a recommendation to the Disciplinary Administrative Panel for expulsion. Following a hearing and deliberations, the panel will send its recommendation to the Executive Committee of the St. HOPE Public Schools' Board of Directors. The final decision regarding the expulsion of a student is determined by a vote taken by the Executive Committee of the SHPS Board of

Directors. Following the Executive Committee's decision the SHPS Superintendent or designee shall send written notice of the decision to expel, including the panel's findings of facts, to the student's or parent/guardian. See the ***SHPS Suspension and Expulsion Policy and Procedure*** for reference.



WASC ACCREDITATION LETTER



Accrediting Commission for Schools

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Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
mail@acswasc.org • www.acswasc.org

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California Congress of Parents and
Teachers, Inc. (PTA)

WILLIAM WALNER
Association of Christian
Schools International

WILLIAM WONG
Association of California
School Administrators

May 11, 2011

Mr. Will Jarrell
Principal
Sacramento Charter High School
2315 34th Street
Sacramento, CA 95817

Dear Mr. Jarrell:

The Western Association of Schools and Colleges is pleased to announce the action taken by the Accrediting Commission for Schools granting Sacramento Charter High School a six-year term of accreditation, expiring on June 30, 2017.

Members of the Commission studied the report of the Visiting Committee noting the stellar aspects of the school. The Commission is confident the school will continue to improve, as the critical areas for follow-up are addressed within the action plan. We are asking all schools to provide a brief written report on progress made in implementing the schoolwide action plan at the end of the third year.

Please accept our congratulations on the quality of instruction being offered in your school. A certificate of accreditation will be forwarded to you in the near future.

Sincerely,

Dale J. Mitchell
Commission Chair

DJM:cl

cc: Superintendent
Visiting Committee Chairperson



A-G APPROVED COURSE LIST

A-G Approved Courses

Sac High has aligned its graduation requirements to meet the University of California and California State University "a-g" college entrance requirements. As such, the School offers a wide range of courses that have been "a-g" approved. A listing of these courses is provided below. The list can also be found at <http://doorways.ucop.edu/list/>.

Category	Course
A – History/Social Science	U.S. Government /Econ P U.S. Government 1 AP Honors U.S. History Early U.S. History P (Pre 1942) U.S. History P U.S. History 1 AP Foundations of Modern World History P Honors World History World History 1 P World History AP
B – English	English 9 P Advanced English 9 English 10 1 P Advanced English 10P Honors English 10 English 11 P English 11 Language and Composition AP English 12 P CSU ERWC English 12 Language and Composition AP Advanced English Language Development
C – Mathematics	Algebra 1 Geometry P Geometry w/Trigonometry Algebra 2 P Algebra II w/Analytic Geometry Pre Calculus P EAP Adv Math Calculus AB AP
D – Laboratory Science	Biology P General Chemistry P Honors Chemistry Physics P Human Anatomy and Physiology P
Category	Course
E – Language Other Than English	Spanish 1 P Spanish 2 P Spanish 3 P Spanish for Spanish Speakers 1 Spanish for Spanish Speakers 2

F – Visual & Performing Arts	Art 1/2 P 2D/3D Design Photography 1 Photography II Digital Photo 1 P Computer Graphics Visual Art/Design Visual Communications & Graphics
G - Elective	Art History Foundations of Law Geography 1 P Environmental Science Expository Reading and Writing Intro to Engineering Design Principles of Engineering Intro to Law & Public Street Law



AP COURSE LIST



AP Course Offerings

Sac High provides students with an opportunity to take advanced level courses including Advanced Placement and community college classes. Below is a listing of the Advanced Placement classes offered at Sac High during the 2016-17 school year.

- AP World History
- AP US History
- AP US Government
- AP English 11 (Language & Composition)
- AP English 12 (Language & Composition)
- AP Calculus AB

In the past Sac High has, and going forward Sac High will, where feasible based on student demand, master schedule and budget, look to offer the following AP courses:

- AP Biology
- AP Spanish
- AP Physics
- AP Chemistry
- AP English 11 (Literature & Composition) to be offered in 2017/18
- AP English 12 (Literature & Composition) to be offered in 2017/18
- AP Studio Art



ADVISORY SUPPORTING DOCUMENTS

Advisory 11
A College Bound Advisory Class
Course Overview

Advisory 11 is a course designed to provide students with the skills, knowledge, experiences, and support necessary to be successful at Sac High and at the four-year college of their choice.

Advisory Structure

The class of 2017 has been organized into small groups called advisories based on the pathways students chose at the end of their 9th grade year.

Advisory Goals

Advisory is a central part of a student's high school experience. It plays an important role in personalizing a student's educational experience as well as providing academic and college guidance, and counseling. The five primary goals of Advisory are listed below:

1. Build meaningful relationships between students and staff
2. Provide students with an advocate on campus
3. Prepare students for acceptance to, enrollment in and graduation from a 4 year college or university
4. Develop the mindset and skills needed to be positive, contributing citizens
5. Ensure students have an enjoyable high school experience

Course Requirements

Students are expected to complete all assignments and follow our school expectations which means students need to be respectful and come to class prepared and ready to work. More specifically, as part of the course, students are expected do the following:

- **Class Participation.** Attend class daily, arrive on time, complete daily classwork and homework, have a good attitude and actively participate in discussions and activities.
- **Community Service.** Complete 20 hours of community service per term (40 per year).
- **School Pride.** Attend 10 school events per term (20 per year).
- **Portfolio.** To prepare students for their 12th grade Senior Portfolio project, students will be expected to place assignments completed through Advisory 11 into their portfolio. These assignments will be a significant part of their advisory grade each term.

Course Content

The purpose of Advisory is to provide students with the skills and support needed to be successful at Sac High and be prepared to attend a four-year college upon graduation. During the junior year, students will engage in 5 thematic units that will prepare them for success in following years at Sac High and beyond.

Unit 0: Foundations of Strong Dragons

Unit 1: College Research

Unit 2: Social Justice- Service in Action

Unit 3: Service Learning

Unit 4: Culminating Project

Grading

Advisory is a graduation requirement at Sac High. Students are expected to pass all terms of Advisory for which they are students at Sac High. ***In order to pass the class, students must satisfactorily complete ALL of the following:***

(1) classwork/participation and citizenship, (2) community service; (3) school pride.

Grading Breakdown

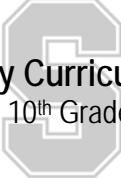
1. **80% or higher - Participation/Citizenship and Classwork. Each day is worth 5 points for participation. Total: 25 points/week [5 points per day] (total can vary on weeks with holidays or events)**
 - a. Students can lose some or all of their daily 5 points based on their classroom actions
 - i. Being reminded to get back on task (1 point per correction)
 - ii. Not completing the day's task/activity (5 points)
 - iii. Not following classroom rules or being tardy for class (1 point per correction)
 - iv. Getting send to the dean's office (5 points)
 - v. Not being prepared for class (5 points)
 - vi. Students earn 0 points for each advisory day missed (unexcused). They automatically fail advisory when missing more than the allowed number of absent days. Excused absences can earn points if work is completed and turned in to the Advisor. I.e. If is a student is absent for one day, they have one day to return the work and to get credit.
 - b. Assignments
 - i. All major assignments will have corresponding point values that go towards the Advisory grade
2. **20 Hours Community Service per Term [40 in an academic year]:**
 - a. All or nothing
 - i. Not meeting standard results in NCR
3. **10 Pride Points**
 - a. All or nothing
 - i. Not meeting standard results in NCR

Students will earn a grade of either "Credit" or "No Credit" for Advisory based on the course requirements described above. Students who receive "Credit" will earn 2.5 credits for each term passed. Failure to pass Advisory will result in 25 hours of additional work and/or community service to make up the 2.5 credits not earned during the regular term.

2016-2017
Advisory Curriculum Map
 9th Grade

Skill Development

TERM 1				
Week	Dates	Days	Unit	Lesson(s)
1	August 10	3	Advisory Overview	What is Advisory?
2	August 15	5	Advisory Overview	Grading, Big Goals, SLANT
3	August 22	5	Advisory Overview	Tracking System, Rewards
4	August 29	4	Handbook	Sac High History & Culture
5	September 6	4	Handbook	Behavior Expectations and Consequences
6	September 12	5	Engaging the Garden	Head, Hand, Heart
7	September 19	5	Engaging the Garden	Tour and Reflection
8	September 26	5	ILP	ILP Overview, Grad Requirements, A-G
9	October 3	3	ILP	The Road to College Starts Now/Midterms
Fall Break	October 10	0		
10	October 18	4	How to Get Good Grades	What kind of student are you?
11	October 24	5	How to Get Good Grades	Organization
12	October 31	5	How to Get Good Grades	Time Management
13	November 7	4	How to Get Good Grades	Be successful in the classroom
14	November 14	5	How to Get Good Grades	Note Taking
Thanksgiving	November 21	0		
15	November 28	5	How to Get Good Grades	Study Smart
16	December 5	5	How to Get Good Grades	Test-Taking Strategies
17	December 12	5	How to Get Good Grades	Reducing Test Anxiety
18	December 19	3	How to Get Good Grades	Getting help when you need it/Finals
TERM 2				
Week	Dates	Days	Unit	Lesson(s)
1	January 11	3	Advisory Review	Expectations, Syllabus, Grading (Day 3: Community Service with Engaging the Garden)
2	January 16	5	Advisory Review	Handbook
3	January 24	4	7 Habits	What is a habit? What is a paradigm?
4	January 30	5	7 Habits	Be Proactive
5	February 6	5	7 Habits	Begin with the End in Mind
6	February 13	5	7 Habits	Put First Things First
7	February 20	4	7 Habits	The Relationship Bank
8	February 27	5	7 Habits	Think Win-Win
9	March 6	5	7 Habits	Seek First to Understand
10	March 13	5	7 Habits	Synergize
11	March 20	3	7 Habits	Sharpen the Saw/Finals
Spring Break	March 27	0		
12	April 4	4	Connecting Food and Family	
13	April 10	5	Connecting Food and Family	
14	April 17	5	Connecting Food and Family	
15	April 24	4	Connecting Food and Family	
16	May 1	5	Portfolio	Introduction
17	May 8	5	Portfolio	Section 1
18	May 15	5	Portfolio	Section 2
19	May 22	5	Portfolio	Section 3
20	May 30	4	Year End Close Out	Preparing for 10 th Grade
21	June 6	3	Finals	Preparing for 10 th Grade



Advisory Curriculum Map

10th Grade

Community Service & Social Justice

TERM 1				
Week	Dates	Days	Unit	Lesson(s)
1	August 10	3	Advisory Overview	What is Advisory?, SLANT Grading,
2	August 15	5	Advisory Overview	SLANT, Grading, Big Goals,
3	August 22	5	Advisory Overview	Tracking System, Rewards
4	August 29	4	Handbook	Sac High History & Culture
5	September 6	4	Handbook	Behavior Expectations and Consequences
6	September 12	5	Handbook	Student Services & Activities
7	September 19	5	ILP	ILP Overview, Grad Requirements, A-G
8	September 26	5	ILP	The Road to College Starts Now
9	October 3	3	ILP	Goal Setting
Fall Break	October 10	0		
10	October 18	4	Data and Testing	Prep for Oct. 19 PSAT
11	October 24	5	Data and Testing	Testing Overview, Sac High Data
12	October 31	5	Social Justice	What is SJ? Why is ed. a is issue?
13	November 7	4	Social Justice	What are the injustices in ed?
14	November 14	5	Social Justice	Combating the injustices
Thanksgiving	November 21	0		
15	November 28	5	Social Justice	St. HOPE Academy
16	December 5	5	Social Justice	The Fight for Sac High
17	December 12	5	Social Justice	Review, Paper & Test
18	December 19	3	Finals	Review ILP, Goals
TERM 2				
Week	Dates	Days	Unit	Lesson(s)
1	January 11	3	Advisory Review	Expectations, Syllabus, Grading
2	January 16	5	Service For Others	What is service? (notable servant leaders)
3	January 24	4	Service For Others	National servant organizations?
4	January 30	5	Service For Others	How can we serve our own community?
5	February 6	5	Service For Others	Review, Paper & Test
6	February 13	5	Engaging Garden	Social Justice
7	February 20	4	Engaging Garden	Social Justice
8	February 27	5	Engaging Garden	Conduct an interview
9	March 6	5	Engaging Garden	Submitting an Interview
10	March 13	5		
11	March 20	3	Midterms	Midterms
Spring Break	March 27	0		
12	April 4	4	Advisory Review	Expectations, Syllabus, Grading
13	April 10	5	Careers	Use personality/values to plan for your future
14	April 17	5	Careers	What are the 16 career clusters?
15	April 24	0	Careers	Growth careers
16	May 1	5	Careers	How does your major relate to your career?
17	May 8	5	Portfolio	Introduction
18	May 15	5	Portfolio	Section 1
19	May 22	5	Portfolio	Section 2
20	May 30	4	Portfolio	Section 3
21	June 6	3	Finals	Finals

Advisory Curriculum Map

11th Grade

Professional Development

TERM 1				
Week	Dates	Days	Unit	Lesson(s)
1	August 10	3	Advisory Overview	What is Advisory?
2	August 15	5	Advisory Overview	Grading, Big Goals, SLANT
3	August 22	5	Advisory Overview	Tracking System, Rewards
4	August 29	4	Handbook	Sac High History & Culture
5	September 6	4	Handbook	Behavior Expectations and Consequences
6	September 12	5	ILP	ILP Overview, Grad Requirements, A-G
7	September 19	5	ILP	The Road to College Starts Now
8	September 26	5	ILP	Goal Setting
9	October 3	3	PSAT Prep	Overview & Testing Strategies
Fall Break	October 10	0		
10	October 18	4	What Colleges Want	College Entrance Requirements
11	October 24	5	What Colleges Want	College Entrance Requirements
12	October 31	5	Finding a Match	Types of Colleges
13	November 7	4	Finding a Match	UC & CSU
14	November 14	5	Finding a Match	Personal Preferences (Size, Majors, etc.)
Thanksgiving	November 21	0		
15	November 28	5	Research	How to Research
16	December 5	5	Research	Practice Research
17	December 12	5	Research	College Research Project
18	December 19	3	Finals	Finals
TERM 2				
Week	Dates	Days	Unit	Lesson(s)
1	January 11	3	Advisory Review	Expectations, Syllabus, Grading
2	January 16	5	Advisory Review	Handbook
3	January 24	4	Application Process	Overview
4	January 30	5	Application Process	Application Deadlines, Package
5	February 6	5	Application Process	Application Form
6	February 13	5	Application Process	Student Records
7	February 20	4	Application Process	Essay
8	February 27	5	Application Process	Letters of Recommendation
9	March 6	5	Data	Overview and Sac High Data
10	March 13	5	Data	Overview and Sac High Data
11	March 20	3	Midterms	Midterms
Spring Break	March 27	0		
12	April 4	4	Advisory Review	Expectations, Syllabus, Grading
13	April 10	5	Application Plan	Identify Safety, Regular, Reach Schools
14	April 17	5	Application Plan	Application Deadlines & Requirements
15	April 24	0	Application Plan	Essay Topics
16	May 1	5	Application Plan	Letter of Recommendation Requests
17	May 8	5	Portfolio	Introduction
18	May 15	5	Portfolio	Section 1
19	May 22	5	Portfolio	Section 2
20	May 30	4	Portfolio	Section 3
21	June 6	3	Finals	Finals

advisory 11

A College Bound Junior Advisory Class

Student Workbook

2016-17

Unit 3: Individual Learning Plan

Service for Others



be nice ♦ work hard

Individual Learning Plan

The Individual Learning Plan (ILP) is designed to help students accomplish the mission of Sac High: To graduate self motivated, industrious and critically thinking leaders who are committed to serving others, passionate about lifelong learning and prepared to earn a degree from a four-year college. In short, it is a four-year roadmap through high school. The ILP is based on an assessment of a student's strengths and development areas and guides a student's high school experience. The ILP states the student's academic, college, career, social and personal goals and specific strategies and activities that will be used to reach these goals. The ILP is designed by the student, advisor and parent and reviewed at least once per semester (four times yearly) to measure progress.

Aims of an ILP

- Establish clear academic, college, career, personal, social and co-curricular goals
- Track progress towards meeting graduation requirements and college entrance
- Develop future college and career plans
- Create strategies for each student to meet goals
- Inform academic planning, intervention, and support
- Document interests and abilities
- Raise aspirations and motivation

As part of the ILP process, students will maintain a Student Portfolio. The Student Portfolio is a collection of your key data and documentation as well as your outstanding work. The Student Portfolio will contain key student information including transcripts, quick look-ups, report cards, and test scores. The Student Portfolio will also track student participation in extracurricular activities, community service and leadership opportunities as well as contain examples of exemplary student work and awards received.

A Sac High Graduate



A Sac High Graduate

Has been accepted into and enrolled in a 4-year university and prepared to earn a degree from a college.

Is a-g eligible

Is reading and doing math at grade level

Has taken and scored well on a battery of national and state standardized tests (SAT, ACT, AP, CAASPP)

Played 2 sports and/or participated in 2 extracurricular activities

Has been engaged in meaningful summer experiences (internships, jobs, Outward Bound, summer school, traveling abroad, etc.)

Completed at least 160 hours of community service

Has taken and passed a college course

Participated in an internship with a business or external organization



advisory

A College Bound Advisory Class

Worksheet Graduation Requirements

1. How many total credits are students from the class of 2018 required to earn in order to graduate?
2. How many advisory credits are required to graduate?
3. True or False If you do not pass advisory, you will still be able to graduate.
4. What exams are required for graduation?
5. Fill in the chart below in order to show the courses and credits needed to graduate from Sac High in each subject area

Subject Area	Courses Required	Credits Required
History/Social Science		
English		
Math		
Laboratory Science		
Language Other Than English		
Visual & Performing Arts		
College Prep Elective		
Physical Education		
Additional Electives		
Advisory		

Do Now

There are 10 errors in the chart below. Circle the errors.

Subject Area	Courses Required	Credits Required
History/Social Science	World History US History Government/Economics	2 courses (30 credits)
English	English 9 English 10 English 11 English 12	4 courses (40 credits)
Math	Pre-Algebra Algebra 1 Geometry	2 courses (20 credits) 4 courses recommended
Laboratory Science	Physical Science Biology	2 courses (20 credits) 3 courses recommended
Language Other Than English	Spanish 1	2 courses (20 credits) 3 courses recommended
Visual & Performing Arts	One visual or performing art class such as Art 1, Dance 1, Photo 1	1 course (10 credits)
College Prep Elective	One college prep approved elective	2 courses (20 credits)
Physical Education	Freshman PE	2 Terms (20 credits)
Additional Electives	Four electives	4 courses (40 credits)
Advisory	Advisory 9 Advisory 10 Advisory 11 Advisory 12	
Total Credits		265

“A-G” Requirements Overview

Effective with the class of 2003 the University of California and California State University systems have agreed to adopt the same pattern of academic courses required for freshman eligibility, enabling high school students to take the same courses to prepare for admission to both institutions. The following sequence of high school courses is required as appropriate for fulfilling the minimum eligibility requirements for admission. It also illustrates the minimum level of academic preparation students ought to achieve in high school to undertake university level work.

Purpose, Responsibility, and General Criteria

The purposes of the "a-g" subject area requirements are to ensure that entering students

- Can participate fully in the first year program at the University in a broad variety of fields of study
- Have attained the necessary preparation for courses, majors and programs offered at the University
- Have attained a body of knowledge that will provide breadth and perspective to new, more advanced studies
- Have attained essential critical thinking and study skills

The following general criteria must be satisfied for courses to meet the requirement:

- Be academically challenging
- Involve substantial reading and writing
- Include problems and laboratory work, as appropriate
- Show serious attention to analytical thinking as well as factual content and
- Develop students' oral and listening skills

The Board of Admissions and Relations with Schools (BOARS) establishes the subject areas and pattern of courses required for minimum eligibility for freshman admission to the University of California. BOARS is a committee of the University's Academic Senate and includes faculty representatives from each campus of the University. The Academic Senate has been given the responsibility from the UC Regents to set the conditions for admission, subject to final approval of the Board of Regents.

The [California State University](#) system has agreed to accept courses certified by the University of California to meet its subject area requirements.

"A-G" Requirements by Subject Area

The following sequence of high school courses is required by the Academic Senate of the University of California as appropriate for fulfilling the minimum eligibility requirements for admission to the University of California. It also illustrates the minimum level of academic preparation students ought to achieve in high school to undertake university level work.

To satisfy this requirement, you must complete the 15 yearlong high school courses listed below. These courses are also known as the "a-g" subjects. At least seven of the 15 yearlong courses must be taken in your last two years of high school.

The courses you take to fulfill the Subject Requirement must be certified by the University as meeting the requirement and must be included on your school's [UC-certified course list](#).

Required "A-G" Courses

a | History/Social Science – 2 YEARS REQUIRED

Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

b | English – 4 YEARS REQUIRED

Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

c | Mathematics – 3 YEARS REQUIRED, 4 YEARS RECOMMENDED

Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.

d | Laboratory Science – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED

Two years of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement. The final two years of an approved three-year integrated science program may be used to fulfill this requirement.

e | Language Other than English – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.

f | Visual and Performing Arts (VPA) – 1 YEAR REQUIRED

A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.

g | College Preparatory Electives – 1 YEAR REQUIRED

One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).

List of Approved A-G Courses

Category	Course
A – History/Social Science	U.S. Government P U.S. Government AP U.S. History P U.S. History AP World History 1P World History P World History AP
B – English	English 9 P English 10 P Advanced English 10P English 11 P English 11 HP (H) English 12 P English 12 Lit & Comp 1 AP English 12 Lit & Comp 2 AP English 12: Rhetoric and Writing Advanced English Language Development Contract/Independent English Study
C – Mathematics	Algebra 1 P ▲ Algebra 1B P ▲ Geometry PL/S 1 P & 2 P ▲ 2 nd Year Algebra 1 P & 2 P(Algebra 2) ▲ Precalculus 1 P Precalculus 2 P Calculus AB AP Calculus BC AP Independent Math Study (Ind Math P)
D – Laboratory Science	Biology P Biology AP Chemistry P General Chemistry P Chemistry AP (Chem AP) Physics P AP Physics Human Anatomy and Physiology P Interdisciplinary App. to Chemistry (IAC CHEM 1 P & 2 P) Independent Science Study (Ind Sci P)

E – Language Other Than English	Latin 1 ▲ Latin 2 Spanish 1 P ▲ Spanish 2 P Spanish 3 P Spanish 4 AP Spanish for Spanish Speakers 1 P & 2P ▲
F – Visual & Performing Arts	Art 1 P ▲ Art 2 P Art 3 P Ballet 1 P Ballet 2/3 P Ballet Folklorico ▲ Ceramics 1 P ▲ Ceramics 2 P Concert Band P ▲ Concert Choir P ▲ Dance 1 P ▲ Dance 2 P ▲ Drama 1 P ▲ Drama 3 P ▲ Literary Analysis: Film Studies Mural Art Orchestra 1 P ▲ Photography 1 ▲ Photography II
G - Elective	All courses listed above fulfill “G” requirement with the exception of those designated with a ▲. Additionally, the following courses fulfill “G” requirements. AP Computer Science AB Creative Writing Earth Science Foundations of Law Geography 1P Humanities International Issues and Public Policy Introduction to Sociology Journalism 1 Modern Economics Physical Science P

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Worksheet

"A-G" College Entrance Requirements

- 1) What are the "A-G" requirements and why are they important?
- 2) What criteria must be satisfied for a class to be "A-G"?
- 3) Fill in the chart below in order to show the courses and credits needed to meet "A-G" requirements.

Subject Area	Courses Required	Credits Required
English		
Math		
History/Social Science		
Laboratory Science		
Language Other Than English		
Visual & Performing Arts		
College Prep Elective		

- 4) a) How are the "A-G" requirements the same as the Sac High graduation requirements?
b) What are the differences?
- 5) a) How many "A-G" courses are you taking right now? Which classes are they?

Dragon Pride

Duncan the Dragon

The Sac High Mascot, Duncan the Dragon, has taken many shapes and forms over the 150 year history of the school, including being the center piece of the floats for the annual homecoming parade. See if you can guess which decade these floats represent.





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Worksheet Academic Policies

1. Why does Sac High's grading policy not recognize grades lower than a "C"?

2. Grades
 - a. What percentage do students need to earn to receive an "A" in a course?
 - b. What percentage do students need to earn a "C"?
 - c. True or False Students who have 69% will receive a "D+".

3. GPA
 - d. How many points are awarded for a "B+" when calculating GPA?
 - e. How many points are awarded for an "NC"?

4. Does Sac High weight grades? If so, for what classes?

5.
 - a) What are the requirements for earning credit in Advisory?
 - b) What is the requirement to remake credits in advisory?

6. What does the term academic ethics mean?

7. List 2 potential consequences if a student violates academic ethics?

8. True or False Copying another person's work is considered cheating.
True or False Using any amount of another person's material or ideas or paraphrasing these materials or ideas without properly documenting is considered cheating.

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Student Reflection

Academic

Answer the following questions about your academic history and future. Take the time to answer thoughtfully and thoroughly.

1. What subjects (classes) interest you most? Why?
2. What subjects (classes) do you feel are your strongest? Why?
3. What subjects are more difficult for you? Are there any subjects (classes) which are causing you concern? If yes, what subjects?
4. What stops you from doing as well in school as you would like?
5. How would your teachers describe you (your academic work, your behavior, your attitude)?

BENEFITS OF A COLLEGE DEGREE

College graduates enjoy the following benefits:

- College graduates, on average, can expect to earn about \$900,000 more over their lifetimes than non-graduates.
- College graduates are less likely to be unemployed during their lifetimes.
- College graduates report being happier and more satisfied with their lives.
- College graduates have longer working lives and more career mobility.
- College graduates exercise or play sports more regularly.
- College graduates live longer than those who don't attend college.
- College graduates usually have better working conditions.
- College graduates have skills that can be applied in more areas than those who don't attend college.
- College graduates are more likely to vote.
- College graduates are more likely to assume leadership positions in their communities.
- College graduates are less likely to commit crimes.
- College graduates are more likely to become entrepreneurs.
- College graduates have increased access to and use of computers.

College graduates enjoy these benefits in part due to the following:

- Emphasis on critical thinking in college level coursework.
- Development of the writing skills crucial to success in executive level jobs.
- Exposure to different philosophies, different points of view, and differing opinions.
- Opportunity to take leadership roles on campus which serve as training for their future leadership.
- Insights gained from the experience of living and working with others from widely diverse backgrounds during college.
- Access to professional career guidance in job seeking.
- Possibility of studying in a foreign country, learning a foreign language, or developing skills for an increasingly multicultural society.
- Availability of internship programs that can lead to full-time employment.
- Broader perspective on career possibilities that may lead the student to a career he or she would not otherwise have heard of.

References:

<http://www.teachersandfamilies.com/open/parent/firstfam3.cfm>

<http://www.collegeboard.com/article/0,3868,2-9-00.html>

<http://www.thinkcollegeearly.org/benefits/benefit.htm>

http://www.kltprc.net/books/educationcommongood/Chpt_04.htm

ACTION PLAN: HIGH SCHOOL JUNIORS

WWW.COLLEGE BOARD.COM

Plan for the Year Ahead

Fall

Take the PSAT/NMSQT

- At school, sign up early to take the PSAT/NMSQT® in October. Get [PSAT/NMSQT tips and a free practice test](#).

Start Your College Search

- Start with you: Make lists of your abilities, preferences, and personal qualities. List things you may want to study and do in college.
- Jumpstart your college planning by [reading about majors and careers](#).
- Use College Search to find colleges with the right characteristics.

Start Thinking about Financial Aid

- Talk to your counselor about your college plans and attend college night and financial aid night at your school. [Use financial aid calculators to estimate your aid eligibility and college costs](#).

Winter

Plan Your Spring Testing Schedule

- You can take either the SAT Reasoning Test™ or up to three SAT Subject Tests™ on one test day. Plan your testing schedule carefully if you want to take both types of SAT®. See the [SAT schedule of test dates](#) and [register online for the SAT](#).
- Use the access code on your PSAT/NMSQT score report to sign in to [My College QuickStart™](#). With this personalized planning kit, you can prepare for the SAT using a study plan based on your PSAT/NMSQT results and explore lists of suggested colleges, majors, and careers.

Spring

Get Ready for the SAT

- [Visit the SAT Preparation Center™](#) to take a free full-length official practice test and get a score and skills report. Be sure to sign up for [The Official SAT Question of the Day™](#) for daily practice.

Explore Colleges

- Start visiting local colleges: large, small, public, and private. Get a feel for what works for you. Develop a list of 15-20 colleges that interest you. [Search for colleges and use My College List](#).

Prepare for AP® Exams

- Do well on AP Exams and receive credit or placement at most colleges. Get [AP Exam preparation](#).

Plan Ahead for the Summer & Senior Year

- Review your senior year class schedule with your counselor. Challenge yourself with honors and AP classes and stick with sequences you've begun, in the languages, for example. Read about [how to select your courses](#).
- Plan summer activities early. Enrich yourself by volunteering, getting an interesting [job or internship](#), or signing up for [special summer learning programs](#).

Summer

Keep Your Momentum Up This Summer

- Visit colleges. Take campus tours and, at colleges you're serious about, schedule interviews with admissions counselors. Be sure to bring your [campus visit checklist](#).
- Request applications from colleges to which you'll apply. Check important dates; some universities have early dates or rolling admissions. Consult the [College Application Calendar](#) and the [Financial Aid Calendar](#) for a basic idea of the applications timeline.

Twenty Questions to Ask Your School Counselor (Advisor)

They're There to Answer Them

Your school counselor, or guidance counselor, and advisor are two of your best resources as you plan for college. Your counselor has information about admissions tests, college preparation, and your education and career options. Here are some basic questions to help get your conversation started:

1. What are the required and recommended courses—for graduation and for college prep?
2. How should I plan my schedule so I'll complete them?
3. Which elective courses do you recommend?
4. Which AP® courses are available?
5. When is the PSAT/NMSQT® going to be given here?
6. Is this school a testing center for the SAT®, or will I need to go somewhere nearby?
7. Do you have any after-school or evening sessions available for college planning, or the SAT?
8. Do you have college handbooks or other guides that I can browse or borrow? Do you have a copy of the free *Taking the SAT* booklet, which has a practice test in it?
9. What activities can I do at home and over the summer to get ready for college?
10. What kinds of grades do different colleges require?
11. Are there any college fairs at this school, or nearby?
12. Where do other kids from this school attend college?
13. What are the requirements or standards for the honor society?
14. Can you put me in touch with recent grads who are going to the colleges on my wish list?
15. Do you have any information to help me start exploring my interests and related careers?
16. If my colleges need a recommendation from you, how can I help you know me better, so it can be more personal?
17. Are there any special scholarships or awards that I should know about now, so I can work toward them?
18. Can I see my transcript as it stands now, to see if everything is as I think it should be?
19. Do you have any forms I need to apply for financial aid?
20. How does our school compare to others, in terms of test scores and reputation?

Reality Check

Your counselor and advisory are key resources, but remember that the person who has the biggest stake in your academics is you. It's up to you to stay on top of opportunities and deadlines, to take control of your future.

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Choosing a Candidate

You are a college admissions officer. The following two students have applied to your school, but you only have space for one. Please review their profiles and answer the questions below.

Category	Joe Smith	Leotha White
GPA	3.2	3.1
Class Rank	14 out of 220	30 out of 300
SAT Scores	1230	1200
Honors/Awards	Honor roll	Honor roll Top woman athlete Key club president
Extracurricular	Piano Lessons	Basketball Volleyball Key Club Student Council
Community Service	Volunteering at a soup kitchen	Working at a sports campus for under-privileged youth

1. Which candidate is stronger academically?
2. Is either candidate academically weak?
3. Which candidate seems more interesting? Why?
4. Who seems more well-rounded? Why?
5. Who do you think will be more successful in college? Why?
6. Who would be a better addition to the college campus?
7. If you had to choose only one candidate, who would you admit?

Getting into College - What are Colleges Looking for in an Applicant?

From [Jay Brody](#),

Your Guide to [College Admissions: U.S.](#)

FREE Newsletter. [Sign Up Now!](#)

How colleges weight each component of your application

In high school, it seems like everyone has an opinion (and a bone to pick) about what it takes to get into a college. Poor test-takers think the [SATs](#) must be the most important thing. Those with lots of extracurricular activities fear that colleges will focus more on "numbers." Those who take difficult courses worry that colleges will only look at grades, and not how they were earned. And so forth.

In the end, the process of getting into college is usually quite fair. With a few minor exceptions, colleges are legitimately looking for the most qualified applicants they can find, and that means sifting through as much information as they have available.

Here are the admissions factors that colleges take into account, along with our estimate about how much weight is given to each one.

High School Record (35-50% of admissions decision)

Your high school record, which includes which courses you took and how well you did in those courses, is the most important aspect of getting into a college. And it should be. This is the best indicator for colleges of how well you'll perform when given a rigorous college workload. Colleges will look not only at your overall grades, but whether [you chose difficult courses](#), whether [your grades improved during high school](#), and even whether you've [let your senior year grades slide](#).

Test Scores (25-40% of admissions decision)

Like it or not, colleges think test scores are important and will continue to use them to evaluate applicants. [SATs](#), [ACTs](#), and other tests show colleges your mastery of problem-solving, reading, and other basic skills. They also give colleges a way to compare applicants from different schools and backgrounds. You need to prep for the SAT, either by taking an [SAT prep course](#) or by [finding the right SAT prep guide](#) from among the [many options](#).

Activities and Other Accomplishments (0-20% of admissions decision)

Colleges want to know what you've been doing, and how successful you've been while doing it. If you've been involved in the community or taken a leadership role in an activity, it's likely that you'll be similarly active while in college and beyond. That reflects well upon the school and enriches the college experience for everyone else. Come up with an [extracurricular strategy](#) as early as possible, and stick to it. Make sure you've [considered all of your options](#) and discovered the activities that are best suited for you.

Essays and Recommendations (0-20% of admissions decision)

These qualitative factors fill in the empty spaces of your application. What's important to you? What type of personality do you have? Are you likable? What are your greatest strengths and weaknesses?

When colleges read your [essays](#) and [recommendations](#), they're looking to view you as a human being. If they like what they see, your application will become marginally stronger.

Other Factors (usually 0%, but as much as 30%)

Occasionally, issues beyond those mentioned above will play a role in your ability to get into a college. For example, being a member of an underrepresented minority group will give you an edge, as will having a parent or grandparent who attended the school.

REASONS FOR SETTING GOALS

Most people would agree that being the best we can be, achieving all of our potential is desirable. However, the pressures of everyday life often prevent us from giving much attention to achieving this potential; or we are dissuaded by the feeling that we have little control over our fate, or by our normal human failures. It is often easiest to simply drift, to stop trying to achieve or succeed.

Setting goals is a way to keep our attention focused on aiming toward that highest personal potential. This happens because a goal helps you direct your energy. The situation is analogous to driving a car. If you have a destination in mind, you can use the car's energy to cope with most barriers to your progress. For example, if the road is blocked, you can choose to turn off the engine and save gasoline while you wait for the road to be reopened, or you can choose to drive the car on an alternate route. Through these planned responses to the environment, you will eventually arrive at your destination. However, if you begin driving with no destination in mind, you are likely to randomly change direction each time you encounter a barrier. As a result, while your car used just as much gasoline as in the previous situation, your odds of arriving at a desirable destination are small while your odds of becoming completely lost are great.

Similarly, when you have a clear life or career goal, you can direct your energy toward attaining that goal and avoid scattering your energy in other directions. You can start planning steps to take to attain your goal and begin avoiding unconscious steps away from it. For instance, if your career goal is to become a buyer for a large retail store, it would be a logical step to take an entry level job as a sales clerk, but it would not be logical to take a job working on an assembly line, even if the latter job paid better. Of course, as with driving to a destination, directing your energy toward a goal does not mean you will not have to make detours or encounter delays.

Moreover, if you are goal directed, you will know that you charted this course yourself. You will have a sense of being in control. In addition, having a goal clearly in mind enables you to know when you have succeeded. This seems obvious, but it is an important benefit of goal setting. "Success" is a term that most people use but never really define in their own minds. As a result, a person can accomplish many tasks, receive many promotions, earn lots of money, be recognized with awards and still not feel "successful." Often, this is because they do not know what "success" is, they have never developed a personal definition for the term. Setting goals is a way of defining "success" for yourself, of defining it in a way that allows you to recognize your own accomplishments, to be proud of them and to be motivated to set new goals and strive for new successes. In other words, you gain a sense of being a success.

Reaching Your Goals

University of Minnesota Duluth

Lots of times I kind of guffaw at all this goal setting stuff. People ask, "What are your goals?" and it seems like whoever can list the most goals wins. All they are doing is telling all the things they want but they may never get there. What people really need to ask is, "What will you do to make sure you reach your goals?" Having these goals will help **motivate** you to do something.

Anyway, let me tell you what this goal business is all about. It's actually pretty neat. There are three main steps to getting to where you want to go.

First, there's the dreams.

We do this all the time. However, sit down and write it out. By writing it you will get a better idea of where you really want to go. Think about how you would like to be. Imagine yourself at the end of the quarter or the end of the year or maybe in five years. What do you see? How do people see you? What are you doing? Are you successful? How do you know?

I'll give you an example. This is my first year away at college and away from home. I hope my first year is a good one. I really want to have as good an experience at college as possible. I'd like to do pretty well with grades and I really hope my parents are proud of me. I'm going to really miss my little sister. I hope a year from now she and I have as good a relationship as we do now. In fact, I hope I still have a good relationship with all my high school friends. I also hope to go on a Spring break someplace.

Well, that's kind of my dream. A dream is just that, it's a vision of the future, of how you see yourself in the future. Once you know the direction you want to go than you can begin working on some goals.

Second come the goals.

Goals are "wants". So are dreams, but goals are more specific. Look back at your dreams. Start a list of specific things you want. Be really clear what you mean. If you want to be rich, tell how much money you need to be rich. If you want good grades, tell what you mean by "good" grades. In fact, the more specific the goal is, the easier it will be to get it. Now there are some rules for setting goals, and here they are.

- Goals are always things you want. They are never things you don't want.
Right: I want to stay at my current weight.
Wrong: I don't want to gain weight.
- Goals need to be specific. Tell exactly what you mean. Give numbers and times. Don't use words like "lots" and "more". Tell exactly what you want.
- Be realistic. Ask yourself if it is possible. Yea, winning the lottery is possible but it's not realistic.

I'll give you my example. I look back at my dream and then start to really think about what I *want*.

My Goals

- I want a "B" in each of my classes.
- I want to keep a good relationship with my sister.
- I want to keep in touch with my friends.
- I want to be involved at the U.

These are just some of my goals but you get the idea.

Third are the objectives.

This is the neat stuff. So far, all we have is a wish list. This is where the action takes place. Objectives are the things we do to get our wants. If I look forward to being independent in college (dream) and I want a car (goal) and I save money (objective) now I can buy a car and I've fulfilled my dream!!

Now again there are some rules. Keep in mind that objectives are things you will DO.

- Objectives are very specific. They tell exactly what you will do and when you will do it.
- When you think about what you will do, make a commitment to it. Objectives are written: I WILL ... Don't use words like "try or maybe" Very bad words to use. Very, very bad.
- Be sure your objectives can be measured. Every day or every week I can say, "Did you do this?" and you answer with either a yes or a no. Don't leave room for maybes.

OK time for more examples. I said I want a "B" in each class. My objectives are:

- I will go to every class every day.
- I will sit in the middle of the class.
- I will re-read my notes from every class everyday.
- I will begin every assignment the day it is given.

Goal: I want to be involved at the U.

My objectives are:

- I will meet my advisor in his/her office the 1st week of school.
- I will join an intramural team.
- I will join a student club or organization.

Well, you get the idea. Each of my objectives is specific and each one can be measured. If I do all my objectives there is a pretty good chance I will get what I want which will then mean I'll fulfill my dream. When you do this, write it out; it will be easier for you.

advisory

A College Bound Advisory Class

Student Reflection

Dreams

Answer the following questions about your dreams for the future. Take the time to answer thoughtfully and thoroughly.

1. First, think about your dreams for high school. What do you see?
 2. What kinds of experiences would you like to have at Sac High?
 3. What do you want to accomplish?
 4. Is there anything you wish you could learn now to do that you don't already know now?
 5. Are there any groups you wish you could join?
 6. How do people see you?
- Now, think about your life after one to two years after high school. What do you see?
 1. Where are you?
 2. What are you doing?
 3. How do people see you?
 4. Are you successful? How do you do?

Setting Goals

Goal Setting Model for Academic Success from Southern Illinois University

Although you may not have realized it, you have been setting goals since you were very young. Did you ever climb up on the kitchen counter to get a cookie from the cabinet? Your goal was to get that cookie, and you worked out a plan to get it even though it seemed out of reach. You need to take the same approach to getting your high school diploma.

Goals are important because they help motivate you to do your work, attend school regularly, and study for tests. Even though you already may have set some goals for your classes, chances are you gave little thought to how realistic those goals were.

You can increase your chance for success by learning to set goals that are both realistic and motivational.

SMART Goals	
Specific	describes what you want to accomplish with as much detail as possible
Measurable	written in terms that can be clearly evaluated
Acceptable	written <i>by you</i> -not for you by someone else
Realistic	reflects your abilities, yet offers somewhat of a challenge
Time Frame	clearly specifies target completion dates

The 5 Step Approach to Writing Effective Goals

Writing effective goals is not as easy as it sounds. You need to consider what you want to accomplish, any obstacles that could prevent you from achieving your goal, and the resources available to you.

1. **Write down what you want to accomplish.** This should be thought of as your tentative goal statement. The easiest way to begin your goal statement is with the words "I want to."
2. **Write down any obstacles.** Think about whether there are any course requirements, assignments, tests, or other factors that could jeopardize your success. Make a list of the difficulties you may encounter.
3. **First consider your general resources.** What subjects are easier for you? Are you better with language or math? Is science a breeze? Who do you depend on for help when circumstances get tough? Your parents, friends, teachers, guidance counselors, school librarians, and other significant adults are all resources. Next, consider each of the obstacles you listed. Think about how you might use your resources to overcome each obstacle. Write down specific resources you could use to achieve each goal.
4. **Review and revise your tentative goal statement.** Now that you have considered all possible difficulties and your resources, you are ready to write your final goal statement. In some cases, you may find that your tentative goal statement is fine the way it is.
5. **Polish your goal statement.** Check to be sure that your final statement is well written and takes into consideration the characteristics of SMART goals.



A College Bound Advisory Class

Goals Worksheet

Look back at your dreams. Use this worksheet as a tool to develop specific short and long-term goals. The following questions are designed to help you identify academic, college, career and personal goals for this year.

Academics

1. What would you like to accomplish in each of your classes this term?

Period 1

Advisory

Period 2

Period 3

Period 4

Period 5

2. What GPA would like to earn for Term 1?

3. List any skills you would like to learn this term.

College

4. What year will you graduate from college?

5. List 3 colleges that you are currently interested in attending. Why do these colleges interest you?

6. What questions do you have about colleges and the college application process?

7. What can you do to learn more about colleges and the college application process?

Careers

8. List 3 careers that interest you now. Why do these careers interest you?

9. What questions do you have about careers?

10. What can you do to learn more about career options?

Personal and Social

11. What are your hobbies and interests?

12. What extracurricular activities are you currently participating in or have you participated in previously?

13. What extracurricular activities are you interested in joining and/or learning more about?

14. Reflect on your attitude and behavior in school. Complete the chart below:

	Good	Okay	Needs Improvement
5. My behavior in class is ...			
6. My behavior in the halls, at lunch is ...			
7. My listening skills are ...			
8. My team work skills are ...			
9. I treat other students ...			
10. I treat school staff and other adults ...			
11. My participation in school activities is ...			
12. My participation in extracurricular activities is ...			

15. What kinds of experiences would you like to have at Sac High (academics, friends, sports, after school)?

Setting Goals for High School

Princeton Review

Successful people don't get there by accident. They figure out a way to get from where they are to where they want to be. One of the ways that they do that is by setting goals.

Some goals are about school. Some might be about your personal life. Some have to do with character development. Or with making money. Or with getting stuff done. Or, in your case, with going to college. In setting good goals, you might want to think about the following things.

Make Sure Your Goals Allow You to Keep Growing

If your goal doesn't move you away from where you currently are and toward where you'd like to be, then it might not be a very good goal in the first place. Good goals move you toward the life you want.

For example, if you currently have an A in English, then saying "my goal is to keep making an A in English" is indeed a good goal, but it doesn't allow you to *grow*, it simply allows you to *maintain*.

If you're currently making an A in English, a better goal would be "I want to keep making an A in English while also improving my grade in Math to an A." This allows you to maintain yourself *and* to grow.

Make Sure Your Goals are Achievable

The trick in goal-setting is setting the bar high enough so that you improve, but not so high that you can't achieve it. When you set goals, you should have a reasonable chance of achieving them.

When you make goals, success or failure should depend on your own performance, to the extent it's possible. If your goals depend on other people doing something or not doing something, your life becomes more about them and less about yourself.

Here's the bottom line: your goals should be reasonable, and they should be achieved or not achieved based on your own efforts, not someone else's. If you follow these two rules, you'll keep the growth of your life in your own hands, which is exactly where it belongs.

Know Thyself

The more you understand yourself, the more specific your goals will be. The more specific your goals, the more likely you'll do what you need to do to achieve them. Whenever you're trying to improve yourself, especially after a poor performance, try to think of the reasons that you didn't perform well in the first place.

Make Sure Some of Your Goals are Short-Term

Imagine making the following three goals as a freshman:

A. I want to have a 3.5 cumulative GPA by the end of high school.

B. I want to be admitted to a selective college on the west coast.

C. I want to be an engineer after college.

All of these goals are great goals. There is a problem, however, if these are your *only* goals. Why? Because you won't know if you achieved any of them until at least three years from now. If, at the end of senior year, you find out that you didn't achieve goals A and B, it will be too late to figure out what you did wrong.

Break your long-term goals down into stepping stones. For example, if your goal is to have a 3.5 or higher GPA at the end of high school, it might be a good idea to have a goal of a 3.5 GPA for each semester. At the end of each semester, you can then see if you've reached your goal. That way, if by the end of sophomore year you only have a 3.3 GPA, you know you have to work harder during your junior year. Similarly, if you want to be admitted to a selective college, the best thing to do is figure out what it's going to take to get admitted. Then make each of those requirements its own separate goal, such as test scores, a good application essay, or strong recommendations.

Try to Vary Your Goals

Although we strongly encourage you to make academic success a significant goal in your life, it's also important for you to explore a wide range of interests and activities. Colleges will certainly want to see that you are reasonably well-rounded. But more than that, if you don't have a range of experiences, you may never be exposed to something that you'd be really good at.

Sample Goals

Academic Goals

1. Get a 3.5 GPA for fall term.
2. Get an A in biology.
3. Improve my public speaking skills.

College Goals

1. Identify 10 colleges I am interested in attending.
2. Get accepted to UC Berkeley.
3. Earn \$5,000 in scholarship money.

Career Goals

1. Research future career options.
2. Learn about careers available in the media field.
3. Complete an internship in architecture.

Personal and Goals

1. Be the starting quarterback on the football team.
2. Get my drivers license.
3. Make money while I am in high school.
4. Have a piece of my artwork selected to be in the Best of Sac High.



Sacramento High School
Individual Learning Plan

Yearly Goals
2016-17

Student Name: _____	School: _____	Advisor: _____	Grade: _____
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Long-Term Goals (5 Years)

Picture yourself five years from now. Where do you see yourself? What would you like to be doing?

Short-Term Goals (1 Year)

Given where you want to be five years from now, what do you need to accomplish this year to make progress towards your goals? Identify at least 2 goals in each of the following areas: (1) academic; (2) college and career; and (3) personal and social.

Academic

- 1.
- 2.

College and Careers

- 1.
- 2.

Personal and Social

- 1.
- 2.

Goals Action Plan Practice Worksheet

Academic Goals				
Goal	Action <small>What I need to do to make this happen.</small>	Resources <small>What materials and support do I need?</small>	Completion Date <small>When will I make this happen?</small>	Complete
1. <i>Earn a 3.5 GPA Fall Term</i>	<ul style="list-style-type: none"> • <i>Complete all homework assignments on time</i> • <i>Go to the homework center after school</i> • <i>Create study guides for each test</i> • <i>Re-write my notes after school each day</i> • <i>Put school ahead of friends</i> 	<i>Text Books</i> <i>Note Book</i> <i>Syllabus</i>	12/20/16	
College & Career Goals				
Goal	Action <small>What I need to do to make this happen.</small>	Resources <small>What materials and support do I need?</small>	Completion Date <small>When will I make this happen?</small>	Complete
1. <i>Identify 10 colleges I am interested in attending.</i>				
Social & Personal Goals				
Goal	Action <small>What I need to do to make this happen.</small>	Resources <small>What materials and support do I need?</small>	Completion Date <small>When will I make this happen?</small>	Complete
1. <i>Get my driver's license.</i>				

Goals Action Plan 2016-17

Academic Goals				
Goal	Action <small>What I need to do to make this happen.</small>	Resources <small>What materials and support do I need?</small>	Completion Date <small>When will I make this happen?</small>	Complete
1.				
2.				
College and Career Goals				
Goal	Action <small>What I need to do to make this happen.</small>	Resources <small>What materials and support do I need?</small>	Completion Date <small>When will I make this happen?</small>	Complete
1.				
2.				
Personal and Social Goals				
Goal	Action <small>What I need to do to make this happen.</small>	Resources <small>What materials and support do I need?</small>	Completion Date <small>When will I make this happen?</small>	Complete
1.				
2.				

The History of Labor Day

Department of Labor and Wlstar.com

"Labor Day differs in every essential way from the other holidays of the year in any country," said Samuel Gompers, founder and longtime president of the American Federation of Labor. "All other holidays are in a more or less degree connected with conflicts and battles of man's prowess over man, of strife and discord for greed and power, of glories achieved by one nation over another. Labor Day...is devoted to no man, living or dead, to no sect, race, or nation."

Labor Day, the first Monday in September, is a creation of the labor movement and is dedicated to the social and economic achievements of American workers. It constitutes a yearly national tribute to the contributions workers have made to the strength, prosperity, and well-being of our country.

A Nationwide Holiday

Labor Day is a national legal holiday that is over 100 years old. Over the years, it has evolved from a purely labor union celebration into a general "last fling of summer" festival.

It grew out of a celebration and parade in honor of the working class by the Knights of Labor in 1882 in New York. In 1884, the Knights held a large parade in New York City celebrating the working class. The parade was held on the first Monday in September. The Knights passed a resolution to hold all future parades on the same day, designated by them as Labor Day.

In the late 1880's, labor organizations began to lobby various state legislatures for recognition of Labor Day as an official state holiday. The first states to declare it a state holiday in, 1887, were Oregon, Colorado, New York, Massachusetts, and New Jersey. Then in 1894, Congress passed a law recognizing Labor Day as an official national holiday.

Today, Labor Day is observed not only in the U.S. but also in Canada, and in other industrialized nations. While it is a general holiday in the United States, its roots in the working class remain clearer in European countries.

It has come to be recognized in the U.S. not only as a celebration of the working class, but even more so as the unofficial end of the summer season. In the northern half of the U.S. at least, the summer vacation season begins with Memorial Day and ends with Labor Day.

Many colleges and some secondary and elementary schools begin classes immediately after Labor Day.

State parks, swimming pools, and campgrounds are all quite busy on Labor Day, as vacationers take one last advantage of the waning hot season. September is the month that marks the beginning of autumn. And, because of that, the average daytime maximum temperatures take a plunge during the month in most of the U.S.



August 2015 - Senior Advisory Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		4 Introductions Syllabus	5 Goals for Success	6 ILP – Pgs 6-7	7 My Path To Success – Pages 13-16 Last Day to Sign Up for 9/12 ACT	8
9	10 Introduction to the Senior Portfolio Pgs 137-141	11 Community Service Project overview Pgs 125-128	12 Intro to CSU Project Pgs 25-26 & Research Strategies pg 52	13 CSU Research Oral Presentation Overview Pgs 27-30	14 Senior Presentation in Mel Lawson	15
16	17 CSU Oral Presentations	18 Quick Look Ups College: Dillard	19 CSU Oral Presentations	20 Reading – Pgs 8-11 Admissions - Pgs 17-19	21 Readings – Pgs 20-24	22
23	24 UC/Private Research Pgs 47-50	25 Quick Look Ups College: Bowie	26 UC/Private Research Pgs 47-50	27 Readings pgs 31-35	28 Readings pgs 36-41	29
30	31 My College Applications Due - pgs 56-59					



September 2015 - Senior Advisory Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Quick Look Ups UC/Private Oral Presentations	2 UC/Private Oral presentations	3 Readings pgs 42-46 and Pg 60 Last Day to Sign Up for 10/3 SAT	4 NO SCHOOL	5
6	7 LABOR DAY	8 Quick Look Ups College: CSUS	9 HBCU Presentation	10 Read Pgs 82-87	11 HBCU Fair HBCU Fair Results Due	12 ACT
13	14 Intro to Personal Statements (pgs 62-67)	15 Quick Look Ups College: Chico	16 Personal Statements pgs 68-72)	17 Personal Statement Worksheet (pgs 73-75)	18 Last Day to Sign Up for 10/24 ACT	19
20	21 Personal Statement Writing/Editing	22 Quick Look Ups College: Long Beach	23 Personal Statement Writing/Editing	24	25	26
27	28 Edit Personal Statements in pairs Personal Statement Draft Due	29 Quick Look Ups College: Monterey Bay	30 Personal Statement Sharing			



October 2015 - Senior Advisory Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Letters of Rec Pgs 76-81	2 Letters of Rec Student Info Sheet Due	3 SAT
4	5 Tutorial Study for Midterms	6 Tutorial Study for Midterms	7 MIDTERMS	8 MIDTERMS Last Day to Sign Up for 11/7 SAT	9 PD DAY CSU Application Workshop	10
11	12 FALL BREAK CSU Application Workshop	13 FALL BREAK CSU Application Workshop	14 FALL BREAK CSU Application Workshop	15 FALL BREAK CSU Application Workshop	16 FALL BREAK CSU Application Workshop	17
18	19 Minimum Day	20 Quick Look Ups College: Stanislaus	21 Awards and Activities Pgs 89-95	22 Awards and Activities Pgs 89-95	23 Awards and Honors, Activity Record & Certifications Due	24 ACT
25	26 The Common App Pgs 96-101	27 Quick Look Ups College: Cal Maritime	28 Intro to Socratic Seminar Powerpoint	29	30	31



November 2015 - Senior Advisory Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Socratic Seminar Reading and Annotation	3 Quick Look Ups College: Davis	4 Socratic Seminar #1	5 Socratic Seminar Reflection and Debrief Last Day to Sign Up for last 12/5 SAT	6 Last Day to Sign Up for last 12/12 ACT	7 SAT
8	9 Personal Statement Editing/Writing	10 Quick Look Ups College: Merced	11 Veterans' Day	12	13 Final Draft of Personal Statement Due	14
15	16 Socratic Seminar Reading and Annotation	17 Quick Look Ups College: Riverside	18 Socratic Seminar #2	19 Socratic Seminar Reflection and Debrief	20 UC and EOP Applications submitted by today!!	21
22	23 Thanksgiving	24 Thanksgiving	25 Thanksgiving	26 Thanksgiving	27 Thanksgiving	28
29	30 Official Last Day for UC/CSU Applications					



December 2015 - Senior Advisory Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Quick Look Ups College: Santa Barbara	2 Socratic Seminar Reading and Annotation	3 Socratic Seminar #3	4 Socratic Seminar Reflection and Debrief	5 Last SAT Option
6	7	8 Quick Look Ups College: Cal Lutheran	9 Socratic Seminar Reading and Annotation	10 Socratic Seminar #4	11 Socratic Seminar Reflection and Debrief	12 Last ACT Option
13	14 Tutorial Study for Finals	15 Tutorial Study for Finals Common App Submit Date	16 FINALS	17 FINALS	18 PD DAY	19
20	21 BREAK	22 BREAK	23 BREAK	24 BREAK	25 BREAK	26
27	28 BREAK	29 BREAK	30 BREAK	31 BREAK		



January 2016 - Senior Advisory Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 BREAK FAFSA AVAILABLE ONLINE	2
3	4 PD DAY	5 PD DAY	6	7	8	9
10	11 Financial Aid Overview – Pgs 105-108	12 Intro to Career Profile (independent work) – Pg 110 FAFSA NIGHT 6 – 8 PM	13	14	15	16
17	18 MLK DAY	19 Finding Scholarships (online website searches with LCD)	20	21	22	23
24	25 Scholarship Essay Writing (draft)	26 Scholarship Essay Writing (draft)	27	28	29	30



February 2016 - Senior Advisory Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Minimum Day Resume Info Pgs 112-120	2 Career Profile Presentation Planning	3	4	5 Career Profile Due	6
7	8 Minimum DAY	9 Career Oral Presentations	10 Career Oral Presentations	11 Career Oral Presentations	12 Career Oral Presentations Resume Due	13
14	15 Presidents' Day	16 Job Application Pgs 121-123	17	18	19 Job Application Due	20
21	22 Letter to 9 th Grader – pg 135	23 Finalize letter to 9 th grader	24	25	26	27
28	29 Minimum Day Letter to 9th Grader Due					



March 2016 - Senior Advisory Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Community Service pgs 125-128	2 Official Last Day for Cal Grant and FAFSA Priority FilingDate	3 Community Service Planning or writing Intro to Student Work pg 130	4	5
6	7 Socratic Seminar Reading and Annotation	8 Socratic Seminar #5	9 Reflection and Debrief Student Work Due Request Letters of Rec for Portfolio	10	11	12
13	14	15	16	17	18	19
20	21 Tutorial Study for Midterms	22 Tutorial Study for Midterms	23 Midterms	24 Midterms	25 PD DAY	26
27	28 BREAK	29 BREAK	30 BREAK	31 BREAK		



April 2016 - Senior Advisory Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			Service Reflection Writing pgs 127-128		1 BREAK	2
3	4 PD Day	5 Community Service Presentations	6 Community Service Presentations	7 Community Service Presentations	8 Service Project Reflection Due & Portfolio Letters of Rec Due	9
10	11 Intro to Post Secondary Plan Pgs 131-132	12	13	14	15 Post Secondary Plan Due	16
17	18 Intro to Reflective Introduction pgs 133-134	19	20 Reflective Intro & Student Records Due	21	22 Scholarship and FAFSA Summary DUE Portfolio Draft Due	23
24	25 Portfolio Oral Presentations	26	27	28	29	30



May 2016 - Senior Advisory Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Official College Student Intent to Register (SIR) Date	2 Minimum Day Portfolio Oral Presentations	3	4	5 AP Calculus	6	7
8	9 AP Biology Portfolio Presentation Day?	10 AP Gov	11 AP Eng Lang & Comp	12	13 Senior Signing Day	14
15	16 Socratic Seminar Reading and Annotation	17 Socratic Seminar #6	18 Reflection and Debrief	19	20	21
22	23 Socratic Seminar Reading and Annotation	24 Socratic Seminar #7	25 Reflection and Debrief	26	27	28
29	30 MEMORIAL DAY	31 Socratic Seminar Reading and Annotation				



June 2016 - Senior Advisory Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3 Graduation	

advisory 12

A College Bound Senior Advisory Class

Senior Guidebook Class of 2017

Service for Others

be nice ♦ work hard

How to Pass Senior Advisory

Advisory Grading

1. Only one grade implemented for each week (Notation: Week 1, Week 2,...Week 17)
 - o Each day is worth 5pts for participation. **Total: 25pts/week [5 pts per day] (total can vary on weeks with holidays or events)**
 - o Students can lose some of their daily 5 points based on their classroom actions down to a minimum of 0.
 - i. Being reminded to get back on task (1 pt per correction)
 - ii. Not completing the task (5 pts)
 - iii. Not following classroom rules or being tardy for class (1 pt per correction)
 - iv. Getting sent to P10 (5 pts)
 - v. Not having planner in class (5 pts)
 - o Students earn 0 points for each advisory day missed (unexcused). They automatically fail advisory when missing more than the allowed number of absent days. Excused absences can earn points if work is completed in 1/day/absence.
2. Assignments – see calendar for point values for all major assignments.
3. 40 Community Service Hours (not meeting standard results in NCR): 20 each term for grade **(250 points per term – all or nothing)**
4. 20 School Pride Points (not meeting standard results in NCR): 10 each term for grade **(250 points per term – all or nothing)** Students who fail advisory in any term can make up the term grade by completing 25 community service hours after failing.

LATE WORK POLICY

All assignments listed on the calendar must be completed and turned in to your advisor. No points will be awarded, however, for work turned in after the deadline.

I, _____, have read and understand the above grading scale. If I do not complete my senior portfolio, 40 hours of community service, and 20 school pride points, then there is **NO WAY** that I will pass advisory and will be unable to graduate with my class.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____



Senior Portfolio Process

All seniors at Sacramento High School will complete a culminating project prior to graduation called a "Senior Portfolio." The senior portfolio is a snapshot of your high school career; it summarizes your academic record, key accomplishments, life beyond the classroom, and future plans. The senior portfolio is a compilation of documents that reflect who you are and includes samples of your best high school work. Senior portfolios are valuable tools to support college interviews, job interviews and scholarship applications. Over the next ten months, you will be putting together your senior portfolio, and you will present this portfolio to a panel comprised of staff, community members, and school partners. In order to pass Advisory 12 and earn the 2.5 credits needed for graduation, all Sac High seniors will need to successfully complete the portfolio and presentation.

Structure


The senior portfolio will be organized into a three-ringed binder, and it should include a cover and table of contents as well as the following sections:

1. Reflective Introduction
2. Personal Statements
3. Resume
4. Letter of Recommendations
5. Student Records
6. Student Work
7. Awards and Honors
8. Leadership, Community Service & Extra Curricular Activities
9. Post Secondary Plans
10. Letter to Incoming 9th Grader

College Applications

The other primary focus of Advisory 12 will be completing your college applications. At Sacramento Charter High School, we expect all of our seniors to apply to four-year colleges. During advisory, specific lessons and activities will help you with this process; however, much of the work will need to happen outside of advisory time. Your advisory teacher and the college counselor are available to help you with applications, but the ultimate responsibility lies with you. This is your future — take charge of it!

Some of the tasks involved with college applications may also be used in your senior portfolio. The timeline on the next page reflects key focus areas and deadlines for both portfolios and applications between now and the end of the school year.



Sacramento High School
Service for Other

2016-17 Senior Portfolio and College Application Timeline

TERM 1		
Week	Focus	Major Deadlines
August		
August 10-31	College Research - Page 12 <i>CSU Presentation (25 pts) – Page 26</i>	<i>Wednesday, August 17</i>
	Register for SAT/ACT test dates and update Naviance	
September		
September 1-30	College Research Continued <i>UC/Private University Presentation (25 pts) - Pg 50</i> <i>My College Applications Completed (25 pts) Pg 56-59</i>	<i>Monday, August 29</i> <i>Tuesday, September 6</i>
	Attending College Fairs and Meeting College Reps – Page 82-87 <i>HBCU Fair Application Results (25 pts)</i>	<i>Friday, September 23</i>
	Personal Statements Pg 61-75 <i>Two Personal Statement Drafts (25 points each)</i>	<i>Monday, September 28</i>
October		
October 1-31	Letters of Recommendation Basics – Page 79-91 <i>Student Information Sheet – Page 79</i>	<i>Friday, October 2</i>
	College Applications – Page 88 <i>FAFSA and Cal Grant Submitted</i>	<i>Thursday, October 6</i>
	<i>Awards & Honors Summary (10 pts) – Pg 90</i> <i>Activity Record (10 pts) – Pg 93</i> <i>Activity Certifications Complete (10 pts) – Pg 94-95</i> <i>CSU application submitted</i> <i>EOP Application Submitted</i>	<i>Friday, October 21</i> <i>Friday, October 21</i> <i>Friday, October 21</i> <i>October 6 – 14</i> <i>October 6 – 14</i>
November		
Nov 1 – Nov. 30	Personal Statement & College Applications – Pg 61 - 75 <i>4 Personal Statements Completed(50 pts each)</i> <i>UC Applications Submitted</i>	<i>Thursday, November 10</i> <i>Friday, November 18</i>
December		
December 1-21	Common Application - Page 100 <i>Submit application</i> -for those applying to private colleges	<i>Tuesday, December 15</i>



2016-17 Senior Portfolio and College Application Timeline

TERM 2		
January		
Jan 11- 31	Financial Aid and Scholarships – Page 103 <i>Scholarship Planner (25 pts) – Page 104</i>	<i>Thursday, April 21</i>
	Community Service Project – Page 125 <i>Service Project Reflection Completed (25 pts)</i>	<i>Friday, April 14</i>
February		
Feb 1 – Feb 28	Career Profile – Page 110 <i>Career Profile Completed (25 pts) – Page 110</i> <i>Career Presentation (25 pts) – Page 110</i>	<i>Friday, February 3</i> <i>Monday, February 6</i>
	Resume – Page 112 <i>Resume Completed (25 pts)</i>	<i>Friday, February 10</i>
	Job Application – Page 121 <i>Job application completed (25 pts)</i>	<i>Friday, February 17</i>
March/April		
March 1 - March 22	Letter and Student Work <i>Letter to 9th Graders(25 pts)- Page 135</i> <i>Student Work (25 pts) – Page 130</i>	<i>Monday, February 27</i> <i>Wednesday, March 8</i>
	Requesting Portfolio Letters of Recommendation - Pg 76-91 <i>Letters requested</i> <i>Letters completed (25 pts)</i>	<i>Wednesday, March 8</i> <i>Friday, April 7</i>
April 4-April 27	Student records and Additional Writing Assignments <i>Post Secondary Plan (25 pts) - Pg 131</i> <i>Student Records (25 pts) – Pg 130</i> <i>Reflective Introduction (25 pts) – Pg 133</i>	<i>Friday, April 14</i> <i>Friday, April 21</i> <i>Thursday, April 27</i>
May/June		
May 1 – May 31	Full Portfolio <i>In-Class Portfolio Presentation (25 pts)</i> <i>Final Student Portfolio Submitted</i>	<i>May 4 – May 10</i> <i>Monday, May 1</i>
	Portfolio Presentation <i>Presentation Completed</i>	<i>Thursday, May 11</i>

**Sacramento Charter High School
Individual Learning Plan/Graduation Requirements**

College Entrance	Required #	Completed	Math Score	Eng Score	Writ Score	Composite
PSAT/PLAN	1					
SAT	1					
ACT	1					
Applied to a 4-Year College	1					
Accepted to a 4-Year College	1					
Submitted FAFSA	1					
College Placement Exam	1					

Community Service	Required Hrs	Completed
9th Grade	40	
10th Grade	40	
11th Grade	40	
12th Grade	40	

School Pride	Required	Completed
9th Grade	20	
10th Grade	20	
11th Grade	20	
12th Grade	20	

Sacramento Charter High School
Individual Learning Plan/Graduation Requirements

Courses	Required Credits	Grade
A- History (30 credits required - 10 World & 10 US Hist)		
*Fnd Mod World History	10	
*World History (or AP)	10	
*Honors World History	10	
*Early US History	10	
*US History (or AP)	10	
*Honors US History	10	
*US Government/Econ	10	
*AP Government	10	
B-English (40 credits required)		
*English 9	10	
*English 10	10	
*Adv/Honors English 10	10	
*English 11	10	
*CSU ERWC	10	
*AP English Lang and Comp	10	
*AP Eng Lit and Comp	10	
C-Math (30 credits required - 40 recommended)		
*Algebra 1	10	
*Geometry	10	
*Algebra 2	10	
*Pre-Calculus	10	
* AP Calculus	10	
* EAP Advanced Math	10	
D-Lab Science (20 credits required-30 recommend - 1 LS & 1 PS)		
*Biology (LS)	10	
*Human Anatomy (LS)	10	
*AP Biology (LS)	10	
*General Chemistry (PS)	10	
*Honors Chemistry (PS)	10	
*Physics	10	
E-Language Other Than English (20 credits required-30 rec.)		
*Spanish 1	10	
*Spanish 2	10	
*Spanish for Spanish Speakers 1/2	10 per	

Courses	Required Credits	Grade
F-Visual and Performing Arts (10 credits required)		
*Visual Comm & Graphics	10	
*Advanced Studio Art	10	
*Art 1/2	10 per	
*Visual Art and Design	10	
*Photography 1/2	10 per	
*Computer Graphics	10	
*2D/3D Design	10	
*Digital Photography	10	
G-College Prep Elective (10 credits required)		
*World Geography	10	
*Environmental Science	10	
*Exp Reading/Writing	10	
*Art History	10	
*Principles of Engineering	10	
*Intro to Engineering		
*Street Law		
*Intro to Law & Public Policy		
Electives (60 credits required)		
	10	
	10	
	10	
	10	
	10	
Physical Education (20 credits required)		
PE/Advanced PE	10 per	
Weight Training	10 per	
Advisory (20 credits required)		
Advisory 9	5	
Advisory 10	5	
Advisory 11	5	
Advisory 12	5	
Total Credits	260	

*A-G college entrance requirement

LS = Life Science

PS = Physical Science

Electives Note - If you have too many credits for any category, they can be used as elective credit.

Senioritis is Troubling Ailment

Falling grades could hurt students' chances of getting into college

By Joanne Levy-Prewitt

It's not the flu or a head cold. It's not mono or strep throat. The dreaded disease of high school seniors is senioritis. Typically, senioritis strikes in the winter after college applications have been submitted or after final exams have been taken, but it can afflict seniors earlier in the year, too.

Seniors (and their parents and teachers) will recognize the signs and symptoms because those who have senioritis will stop caring about school. They might begin skipping class, or the quality of their schoolwork might diminish. Maybe they will stop studying for tests or forget to turn in homework, which will, in turn, cause a drop in their GPA. Seniors who are desperate for a cure have been known to lighten their course load by dropping academic classes that aren't necessary for graduation.

Ilene Abrams, college adviser at Berkeley High School in Berkeley, Calif., warns that making schedule adjustments after college applications have been submitted can be a big mistake. Colleges evaluate students based on first-semester grades, along with the assumption that students will complete all senior year courses, so any schedule changes can affect the admission decision, even after it has been made.

Abrams advises college-bound seniors to "stay in touch with colleges" by communicating any changes, whether it's a lower overall GPA or a dropped class. She says that students should also act pre-emptively and inform colleges about an anticipated low grade in the senior year so that admission officers can "tell the difference between senioritis and students who have just taken a really hard course load."

Abrams told me about students who had admissions decisions revoked when their GPAs dropped lower than those on the application or transcript. "At Berkeley High, most of the rescissions have been when the GPA dropped or when a student had a D or F. Many colleges will also not tolerate a drastic change in the class schedule either, especially when they've admitted students based on rigorous coursework in the senior year."

Senioritis can be expensive, too. Students who have been awarded merit scholarships — those based on test scores, a high GPA or a certain class rank — can have their financial aid either revised or revoked if the class rank or GPA falls below a certain threshold.

Some high schools, public and private, have a unique way of battling or even preventing senioritis. Self-directed research projects, community service work or off-campus internships, especially in the spring term, can serve to allow seniors to take control of their learning and provide opportunities for career exploration.

Abrams says this type of learning is particularly important for young adults who are ready to enter college because toward the end of high school, seniors begin to perceive high school as the same type of institution that educated them as young children when they had no academic freedom or autonomy. Abrams says that by senior year, "Seniors find it hard to be treated as children. They're ready to be responsible and to get out and about. Schools should and could develop an innovative curriculum to battle senioritis and give students more time in the real world."

However, students attending high schools that insist on traditional in-class curriculum until "Pomp and Circumstance" plays can wage their own battle against senioritis. Abrams suggests that seniors seek employment, volunteer or work at community internships to stay stimulated and to "take control of their learning and stay focused."

In previous columns, I've advocated that seniors, indeed all high school students, remember to have fun and enjoy the magic of high school. However, despite the fun, seniors need to take special care to avoid senioritis and its unintended and possibly drastic consequences.

Joanne Levy-Prewitt is an independent college admissions adviser who works with students in the San Francisco area. E-mail her at jkjprewitt@gmail.com.

No slack for slackers

Colleges are revoking admissions for students who may have partied too much their senior year.

By Larry Gordon, Times Staff Writer

June 22, 2007

- Staying in good stead

Some high school seniors may have scoffed at warnings about partying instead of studying this spring. But nagging counselors and parents turn out to have been right: A senior-year slump can have painful repercussions.

In June and July, elite universities in California and across the country increasingly are revoking admission offers to students whose grades originally were good enough to gain acceptance but whose final exams and transcripts took a dive into Ds or worse. It's a little-known practice, but it can dump as much as 2% of an incoming class.

For example, UCLA has begun to send out letters informing some students that their "academic record no longer meets the standards for admission." So the coveted acceptances to the freshman class, celebrated just months ago, are withdrawn. Gone. Revoked. Frittered away.

"It can be quite traumatic," Susan Wilbur, director of undergraduate admissions for the UC system, said of the revocations' effect on students and their parents. The early summer timing is especially hard, she said, because by then the student usually has turned down other admissions offers and has few options left at four-year colleges.

But with so many strong applicants previously rejected at competitive campuses, "it is absolutely incumbent upon us to uphold the integrity of the process and maintain the high standards," Wilbur said.

Universities say they are open to appeals about special circumstances, such as an illness or a divorce that affected grades. They may forgive an otherwise stellar student who stumbles in one ambitious course.

And some, especially private universities not bound by state entrance formulas, will allow students to repeat courses in summer school, delay admission for a year or admit them on a probationary basis.

Still, the increasing competition at elite schools is making some institutions less tolerant of senioritis and more willing to eject a student who had already sent in an enrollment deposit, said Barmak Nassirian, associate executive director of the American Assn. of Collegiate Registrars and Admissions Officers. "Schools are becoming more stern about that than they were in the past," he said.

"If it is a case of [a student] deciding that 12th grade was a time for merriment, it is hard to cut those kids some slack in these competitive times," he said.

The number of such reversals is not large, but many high schools in Southern California report at least a couple of students worried sick about a final D or F in a required course. UCLA already has revoked about 25 freshman admissions in recent weeks and expects to withdraw about 90 by midsummer as final high school transcripts arrive for its expected 4,600 freshmen, according to Vu T. Tran, director of undergraduate admissions.

Because application deadlines were in November, grades in senior classes are not used in initial admissions decisions, he said.

Still, students are expected to maintain a B average in their senior year and not to score below a C in any of their major courses, especially the ones required for entrance, Tran said.

UCLA reviews each case individually and may show leeway if the trouble is with just one course and there are mitigating factors, he said.

"We are not coldhearted," he stressed. But he too spoke about the need "to be equitable and fair, not only for the students we admitted but also for the ones we denied."

San Diego State is taking a tough stance. Before 1999, the popular campus allowed admitted students to attend summer school if they earned a D or lower in a high school class required by the Cal State system. But no more. Beverly Arata, director of admissions, said she expects to revoke about 2% of the 5,400 who were planning to enroll as freshmen and redirect them to less-crowded Cal State campuses or community colleges.

"It wouldn't be fair to admit an ineligible student," she said.

High school counselors said they often warn students that college acceptances are conditional, based on keeping up their grades. But the message does not always get through. Embarrassed about their predicament, most revoked students are reluctant to discuss it.

A graduate of Lancaster High School recalled how he got a D in advanced placement calculus in the fall of his senior year and then dropped the class for the second semester. As a result, UCLA, his dream school, canceled his acceptance, although UC San Diego, where he just finished his freshman year, did not.

The student, who asked not to be identified, said he is very happy as a biology major at UC San Diego but that he still has some resentment about what happened last spring.

"I don't think that one class should have changed everything," he said.

Another graduate of a Los Angeles-area high school recalled a frighteningly close call last year. Once she was accepted to UC Santa Cruz in April, she slid into senior slackerdom. She skipped classes, went to the beach and blew off homework. The June result was an unshakable D in environmental science.

"That was the class I was least worried about. It later came around and bit me," said the student, who also asked not to be identified. Her parents were extremely upset, and the young woman recalled "freaking out." At her counselor's advice, she confessed to the university before final transcripts were mailed. UC officials threatened her with revocation unless she explained her grade better.

She was honest: "I told them it was my fault, and it was something I would never do again." Because her academic record was otherwise excellent, the campus relented.

UC Santa Cruz officials say that all students whose entrance offer survives such a review are placed on a watch list to monitor their first-year grades.

Now the grateful student, who successfully finished her freshman year, warns friends in high school that "if you get a case of senioritis, don't push it too far."

At San Marino High School, revocations are rare but happen about twice a year. Last year, two students got Ds in senior English and lost their fall spots at Cal Poly Pomona; they first had to attend community college, said Assistant Principal Mary Johnson.

"It's a heartbreak," Johnson said. "But in my own opinion, consequences follow actions all too infrequently in some students' lives. And this is the real thing."

At Eagle Rock High School in Los Angeles, college counselor Stephen Williams recalled a student two years ago whose acceptance to UCLA was revoked because of a D in advanced placement calculus.

After "a bunch of *mea culpas*," the student landed at Brandeis University in Massachusetts, a school whose previous acceptance he had turned down.

Another counselor at a school in northern Los Angeles County, who asked not to be identified, said one boy had a 3.8 grade-

point average and excellent SAT scores but then became so addicted to video games that he failed a couple of classes this month. He lost his admission to Cal State Long Beach and plans to attend a two-year school instead.

"It is major tears," the counselor said of such situations.

Private universities say they can be more flexible than state schools.

USC expects to revoke a handful of freshmen out of an expected class of about 2,900, according to school officials. "A lot of students get senioritis, but very few of them die of it," said Jerry Lucido, USC's vice provost for enrollment policy and management.

Lucido, like other university officials around the country, urges students with late academic troubles to let the colleges know and not to wait until summer transcripts are mailed. "It makes a big difference if students self-report," he said. "We don't want to feel we were led astray in the admission process."

At the University of Pennsylvania, a private Ivy League institution, Dean of Admissions Lee Stetson said his office looks at final transcripts and is more likely to send a warning about declining high school grades than a revocation. Such students usually are told they will be closely watched their freshman year.

Some senioritis is understandable, Stetson said. "If you've already gotten into the school of your choice, it's human nature to let up a little bit. It's only natural. On the other hand, it's the degree, the pattern, that is the issue."

--*larry.gordon@latimes.com*

Staying in good stead

How to avoid having a college admissions offer revoked, and what do to if a college threatens to do so:

- Remember that an acceptance letter is conditional upon maintaining good grades.
- Be honest on your college applications. Do not exaggerate the courses you are taking or your grade-point average.
- If you are in trouble in a course, talk to the teacher early about possible tutoring and extra-credit work.
- Let colleges know early if you are likely to receive a D or lower in any major class and if you have dropped a course that you previously indicated you were taking.
- Alert the college admissions office to any potential issue that might cause a grade decline, such as illness, a death in the family or the need to hold down an after-school job.
- Fully scout out potential remedies before it is too late. Many summer school classes start in June; don't lose your spot. Be willing to attend a remedial course at college in the fall.

Source: Times reporting

August: College Research

My Path to Success

Name _____

Advisory _____

Where I am now

a-g GPA _____ Cumulative GPA _____

ACT Composite _____ SAT CR/M _____

CSU Eligibility Index _____

Academic Interests:

Extracurricular Involvement:

Strengths:

My Future

Career Interests:

It's Not Too Late!

While most of your academic records and activities are already completed my now, there are still plenty of things you can do as a senior to make sure that you are a strong candidate for college.

1. Retake ACT and SAT tests, but prepare first.
2. Keep your GPA high
3. Enroll and succeed in the most challenging classes you can handle.
4. Finish your community service with a bang
5. Make a good impression on teachers (and college counselors☺) so they will want to write good recommendations for you.
6. Stay or get involved in activities.

The Road to College Checklist

a-g GPA <2.0

Name _____

Month	Activity	Check when Complete	Cost
August	Sign up for SAT/ACT tests		If you don't qualify for a fee waiver, the tests cost \$54.50
September	Attend HBCU fair and apply to AT LEAST four HBCUs		
October	Attend Cash for College night and complete FAFSA or Dream Act		
February	Apply to Community College		
March	Attend Senior Saturday at Sacramento City College <ul style="list-style-type: none"> • Orientation • Counseling • Assessment 		
May	Register for community college classes		\$46 per unit unless you qualify for the BOG Fee Waiver.
	Complete BOG Fee Waiver		If you qualify, you pay approximately \$30 per semester for tuition and fees.

The Road to College Checklist

a-g GPA 2.0-2.9

Name _____

Month	Activity	Check when complete	Cost
August	Sign up for SAT/ACT tests		If you don't qualify for a fee waiver, the tests cost \$54.50
September	Attend HBCU fair and apply to AT LEAST four HBCUs		
October	Attend Cash for College night and complete FAFSA or Dream Act		
	Apply to CSUs		If you don't get a fee waiver, each CSU application is \$55
	Apply to EOP		
December	Make sure SAT/ACT test scores have been sent to CSUs		\$12 per college IF you haven't already sent them
	Send transcript to CSUs if requested		
February	Apply to Community College, if desired		
March	Sign up for EPT/ELM		EPT/ELM cost \$36. NO fee waivers.
	Attend Senior Saturday at Sacramento City College, if desired		
May	Commit to four-year college by May 1		Many colleges waive the enrollment fee if you will receive financial aid.
	Complete housing forms and send in housing deposit by May 1, if requested		Housing deposit ranges from \$30 to \$700.
	Sign up for college orientation, if requested.		Orientation ranges from \$50 to \$150.
	Register for community college classes, if desired		
June	Sign up for Early Start at CSUs, if requested		Fee may be waived if you receive financial aid

The Road to College Checklist

a-g GPA 3.0 or higher

Name _____

Month	Activity	Check when complete	Cost
August	Sign up for SAT/ACT tests		If you don't qualify for a fee waiver, the tests cost \$54.50
September	Attend HBCU fair and apply to AT LEAST one HBCU		
October	Attend Cash for College night and complete FAFSA or Dream Act		
	Apply to CSUs		If you don't get a fee waiver, each CSU application is \$55
	Apply to EOP		
	Apply to one private college Early Decision, if desired		
	Request letters of recommendation from teachers and counselor IF you are applying to private colleges		
November	Apply to UCs		\$70 per UC, unless you get a waiver
December	Make sure ACT/SAT test scores have been sent to CSUs and UCs		\$12 per college IF you haven't already sent them
	Send transcript to CSUs if requested		
	Apply to private colleges using the Common Application		Fee varies but is waived if you qualify for free/reduced lunch
January	Apply to private colleges using the Common Application		Fee varies but is waived if you qualify for free/reduced lunch
March	Sign up for EPT/ELM		EPT/ELM cost \$36. NO fee waivers.
May	Commit to four-year college by May 1		Many colleges waive the enrollment fee if you will receive financial aid.
	Complete housing forms and send in housing deposit by May 1, if requested		Housing deposit ranges from \$30 to \$700.
	Sign up for college orientation, if requested.		Orientation ranges from \$50 to \$150.
	Take UC writing, math, and chemistry placement tests, if requested		
June	Sign up for Early Start at CSUs, if requested		Fee may be waived if you receive financial aid

Getting into the Mind of an Admissions Officer

When deciding whom to admit, the admissions committee has three goals:

- 1. They want students who will succeed so that the college will have a high graduation rate**
- 2. They want students who are genuinely interested in their school, so that a high percentage of the applicants they accept will choose to attend.**
- 3. They want students who will make a positive contribution to college life.**

What will the admissions committee look at to figure out whether or not an applicant is likely to succeed in college?

1. GPA
2. test scores
3. overcoming adversity
4. challenging coursework
5. teacher recommendations

What clues might indicate to the admissions committee that a student is genuinely interested in their college?

- a. interactions with college representatives
- b. expressing interest and knowledge in essays
- c. visits
- d. early action/decision

What will the admissions committee look at to figure out whether or not a student will make a positive contribution to college life?

- a. teacher and counselor recommendations
- b. high school sports
- c. high school activities
- d. high school community service
- e. diversity (geographic, gender, race, majors, talents, etc)

Getting into the Mind of an Admissions Officer

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What will the admissions committee look at to figure out whether or not a student will make a positive contribution to college life?

What Factors Colleges Consider When Looking At You

College Admissions Considerations

Most colleges and universities consider a combination of your academic and personal qualifications when you apply to their school. Here are some overarching things to keep in mind:

- All require a high school transcript and diploma;
- Your academic record (i.e. high school transcript) is the most important and telling source of information about your academic potential (always remember- 4 years of school work provides more information than 4 hours of testing!);
- The more selective the college, the more stringent the admissions requirements;
- Requirements at a college may differ for different programs or different students
- Many colleges will suggest certain criteria for admissions, such as SAT or ACT scores in a certain range, specific academic courses and GPA's above a certain level;
- Colleges that require standardized tests usually like a balance between verbal and math scores. Very unexplainable balances should be explainable and be appropriate for the college (e.g., high math scores for an engineering program.)

Academic Qualification Indicators

- High school courses (substance, diversity and level of difficulty)
- High school grades (including senior year)
- Trends in grades (steady improvement, strong 11th grade record desirable)
- Relationship of grades to standardized test scores- (high scores and poor grades are undesirable)
- Standardized test scores
- Academic honors and awards
- Recommendations from college counselors and teachers

Personal Qualifications Indicators

- Extracurricular activities, interests, jobs, community service and hobbies
- Long-term commitment and talent in a few activities. Leadership role is a plus (e.g. sports, fine arts, student government, community service, religious activities)
- Recommendations from your college counselor, one or two teachers, possibly an employer/supervisor/community members (people who know you well and can personally attest to your character, strengths, and potential)
- Application essays and/or personal statement
- Personal interviews (many schools do not require them but strongly encourage them and/or provide the option for you to interview).

Other Factors/Consideration to Keep in Mind:

- Relationship to alumnus- an influential graduate of said school
- Sibling at the college (especially if s/he was a successful student)
- Geographic, ethnic, gender, socio-economic representation needed to create a diverse student body
- Number of applicants from other students at Sac High (and the strength of those applicants)
- Reputation of Sac High

In or Out: Inside College Admissions

By JODIE MORSE

What to do about Theater Boy? That was the question vexing Peggy Walbridge and David Field as the two admissions readers paged through his application to Cornell University in Ithaca, N.Y. With a 1,420 SAT score, solid grades and top scores on two Advanced Placement exams, the applicant — we're calling him Theater Boy to protect his identity — certainly looked like Cornell material. He had appeared in professional music productions and helped raise over \$50,000 to stage plays at his school. "That's pretty amazing," Walbridge muttered. Field chuckled as he read through the applicant's essay about his voice changing from a once beautiful boyhood soprano. Said Field: "There's a nice sense of humor in this writing."

Still, something gave the readers pause. There was nothing outstanding in the applicant's two teacher recommendations. A more gushing letter came from his boss at the pizza place where he worked after school, detailing Theater Boy's rapport with the restaurant's immigrant cooks. "He sure sounds like a wonderful employee," said Walbridge. Field interjected, "But is he a real scholar?" Theater Boy wrote that he wants to study politics and history. But the two readers wondered why he hadn't studied more of them already. Theater Boy's moment was fading as quickly as it came. "The more I think about it, I don't see enough real scholarship here," sighed Field. "I just have a feeling we can do better."

They can, because Cornell, like other elite colleges, has seven applicants for every spot in its freshman class. As 1.2 million high school seniors begin the college-application process in earnest this month, competition has never been fiercer. Nor have students been better prepared. These days, kids in junior high take high school academic classes to make room for more demanding courses in the later grades. And in just the past decade, there's been an 83% increase in the number of ninth-graders who take the sat — just for practice.

But even if you didn't take calculus in the ninth grade, there are steps you can take at application time to better your odds. Last spring three of the country's most selective schools — Rice University, Bowdoin College and Cornell University — allowed TIME behind the closed doors of their admissions deliberations. The one stipulation: that TIME not use the names or certain identifying characteristics of kids like Theater Boy. The insights we gleaned won't substitute for top scores and grades. But they did puncture some of the myths that often prevent an applicant from winning admission to his or her favorite college.

Myth 1 Make yourself look as well rounded as possible

You would think that a flutist-cum-poet with a 1,520 sat, an unblemished transcript and a passion for philosophy would find a warm welcome at Houston's Rice University. Renaissance Girl was involved in so many extracurricular activities — band, the literary magazine, the astronomy, philosophy and poetry clubs — that it took minute handwriting to squeeze them onto the application. Yet she never made it off the waiting list.

In the parlance of Rice's admissions committee, Renaissance Girl was a "clubber," a serial joiner of school organizations who never rises to a leadership position. One Cornell applicant submitted a one-page, single-spaced addendum to his application that cataloged, as one admissions officer exasperatedly termed it, "every activity he's ever participated in." With the "spread too thin" designation on his voting sheet, even his perfect 800 score on the verbal half of the SAT wasn't enough to stave off rejection.

Says Don Saleh, Cornell's dean of admissions and financial aid: "Students should occupy leadership roles and show years of commitment. That's one way we know kids aren't doing activities just to put them on their applications." Another is to ask how many hours students spend on each activity. And in an instance where the numbers seemed high? A gimlet-eyed Cornell officer whipped out a calculator to reveal that the (unsuccessful) applicant claimed to spend 50 hours a week on after-school pursuits.

Myth 2 The essay counts only in close calls

Before even glancing at grades or test scores, admissions officers at Bowdoin College in Brunswick, Maine, rate a student's personal statement. That first impression can color the whole discussion. The committee, for example, issued a swift rejection to a student whose essay was riddled with typos. After reading a moving tale of how one student bonded with a Chilean immigrant struggling to educate his children, assistant dean Debbie DeVeaux went to bat for the applicant: "I love this guy. I hope you love him as much as I do."

A little warmth and humor never hurts either. Bowdoin requires a second, shorter essay on an influential teacher. Most students opt for a boiler-plate hymn to the hardest teacher in school. But a rare description of a teacher who "was big, but not overweight ... like you could trust her to provide you with bread and beef through the winter" got the committee laughing. And the essay's touching conclusion — "she taught me how to improve from a mistake and still like myself" — sent them straight for the admit stamp. Otherwise, the student's B record would not have got him in.

Admissions officers say the most successful essays show curiosity and self-awareness. Says Cornell's Saleh: "It's the only thing that really lets us see inside your soul." While there's no

one right formula for soul baring, there are many wrong ones. It's disastrous to write, as one Rice applicant did, of what he could "bring to the University of California." A self-absorbed or arrogant tone is also a guaranteed turnoff. Exhibit A: a Rice essay beginning, "I have accumulated a fair amount of wisdom in a relatively limited time of life." Exhibit B: A Cornell applicant who set out to "describe the indescribable essence of myself."

The officers accept that student essays are often heavily edited and adapted for multiple applications. But if an essay seems too polished, they'll often compare the writing with that in other parts of the application, and even to a student's verbal SAT score.

Myth 3 Send your "award-winning" art portfolio

Each spring admissions officers amass boxes full of discarded watercolors and videotaped productions of the Music Man — and the occasional batch of brownies — all sent by students hoping such extras will increase their prospects. More often they distract readers from the real meat of the application. One Cornell applicant, Budding Author, directed readers to her "countless short stories and novellas." Though the admissions officers were impressed with the other parts of Budding Author's application, they didn't quite know what to make of her creative writing. "Well it's not quite soft porn," said a confused Walbridge. Instead of receiving a fat acceptance packet, Budding Author was wait-listed.

At Cornell and Bowdoin, admissions readers typically send art slides and music tapes out to department heads to get an expert appraisal. Those rare applicants who get a ringing endorsement are usually instant hits back in the committee room. That was the case for one student's trumpet performance, which received the top rating from Cornell's music department. But, noted reader Ken Gabard, "it's only 1 in 100 who gets this kind of reception."

Myth 4 Don't spill your guts

Admissions officers love a good against-all-odds story line. "We like to see that kids have overcome adversity," says Cornell's Gabard. "Goodness knows, they'll face adversity in college." Provided the adversity is authentic — like a death in the family — it can make a much more gripping essay topic than a summer jaunt through Europe. And if applicants have suffered any dip in academic performance, they need to account for it, either in an essay or a counselor's letter.

With scattered Cs in the ninth and 10th grades and football and guitar as his only extracurriculars, Comeback Kid would normally have missed Bowdoin's first cut of applications. But in his essay he wrote of how he'd spent those first two years of high school: "slowly poisoning myself in a pool of malted hops." Then a close relative who was an

alcoholic died of a stroke. After that, he cut out the beer, got A-pluses in his senior year and won a national writing award. He also won a unanimous thumbs-up for admission.

Schools are also taken with good students from families with little education or money. At Bowdoin, this is known as an "NC/BC" case, for no college/blue collar; at Rice, it's an application with "overcome" factors. At Cornell, admissions readers were initially not too impressed by a student with good test scores but whose grades were all over the map. Then one reader noticed that she came from a family with no higher education and worked up to 40 hours a week as a cashier. But it was her essay that really swayed the committee, as she described being derisively called "white girl" by some other blacks and related how one classmate told her that he "looked forward to seeing me 'flipping burgers' after graduation."

Before you go crafting your sob story, it bears noting that college admissions officers are among the world's finest b.s. detectors. A case in point: one student's Cornell essay about a relative's homosexuality struck an admissions reader as gratuitous: "This has got shock value written all over it."

Myth 5 If a teacher says he'll write a rec, it will be a good one

For admissions officers, there's a distinct hierarchy to recommendation letters. "Brilliant means more than bright," says Bowdoin's senior associate dean of admissions Linda Kreamer. " 'Hardworking and motivated' probably means the student isn't too smart." Cornell readers bristled at a recommendation hailing a student who "cares more about what he learns than what grades he gets." Translation: If admitted, he'd wind up on academic probation.

The best recommendations describe a student's accomplishments with specific and knowing details. Bowdoin's admissions committee was on the fence about one applicant who had good grades but below-average test scores. Then it scanned his two recommendations. "A rare gem," said one letter; the other called him a "mature humanitarian." Most compelling, though, was a tidbit missing from the rest of the application. The student had come up with a unique scheme for supporting world famine relief: he pledged his weekly allowance and persuaded his parents to give matching grants. Cornell readers were similarly impressed with a letter that touted an applicant's papers on Billie Holiday and Vietnam veterans.

To improve his accolades, a student shouldn't necessarily ask the best teacher in school, who's probably swamped with other requests, but should instead seek out someone who really knows him and his work. A student should also jog the memory of his recommender with a cheat sheet of his accomplishments — including a copy of a well-received term paper.

Myth 6 Don't be too eager

Colleges want students who want them. That's one reason why kids who apply for early decision have a leg up. But for all applicants, it's unwise to skip a college's visit to your high school or, as one Rice applicant did, to ask an alumni interviewer if Rice was just a "second-tier" institution. As with most interactions a student has with a college, this one was duly noted. The interviewer wrote, "I don't think Rice should accept him."

There are also less obvious faux pas, like stating your intended major without checking that it's offered. Students are sometimes asked the number of schools to which they're applying, and some colleges take offense at being one of many under consideration. Rice was weighing one superbly qualified applicant when a reader mentioned that the school was just one of 15 on his list. The student wound up on the wait list.

But such close calls can just as easily swing the other way. Bowdoin's committee was ambivalent about one applicant until it read a last-minute addition to his file, a note saying, "Bowdoin College is at the top of my list." He was admitted.

The California State University System

The California State University is the largest system of senior higher education in the country with 23 campuses. The CSU draws students from the top third of California's high school graduates.. The CSU has more than 430,000 students, 42,000 employees, and 2 million alumni.

The CSU confers 65 percent of California's business B.A.s, 52 percent of its agricultural business and agricultural engineering B.A.s. It provides bachelors' degrees to teachers and education staff (87 percent), criminal justice workers (89 percent), social workers (87 percent), and public administrators (82 percent). Altogether, about half of the bachelor's degrees and a third of the master's degrees awarded annually in California are from the CSU.

The CSU is one of the nation's most diverse higher educational institutions.

The CSU, the University of California, and the California Community College systems comprise the state-supported systems of higher education in California. In addition, there are more than 75 independent non-profit universities. For more information about the CSU, see www.calstate.edu or www.californiacolleges.edu.



California State University Presentation

Objective: Deliver a three to five minute presentation to your advisory that shares the academic, social, and extra-curricular highlights for one of the 23 CSU campuses.

You will be given a brochure on your CSU campus to learn some information about your campus, but you may need to find more information on your CSU's website.

Information you should cover in your presentation (some info may not be available for all colleges – supplement with additional information you have for areas you think are important):

Name of College: CSU _____

LOCATION	Comments
City and State	
Setting (urban, suburban, rural)	
ADMISSIONS	
Avg. GPA of Incoming Class	
Avg. SAT/ACT	
Application deadline	NOVEMBER 30th
Application fee	\$55
Application requirements	Application only includes personal info, A-G GPA and SAT/ACT test scores. Separate EOP application. Two recommendations required for EOP.
CAMPUS LIFE	
Size of Student Body	
Diversity of Student Body	
Social Life	
Extracurricular Activities	
Housing Options	
COSTS	
Tuition	
Room and Board	
ACADEMICS	
Popular Majors	
Class sizes	
Interesting Facts	

Oral Presentations

Outline

Once general research has been conducted and main topic points have been identified, it is time to begin the outline. The outline should be an overview of the actual material to be presented and the order in which it is to be presented. Do not write long sentences. Use keywords only. Indicate where visuals are to be used.

Remember to state your purpose and expected outcomes at the beginning, several times throughout, and at the conclusion of your presentation. This information may be stated in a variety of ways but it is important to be sure the audience clearly understands why you are making the presentation and what action you want them to take.

- Introduction - Tell your audience what you are going to tell them.
- Body - Tell your audience your key points restating purpose and outcome.
- Summary - Tell your audience what you told them. Review presented material.

Visual Presentation

The purpose for using visuals is to enhance the presentation. According to experts 55% of communication is non-verbal. PowerPoint is the recommended presentation software program to use. You should be able to use your outline to develop PowerPoint slides. Other non-technological visuals might include story boards, flip-charts, posters, and/or other real objects (sample product). Whatever visual aid you choose to use, remember:

- Keep it simple and uncluttered
- Make it big.
- Make it clear.
- Be consistent.
- Use keywords only - no sentences.
- Limit key concepts - 1-3 per slide (maximum)

Don't show everything you are going to say on the slide. NEVER read from the slide. PowerPoint is intended to reinforce what you say, not duplicate it; you don't want your audience to stop listening to you. Once you lose their attention it might be difficult to get them back.

Practice, Practice, Practice

Once the presentation is fully developed and the presentation team has been identified, it is time to rehearse. This cannot be overemphasized. The many benefits of practicing include:

- Practice allows you to get thoroughly familiar with the material and memorize the key points.
- Practice in front of peers will help identify areas of strength and weakness.
- Practice will identify timings for slides and displaying other visuals.
- Practice will identify unnecessary slides or missing slides.
- Practice will help reduce nervousness during live presentation.
- Practice will allow you to check the timing. Never go over the time allowed.
- Practice in front of live audience will provide polish and professionalism.
- Practice will make you more comfortable interacting with an audience.

Presentations that have not been rehearsed adequately are easy to identify and give the impression that the purpose and expected outcome is not very critical. Think of questions that could be asked and prepare answers to these questions. Spend significant time getting your part of the presentation perfect. However, the beginning is the most critical because the impression you make then will probably be the one the audience leaves with. Your presentation should be as professional as possible, therefore, you should be more than adequately prepared and have practiced.

The Structure of an Oral Presentation

A. Outline

Interesting presentations make it easy for the audience to follow. They are clearly structured with a definitive beginning, middle, and end. Prepare the structure (outline) carefully and logically.

- Always keep the audience needs, prior knowledge, and attitude in mind.
- Thoroughly research your topic.
- Be specific, practical, relevant and absolute in your statements.
- Organize main points to flow naturally and maintain audience attention using one or a blend of the following traditional formats.
 - Problem/Solution (recommend solution if more than one option)
 - Chronological (according to a timeline or time sequence)
 - Cause/Effect
 - Topical -- point to point
 - Rhetorical - questions and answers
 - Compare and Contrast - different activities or situations
 - Simple to Complex - building block sequence
 - Deductive Reasoning - move from general principles/values to specific applications/situations.
 - Inductive Reasoning - specific applications/situations used to draw conclusions about general principles/values.
 - Logical Progression - Step 1, Step 2, etc.
- Include pros and cons (challenges or risks) to show thoroughness in planning.
- Determine appropriate visual aids to enhance presentation. Don't use so many they become a distraction from the main purpose of the presentation.
 - Graphs / Charts
 - Maps / Photos / Drawings
 - Models / Objects / Samples
 - Technology / Video / Film
- Identify handouts or other support documentation needed.
- Plan for contingencies (backup to flashdrive, extension cords, etc.)
- Identify different ways to encourage audience participation where appropriate.

This example outline indicates information/items to be considered and/or included in each section.

1. INTRODUCTION - The Introduction (beginning) is critical because it sets the tone. This is when you draw the audience in, gain their attention, and establish rapport.
 - Introduce yourself (name, position, responsibilities within the company that indicate your qualifications). Your job is to convince the audience that you know what you are talking about. (Be sure you do!)
 - Introduce the other team members.
 - State purpose of the presentation.
 - Provide overview of material to be presented (outline or roadmap).
 - Indicate desired outcome and benefits (to the audience as well as the company).
 - Inform audience how and when you want to take questions (anytime during the presentation or only at the end).
 - Pass out handouts or other support documentation.
2. BODY - The Body (middle) is where specific topics are addressed. All information should support your stated purpose. Don't get sidetracked...you don't have time! Determine effective formats to organize points.
 - Prioritize topics logically. Make it easy to follow and remember.
 - Allocate time appropriately.
 - Use clear examples to illustrate your points.
 - Use humor where appropriate. (Caution: Know your audience and don't overdo it!)
 - Follow a pattern (i.e.: problem/solution, cause and effect, timeline, or by topic).

- Use effective transitions to move to the next point.
 - Restate the purpose and desired outcome where appropriate.
 - Use key phrases and power words (see list).
3. **CONCLUSION** - The Conclusion (end) provides the opportunity to leave the audience with a clear summary of the presentation.
- Summarize, review, and emphasize the main points.
 - Restate and highlight the benefits to both the company and the decision makers in the audience.
 - Draw conclusions - restate the purpose and recommend the action you want the audience to take.
 - Thank the audience and make it obvious the presentation is over. Don't just fade away.
 - Ask for Questions.

The Presentation (Delivery)

Everyone has their own presentation style but some things are consistent in all good oral presentations. In order to ensure success, everyone involved in the presentation should apply the following principles:

- **Relax, breathe, and SMILE.** This will make you appear confident even if you are scared to death.
- **Dress appropriately.** What you wear has a direct impact on how you are perceived by the audience. You should never be dressed more casually than your audience. A professional presentation usually demands professional attire.
- **Talk to the audience.** Don't talk to the wall, the computer, or the overhead screen. **DO NOT** read from a script or read from the overhead to the audience. Never turn your back on the audience. What you say should elaborate, explain, and enhance what is seen on the overhead.
- **Use appropriate vocabulary** to deliver the message quickly and clearly. Pay attention to what you say and how you say it. Speak in a professional manner. Check pronunciation of unknown, foreign, or technical words. Use Power Words to enhance your vocabulary and clearly make your point.
- **Be prepared.** Know your material. The best presentation is memorized but you may use note cards as a reference for technical data, actual financial data, or a direct quotation. Remember to number them in case they get mixed up.
- **Emphasize key points** repetitively. Don't get bogged down with too much detail.
- **Speak up.** An audience that has to struggle to hear you will rapidly be lost. Speak slowly and clearly. Don't mumble! Take your time. Don't chew gum.
- **Use time effectively.** Give the audience time to absorb what you are saying and take notes between key points. Start on time and end on time!
- **Stand up straight.** Do not wander around. If you move, do it on purpose. Don't fidget or rattle the coins or keys in your pocket!
- **Look at the audience.** Try to identify those who are supportive and interested in what you are saying. If someone looks confused, stop and ask them why.
- **Be yourself.** Use your normal hand movements, voice inflection, and body movements to enhance what you are saying. Do not stand like a stiff board and yet, don't dance all over. Just be you!
- **NEVER** turn your back on the audience!

Visuals

The primary purpose of all visual aids is to enhance the presentation. PowerPoint is widely accepted as the presentation software of choice today. However, if technology is not available other visuals that you might consider would be story boards, flip-charts, posters, and/or printed outlines and handouts. In order to maximize the value of your visual be sure it is:

- **uncluttered** and easy to read
- **large** enough to be seen by everyone in the room
- **functional** and compatible with existing equipment and connectivity
- **designed** to increase audience interest in the topic
- **interesting** and draws the audience in

Public Speaking

Quick Reference Card

1. States the purpose.

Points	Criteria
5	The purpose is clear and captures the listener's attention.
3	The purpose is apparent.
1	The purpose is not evident.

2. Organizes the content.

5	The content is organized logically with fluid transitions to capture and hold the listener's attention throughout the entire presentation.
3	The organization of the content is congruent; transitions are evident.
1	The content lacks organization; transitions are abrupt and distracting.

3. Supports ideas.

5	Important details add to the interest and depth of the presentation; details work to connect the listener to the speech.
3	The speaker provides the basic details necessary for the listener to understand the premise of the presentation.
1	The majority of ideas are unsupported by additional information or explanation.

4. Incorporates stories and examples.

5	Relevant examples or stories work to interest the listener and further develop main ideas.
3	Stories and examples obviously relate to the content of the speech.
1	Stories and examples are missing or unrelated.

5. Summarizes the main idea(s).

5	The conclusion unites the important points of the presentation and encourages future discussion.
3	The conclusion summarizes the main ideas.
1	The speech ends without a summary.

6. Demonstrates awareness of listener's needs.

5	Choices of language, examples, and aids work together to heighten the listener's interest & connection to topic.
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3	Speaker's word choices, explanations, and enthusiasm are appropriate for the topic and for each point; appropriate aids are incorporated.
1	Presentation is uninteresting.

7. Speaks clearly with appropriate vocabulary and information.

5	Vocabulary is descriptive & accurate, engaging the listener through imagery.
3	Vocabulary provides clarity & avoids confusion.
1	Vocabulary is awkward or inappropriate for the topic, making the speaker difficult to understand.

8. Uses tone, speed, and volume as tools.

5	Speaker manipulates tone, speed, & volume, using these tools to emphasize important ideas & hold listener's attention.
3	Speaker avoids distracting vocal fillers or physical mannerisms and uses adequate speed & volume throughout presentation.
1	Vocal fillers are present throughout the presentation. Speed & volume are inappropriate for the presentation.

9. Demonstrates complexity of thought & vocabulary.

5	Variation of sentence structure & word choice works to keep listener interested & provides multiple examples/descriptions.
3	Sentence structure & word choice are varied to avoid monotony of tone & repetition of ideas.
1	Sentence structure and word choice are monotonous and uninteresting.

10. Appears comfortable with audience.

5	Eye contact, interaction with aids, and physical gestures demonstrate the speaker's energy and interest, guiding the listener through the presentation.
3	Eye contact, interaction with aids, and physical gestures are natural and fluid.
1	Eye contact with the audience is lacking. Gestures are missing or awkward. Speaker depends heavily on written speech or notes.

A Look at Your Post-Secondary Education and Training Options

Four-year universities and colleges (B.A. and B.S. degrees)

Four-year colleges and universities offer bachelor's degrees and a much wider variety of studies and curriculum to choose from. Many also offer graduate studies (studies after a bachelor's degree is completed) with opportunities to earn a master's degree, doctorate or professional degree (such as a medical doctor). The curriculum is much broader than a two-year school and is designed to accommodate a variety of interests (unless you are going to a college that specializes in a certain area of study, such as music).

Public colleges and universities are subsidized by the states in which they are located and are generally less expensive than private colleges. However, the cheapest rates go to residents of the state in which the college is located. Out-of-staters usually pay much higher fees.

Private colleges, on the other hand, are funded through endowments, tuitions and donations. They usually cost more, but **don't rule them out!** Private colleges can often offer enough **financial aid** to make them financially feasible for your budget.

Two-Year Community/Junior Colleges (A.A. Degrees)

Two-year community/junior colleges provide the opportunity to get your feet wet before jumping in to the four-year college arena. Community colleges generally offer two-year studies with an associates degree conferred upon completion. The courses are designed to transfer to four-year colleges, should you decide to pursue your higher education. Also, like vocational schools, community colleges often offer specialized job training in certain areas. These studies are designed to prepare you for the work force as soon as you complete your training.

Preparatory Schools

Some students may wish to consider an additional year of secondary school prior to attending college. A list of preparatory schools offering post-graduate (PG) options is available in the College/Career Center. Typically, students who consider this option do so to improve their study skills or their academic record in a structured environment with small classes in order to increase college options. In addition, preparatory school is sometimes suggested for athletes by college coaches. Often students will consider a PG year at a preparatory school while simultaneously applying to colleges during the fall of the senior year. Decisions and deposits are not required until May 1 in most cases.

Business, Trade or Technical Programs

Vocational training schools are privately owned and operated schools that offer a wide variety of training options in areas such as cosmetology, mechanical repair, court reporting, paralegal services, travel services, secretarial and medical assistance. Typical Academic Preparation vocational courses are short, lasting from five to 12 months. However, some training programs (such as court reporting) can take up to two to three years to complete. The main appeal of these schools is their concentrated curriculum, job-training focus and short course length.

Technical colleges offer several different types of programs including Associate degrees, Technical Diplomas, Apprenticeships and Certificates. **Associate degree** programs are typically designed to prepare people for a technical occupation and include occupational, general education and elective courses. Examples include: accounting, dental hygienist, computer programmer/analyst. **Technical diploma** programs are often offered to meet the needs of businesses and industry to assist employees in meeting certification requirements for their job. Examples include: automotive maintenance, accounting assistant, pharmacy technician. **Apprenticeships** are offered for those people interested in working in an industrial or service trade. The applicant enters into an agreement with an employer in which the employer assumes the responsibility of teaching the trade to the apprentice. Examples include: carpentry, machinist, millwright. **Certificate programs** show that a particular person has completed coursework in a focused area of study. Examples include: advanced organizational leadership, customer service, landscape specialist.

Apprenticeship Training

An apprenticeship is a formal way of learning a skill or trade by working with someone who works at that particular job. Apprenticeship programs almost always include class study along with a full-time job. Apprenticeships usually cover periods of time specified by the government or labor unions. Time spent in an apprenticeship depends on the difficulty of the skill to be learned. While most programs are between three and four years, a few can be as short as two years or as long as five or six years. One advantage of an apprenticeship is that rather than paying for the training him/herself, the apprentice is being paid while learning a skill. The number of apprenticeship openings is limited and not all qualified applicants can enter such programs. Tests and personal interviews are often required. Occupations with apprenticeship training include carpentry, plumbing, etc.

Military Training

Branches of the military offer training in almost 1500 different occupations. Many of these are similar to occupations found in civilian life. The training varies a great deal in length of time and may include classroom study, on-the-job training, or both. Enlistees are paid while they receive their training. The military prepares persons for a variety of jobs including aircraft mechanic, heavy equipment operator, computer or electronics technician, meteorologist, fire fighter, and welder.

What Good is a College Education Anyway? The Value of a College Education

by Katharine Hansen

Questioning whether you should go to college? Here are five ways that a college education will make you a better person:

1. It will likely make you more prosperous.
2. It will give you a better quality of life.
3. It will give you the power to change the world.
4. It will be something you can pass on to your children.
5. It makes you a major contributor to the greatest nation on earth.

First things first, because I know you're thinking "Show me the money." The lifetime income of families headed by individuals with a bachelor's degree will be about \$1.6 million *more* than the incomes of families headed by those with a high-school diploma, according to the Postsecondary Education Opportunity Research Letter. The U.S. Census Bureau tells us that in 1999, average income for a male age 25 or over who holds a bachelor's degree was about \$61,000, compared to about \$32,000 for a male with a high-school diploma -- so the college graduate's income was about \$29,000 more annually than the high-school grad's. And incomes of those with only a high-school education are sinking steadily lower.

Now, unfortunately, women still make less money than men do, but the news for females who choose higher education is truly phenomenal: In a 1997 study, young women who had completed a bachelor's degree or higher earned *91 percent* more than young women with no more than a high-school diploma or GED.

A college education is an extraordinarily profitable investment. Every dollar spent on a young man's college education produces \$34.85 in increased lifetime income. Any Wall Street stockbroker would envy that kind of investment yield -- especially these days. You say you can't afford to go to college? The Postsecondary Education Opportunity Research Letter says you can't afford not to.

College may be expensive, but the only thing more expensive than getting a college education is *not* getting one. The income differential empowers you to make choices that enrich your life.

Unlike most purchases, a college education appreciates in value instead of depreciating. And don't forget that there are ways to get around the high cost - scholarships, financial aid, community colleges, and emerging choices in distance learning that can enable you to take classes on your computer while also participating in the workforce.

John G. Ramsay, a professor at the Perlman Center for Learning and Teaching, said that the credentials you gain with a college education "are about setting yourself apart, being employable, becoming a legitimate candidate for a job with a future. They are about climbing out of the dead-end job market, and achieving one of life's most difficult developmental tasks: independence from one's parents. Strong credentials trigger that magical set of middle class 'firsts,' " Ramsay said: "The first real-world job, the first non-student apartment, the first new car, and of course, the first loan payments. Weak credentials can be painful reminders of a string of misfortunes: poor advice, money problems, bad decisions, and wasted time."

Next, quality of life. Is there anyone who wouldn't like to live a longer, healthier life? Studies show that, compared to high-school graduates, college graduates have:

- longer life spans
- better access to health care
- better dietary and health practices
- greater economic stability and security
- more prestigious employment and greater job satisfaction
- less dependency on government assistance
- greater use of seat belts
- more continuing education
- greater Internet access
- greater attendance at live performances
- greater participation in leisure and artistic activities
- more book purchases
- higher voting rates
- greater knowledge of government
- greater community service and leadership
- more volunteer work
- more self-confidence

Thirdly, more money and greater quality of life aren't the only reasons for a college education. Children's Defense Fund director Marian Wright Edelman cautioned that "Once you have that college diploma in hand never work just for money or power. They won't save your soul or build a decent family or help you sleep at night."

Edelman explains why this advice is so important: "We are the richest nation on earth, yet our incarceration, drug addiction, and child poverty rates are among the highest in the industrialized world. Don't condone or tolerate moral corruption, whether it's found in high or low places, whatever its color. . . Don't confuse legality with morality. Dr. [Martin Luther] King noted that everything Hitler did was legal. Don't give anyone the proxy for your conscience."

Cuban patriot Jose Marti once wrote: "Students are the ramparts and the strongest army of freedom. When liberty is in danger, a newspaper threatened, a ballot box in peril, the students unite . . . And arm in arm they go through the streets demanding justice, or they run printing presses in cellars for what they cannot say."

If you doubt that knowledge is power, consider the societies that have denied education to selected segments of the population. The Taliban in Afghanistan keeps women from having any power by outlawing their education, much as antebellum American society kept slaves from possessing power by denying them schooling.

Institutions of higher learning continue to be among the best venues for cultivating social change.

The fourth point is that a college education is a legacy for your children. The idea of having children may be as remote to you as the international space station, but trust us, your college education will benefit your children - and not just so you can impress them with how well you play "Who Wants to Be a Millionaire."

Research shows that children of college-educated parents are healthier, perform better academically, and are more likely to attend college themselves than children of those with lower educational attainment.

Your education builds a foundation for your children - for our nation's children, and for the children of our global community -- which leads to the last point.

Education is the cornerstone of public progress.

Education is the essence of the democratic ideals that elevated the United States from a backward land of rebellious colonists to the greatest, most spirited, powerful and successful nation in the world.

And we are the greatest nation. America leads the world in educational attainment, and with only one exception, we lead in per-capita income. Speaking at a symposium on American values, Anne L. Heald said there is "an extraordinary consensus that the preparation of young people for work is one of the singular most important things a society can do to improve its ability to prosper in a new international economy."

Similarly, Federal Reserve Board Chairman Alan Greenspan said recently, "We must ensure that our whole population receives an education that will allow full and continuing participation in this dynamic period of American economic history." What Greenspan is saying is that, without college, you may be left out. And the relationship between a college education and success will become more and more significant in our information-driven global economy. Higher education will be increasingly important for landing high-paying jobs.

Technology and the information age are not the only reasons to be well educated; the trend is toward multiple jobs and even multiple careers, and higher education prepares you to make the transitions to new fields.

So what more could you ask of your investment in higher education than prosperity, quality of life, the knowledge that bolsters social change, a legacy for your children, and the means to ensure the continuing success of the American dream?

BENEFITS OF A COLLEGE DEGREE

College graduates enjoy the following benefits:

- College graduates, on average, can expect to earn about \$900,000 more over their lifetimes than non-graduates.
- College graduates are less likely to be unemployed during their lifetimes.
- College graduates report being happier and more satisfied with their lives.
- College graduates have longer working lives and more career mobility.
- College graduates exercise or play sports more regularly.
- College graduates live longer than those who don't attend college.
- College graduates usually have better working conditions.
- College graduates have skills that can be applied in more areas than those who don't attend college.
- College graduates are more likely to vote.
- College graduates are more likely to assume leadership positions in their communities.
- College graduates are less likely to commit crimes.
- College graduates are more likely to become entrepreneurs.
- College graduates have increased access to and use of computers.

College graduates enjoy these benefits in part due to the following:

- Emphasis on critical thinking in college level coursework.
- Development of the writing skills crucial to success in executive level jobs.
- Exposure to different philosophies, different points of view, and differing opinions.
- Opportunity to take leadership roles on campus which serve as training for their future leadership.
- Insights gained from the experience of living and working with others from widely diverse backgrounds during college.
- Access to professional career guidance in job seeking.
- Possibility of studying in a foreign country, learning a foreign language, or developing skills for an increasingly multicultural society.
- Availability of internship programs that can lead to full-time employment.
- Broader perspective on career possibilities that may lead the student to a career he or she would not otherwise have heard of.

THE COLLEGE PLANNING VALUES ASSESSMENT

Read the list of ten values. Think about the outcomes you hope college will produce for each. Each student will rank them differently; hence, there are no "right" answers. Whereas several or even most of these values may be significant for you in one way or another, the goal is to decide the relative importance of each. With 10 being highest, and 1 being lowest, rank them on the basis of:

What do you want college to do for you?

- A. To provide me with an academic challenge
- B. To provide me with opportunities to exchange intellectual ideas with teachers and students
- C. To provide me with lots of fun experiences
- D. To prepare me to make a lot of money
- E. To provide me with recognition for accomplishments
- F. To provide me with opportunities to contribute to others' welfare
- G. To help me prepare for a career
- H. To give me independence
- I. To provide opportunities for me to grow religiously or spiritually
- J. To provide me with a variety of new experiences

From Barron's Profiles of American Colleges, 19th Edition

COLLEGE ATTRIBUTES SELF-ASSESSMENT

Who are you?

Strengths Long Terms Goals
Weaknesses Short Term Goals
Skills Personality
Talents Attitudes

What Do You Want?

Academic Environment
Living Environment
College Community
Career Goals

Circle the Phrases that Appeal to You:

- close to home
- commuting distance
- in-state
- public
- private
- far away
- apart but accessible
- new region of country
- our region of country
- in or near a city
- pastoral
- near sports environment
- small school
- medium-sized school
- large school
- small classes
- strong liberal arts
- special field of study
- familiarity of students/teachers
- anonymity
- high academic standards
- pre-graduate study
- financial aid
- "big game school"
- women's college
- men's college
- many foreign students
- students from many states
- religious school
- intellectual school
- fraternities/sororities
- teachers who also research
- intramural sports
- intercollegiate sports
- fine arts studies
- innovative curriculum
- drama study
- active social life
- music study
- business study
- engineering study
- pre-med
- pre-dental
- pre-graduate management
- pre-vet
- pre-optometry

Now look at those items you have circled and list the five most important ones below:

Choosing a College that's Right for You

by Randall S. Hansen, Ph.D.

Choosing where you want to go to college is an extremely personal -- and frequently stressful -- decision that teens and their families have to make. So, how can this article help you? This article's intent is to give you a framework that will help you choose the college that is right for *you*. One piece of advice before we begin: It's best to start this process as early as possible, ideally in the junior year of high school (although some experts say to start even earlier).

Step 1: Determine what you might like to study or major in at college. Yes, many students enter college as "undecided," and that's fine, but if you have some idea of a career or a major, that information can help in finding colleges that offer (and even specialize) in that field.

Step 2: Develop a list of criteria you want to use to evaluate and weed out colleges. Do you want to live close to home, or far away? Do you want a large university or a small college? What about costs? Here's a list of common criteria:

- degrees offered
- majors/minors
- location (rural or urban setting)/distance from home
- size of the student population (from small at 1,000 to large at 35,000+)
- public vs. private
- costs (tuition, room and board, etc.)
- financial assistance packages
- campus resources (labs, libraries, computer access, etc.)
- graduation rate/time
- placement success/internship and co-op programs
- accreditation
- class size
- faculty contact/classes taught by full-time doctorally qualified faculty
- quality/reputation/ranking
- degree of pressure to excel
- safety (campus, community)
- student body (diversity, gender, etc.)
- social life (Greek organizations, sports, school spirit, etc.)
- religious affiliation/independent
- housing options (dorms, apartments, living at home)
- realistic entry expectations (based on typical student admitted)

Step 3: Compile a list of possible colleges and universities. With at least some idea of the criteria that are important to you, begin the gathering phase. You can find college information in books, such as *The Fiske Guide to Colleges*. Another resource are college-related Websites, such as *TheAdmissionsOffice.com*. You will surely also get suggestions from family, friends, and high school teachers and guidance counselors. You should also consider attending college fairs, where you can actually meet representatives from the schools, as well as gather important literature.

Step 4: Gather all your resources and information about each school you're considering. If you don't have all the information you need on a particular college, you should consider visiting the college's Website. And most colleges offer some sort of virtual campus tour, so you can get an early taste of the look and feel of a college from your PC.

Step 5: Use the criteria from Step 2 to narrow your list of colleges to a manageable number. This number will vary widely among teens and their families, depending in part on how many you and your family can realistically visit. Most experts suggest narrowing the list to 10 or fewer, but we have known some students who had close to 20 colleges after completing this step.

Step 6: Visit the colleges on your list from Step 5. The best way to really get a feel for a college is by visiting the campus, taking a tour, meeting with students, attending a class, reading the campus newspaper, eating in the

cafeteria, and spending the night in a dorm (if possible). You have to feel “at home” at the place where you will spend the next four years of your life, so visiting is important.

If some schools on your list are just too far away to make a trip, then at least take a virtual tour of the campus and try to talk to people who have attended the school to get a feel for it. *CampusTours.com* is a great place for links to virtual tours and college Webcams.

Step 7: Apply to the schools that made the cut after the first six steps. How many schools should you apply to? Of course, this decision partly depends on your financial situation (since most colleges have application fees), but most teens generally apply to one or two dream or “reach” schools (where they have a small chance of getting admitted based on a realistic appraisal of admissions criteria), two to four schools where they want to go (and can expect to be accepted), and at least one “safety” school (where they are a shoo-in for admission). But you need to choose the number and type that are right for you; some people don't apply to safety schools, and others apply to only the best schools that have made the cut from the first six steps.

Step 8: While you're waiting to hear back from the colleges you applied to, start hitting the books or the Web to find scholarships (if you need them).

Step 9: Make a final choice among the schools that accepted you. If you applied for financial aid, take a close look at the offers. If the school you really want to attend gave you a low aid offer, you should consider contacting the school and making a counter offer and see what happens; many schools have become more willing to negotiate in this area.

10 Things You Should Consider When Choosing a College

Sure, you know that the best schools enroll students with the best grades and the highest test scores. You also know that there are some college names that impress more on a sweatshirt. But how can you figure out which school is right for you? There are some important things to consider when you decide where to apply for and enroll in college. Many people don't spend much time thinking about them, though, and sometimes end up unhappy as a result, even at so-called "great" schools. By taking the time to think about these things now, you'll be able to home in on what really matters to you and find the fit that's right.

1. Size

Colleges come in all sizes, from a school in California that enrolls only 26 students to schools like Pennsylvania State, which can enroll 30,000 or more. Which one is better? Well, that depends on you and what you're comfortable with. Did you go to a small high school or a large one? Did you like the size of your high school? Did you grow up in a city or a rural area? Do you like being places where everybody knows you, or do you like the anonymity of a crowd?

2. Type

All colleges are not the same. Some have large graduate programs and devote much of their time and resources to research. Others enroll only undergraduates and focus their attention on teaching and learning. Some schools have a specialty in one specific area, like engineering or writing, while others are best known for giving their students a broad education. Other differences include whether schools are single sex or coed, if they have a religious affiliation, and whether they are public or private. There are also historically black colleges, schools with co-op programs where you earn money while going to school, and schools with large evening and part-time programs. The options really are almost limitless.

3. Location

There are colleges in every living environment you can imagine, from tiny towns in Minnesota to the middle of New York City. If you have always lived in the suburbs, choosing an urban campus can be an adventure. But after a week of urban noise, dirt, and rude people, will you long for a grassy campus and open space? On the other hand, if you are used to the suburbs and mall life and choose a college in a rural area, will you run screaming into the Student Center some night looking for noise, lights, and people? Think about where you grew up and how much of a change you want from that when you go to college.

4. Distance from Home

Closely tied to location is the issue of how far from home you want to be. For some people, going to college is a chance to explore a totally different part of the country. For others, they want to make sure they can have dinner with their family once a week, or go home to do their laundry. When you decide how far you want to be from home, think about how likely you are to get homesick, and how much money you can afford to spend in travel. The farther you are from home, the less often you'll be able to visit. On the other hand, with email and cell phones, you can still feel close to home even if you're in California and your sister is in New Jersey.

5. Cost/Scholarships & Financial Aid

Cost is one thing that most *parents* think about when the topic of college comes up, but did you know that not all colleges cost the same amount? Or that there are different types of financial aid at different schools? Or that if your grades - or musical talent or athletic ability - are good enough you could earn a scholarship? Public universities often offer much lower tuition rates to in-state students, but their fees to out-of-state residents are usually pretty similar to private schools. Private institutions charge everyone the same high tuition, but they often have privately-funded scholarship monies available, so it's worth applying to them even if the price tag seems too high.

6. Student Population

All college students are not the same. Some schools, particularly large schools and those in big cities, tend to have students from a wide range of ethnic, socioeconomic, and religious backgrounds. Other schools, especially small schools and those in very rural locations, tend to have a fairly homogeneous student body. Other things to think about in student population is whether most students live at the school or commute, how old the average student is, and how many students are in the Greek system, if there is one.

7. Majors and Requirements

If you know what field you want to go into after college, it's important to make sure you go to college somewhere that will prepare you for your chosen profession. Some schools are particularly well-known for a specific major, like pre-med or architecture. Going to one of these schools will put you in a great position to get a job in that area when you graduate. If, however, like many entering freshman, you're not so sure what you want to do, you should choose a school that will give you plenty of options. Some schools require students to take classes in a wide range of areas during their first year or two. These schools are great for students who either want a well-rounded education or are trying to figure out what area to focus on. Other schools let students just dive in to their chosen majors without a lot of other requirements. These schools are great for focused students who know what they want to do and don't want to spend their time in classes that won't help them in their major.

8. Athletics and Events

Are you a sports nut, or does the sound of a marching band and the sight of a football uniform make you cringe? At some schools, sports are the order of the day, the main social activity on most students' calendars. Other schools may not have a football team at all, or may not pay much attention to it if they do. Maybe you're really into going to live concerts, or you love nothing better than to go hiking in the woods. If you like to spend your free time going to shows at clubs, you probably won't be happy at a small school in the countryside where few musical acts stop on tour. However, if you love to be outdoors, a campus in a natural setting can give you just the kind of balance you need to feel your best.

9. Activities and Special Programs

Have you always wanted to try living in another country? Some colleges have special programs to help you do just that, for a semester or even a whole school year. You'll usually get full credit for your work overseas, plus have the chance to learn a new language, make some new friends, and try some new food. Or maybe you're a dancer or a journalist. You'll want to make sure you go to a school that not only fulfills your academic goals, but your personal ones, too. Some schools have great arts and theater programs, or excellent newspapers, giving students a chance to be involved in extra-curricular activities outside their majors. Other schools focus all their attention on great classes, but not much else.

10. Your Gut Feeling

Trust your instincts. If a place feels right, that's important. Similarly, if it just feels wrong, no matter who wants you to go there or how good it looks on paper, it probably is. College is a very personal choice, and after considering all the other objective factors, the fact of the matter is that it comes down to you. Visit colleges you're interested in, and see how you feel walking around their campuses. Could you imagine yourself going to school there? Once you find a few places that you like, you'll be well on your way to finding the college that's right for you.

Good luck, and happy hunting!

Top Ten Reasons NOT to Choose a College

Deciding where to attend college is a huge decision because you will probably be spending the next four or more years there. Often times, students choose a college for all the wrong reasons and end up transferring to a different college or maybe even dropping out of school altogether. Don't become one of those students. Here are the top ten reasons *not* to choose a college:

1. **Your boyfriend/girlfriend is going there.** Not to burst your love bubble, but chances are you are going to have many boyfriends/girlfriends after your high school relationship is over. Although you may be completely in love now and think you are going to spend the rest of your life with your current boyfriend/girlfriend, your life is really just beginning. Think of all the different people you are going to meet in college. You may get to college and realize that you want to be single so you aren't tied down, or you may realize that you want to date someone else. Since you don't really know if you are going to be with your current boyfriend or girlfriend forever, don't choose a college just so you can be with that person. If you do, you may end up resenting him/her later.

2. **Your best friend is going there.** If you and your best friend want to go to the same college because you both like the courses and extracurricular activities that are offered, then that's great. Just don't choose a college solely because you want to go to school with your best friend. Going away to college means meeting a lot of new, unique people. If you choose a college so you can be with your friend, the two of you may spend everyday with each other, and you may not take the opportunity to meet other people and make new friends. Making new friends will help you grow as a person.

3. **It's a party school.** While school should be fun for you at times, it is also a place for you to learn new ideas and earn a degree. If you want to succeed in life, you can't spend all your time at school partying. You need to pick a school that is conducive to your educational needs and ignore the party schools.

4. **The student body is attractive.** Don't choose a college based on how cute or pretty the students were during your campus visit. Chasing members of the opposite sex or having an attractive girlfriend or boyfriend will not help you get a college degree.

5. **Your mom and dad are alumni.** Don't let either of your parents persuade you to go to their old alma mater if you don't want to. You need to pick the college that is right for you. Your parent(s) may be disappointed at first, but he/she will get over it. You need to live your own life.

6. **It has a good football team.** Unless you want to be *on* the football team, don't choose a college just because you like the team. While school spirit is important to have, you need to base your decision on what the school can offer *you*, in regards to academics, extracurricular activities, and so forth.

7. **Your guidance counselor told you to pick it.** Even though your guidance counselor may know quite a bit of information about a lot of schools, he probably doesn't really know the whole you. While he can let you know which schools offer the major you are interested in pursuing, he doesn't know your personal preferences. What if you don't like the campus atmosphere at the college that your counselor picks? It's best for you to take suggestions, research the schools, and then make a decision on your own.

8. **The school is prestigious.** Just because a school has the reputation of being prestigious, it does not mean that you are going to like it. What if the school doesn't offer the major that you want? What if it doesn't offer the extracurricular activity that you really want to be involved in? You need to consider aspects that are important to you when choosing a school instead of worrying about how whether or not it is a high-status school.

9. **The tuition is low.** Money is often a big factor when choosing a college, but keep in mind that a school that is more expensive may offer you a larger financial aid package with more gift aid (depending on your financial situation) than a school where the tuition is lower. Apply to the schools you really want to attend, including schools with high and low tuitions, and then compare their [financial aid award letters](#) in order to make a decision. Don't forget that you can also get a [student loan](#) to help you pay for tuition.

10. **It looks good in the guidebook.** Do not choose a college without visiting the campus first. While guidebooks and [virtual tours](#) will help you narrow down your choices, it is important to visit your top two or three schools in person so you can get a feel for what the campus atmosphere is like.

When it comes to choosing a college, students can give many good *and* bad reasons why they picked a certain school. Instead of choosing a college for the reasons listed above, take the time to research schools and find out what they have to offer. You want a school that will get you well prepared for the future, as well as one where you feel comfortable.

Sizing Up Colleges: Big vs. Small

One Size Does Not Fit All

As you begin your search for that perfect college, one of the first key decisions you need to make—and one that will help narrow your list—is size of the school. Luckily, American colleges offer an endless menu of options, from tiny colleges with less than 1,000 students to large state universities with more than 35,000 students. Finding a good match depends heavily on your personality and academic goals.

The Big School Experience

Do you picture yourself at a Big Ten school that offers everything from televised sporting events to countless degree programs? Are you itching to break free of the high school fishbowl and would welcome the opportunity of anonymity that comes with being one of thousands of students? Then a big university is probably a good fit for you.

The chart below shows you possible pros and cons associated with some big schools. Keep in mind though, these may not be true of all large colleges.

The Big School: Pros & Cons	
Pros	Cons
<ul style="list-style-type: none">▪ Wide variety of majors and courses▪ Well-stocked libraries▪ Variety of housing opportunities▪ Well-funded sports programs▪ Wide range of academic and social opportunities▪ Distinguished or famous faculty	<ul style="list-style-type: none">▪ Large class sizes▪ Many courses taught by teaching assistants, not professors▪ Professors focused on their own research and graduate thesis projects—little student-teacher interaction▪ Pressure on students to take initiative; to be go-getters▪ More rules and procedures related to enrolling in and designing course study—red tape▪ Potential of getting lost in the crowd

Beth Finkelstein, University of Michigan, Class of '91, had many reasons for wanting to attend a big university. "After four years in a small high school with no football team, I was excited about going to a huge university that offers endless opportunities both socially and academically. The whole rah-rah school spirit attitude was something I was looking for."

Research Facilities

Another big draw for Beth was the research facilities that a huge school like Michigan has to offer, "I knew I was interested in social sciences, but not sure exactly what area. At Michigan, I was able to work side-by-side with graduate students, assisting in their research, and getting exposure to a variety of social science fields. It was while working on a research project at a lab school that I discovered my passion for education and teaching."

Who's Teaching: the Professor or the TA?

Big universities clearly have many benefits as described above, but there are also a few drawbacks. For example, while you may enroll in a course with a professor that is well-known in his or her field, more often than not the course will mostly be taught by teaching assistants (TAs). The more distinguished professors are often focused on conducting research, publishing their work, and overseeing graduate thesis projects. If you're considering a large university, be sure to find out what percentage of classes are taught by TAs and how many are taught by professors.

Cutting Through the Red Tape

Another consideration is the red tape often associated with big school administration. Though large universities offer countless courses, it's not so easy to take anything you want. If you're a psychology major, for example, taking a business course may require a half a dozen signatures or more. Again, when visiting the school, be sure to ask what is required in order to take courses outside of your major.

Class Size

Finally, while huge class sizes may be exciting for some, they can be overwhelming for others. Introductory classes at big colleges sometimes include hundreds of students, making it an intimidating environment to ask a question, and all too easy to fall asleep, unnoticed, in the back of a lecture hall.

To succeed at a big school, it's best to go in knowing generally the area you're interested in pursuing. Perhaps most importantly, you need to be a go-getter, who is not afraid to speak up, and take advantages of the opportunities a big school has to offer.

The Small College Experience

Are you the type that enjoys classes with small-group discussions where active participation and hands-on learning take priority? Then a small college may be just what you need.

The chart below shows you possible pros and cons associated with some small colleges. Keep in mind, though, these may not be true of all small colleges.

The Small College: Pros & Cons	
Pros	Cons
<ul style="list-style-type: none">▪ Small class sizes▪ Hands-on learning opportunities▪ Individually-designed majors▪ Strong advising system; advisors know students very well▪ Strong sense of community▪ Professors, not graduate students, teach most courses▪ Opportunity to get to know professors well	<ul style="list-style-type: none">▪ Limited housing options▪ Fewer majors to choose from▪ Fewer physical resources▪ Smaller libraries▪ Fewer entertainment and social opportunities▪ Less emphasis on sports programs

Designing a Major

Jordan Brown, an alumnus of Oberlin College, a liberal arts school in Ohio, decided on a small school education so that he could pursue a long-time passion—humor.

"Oberlin turned an interest of mine into a rich, diversified experience. Having the opportunity to create my own major and curriculum (*An Interdisciplinary Analysis of Humor: What's So Funny?*) was as much part of the learning experience as the actual courses. It enabled me to pursue something that really motivates me and to find ways to connect it to other areas of learning. I could not have easily done this at a big university."

Knowing Your Professors

Academics are one of the main reasons to consider a small college. Unlike large universities, small school courses are usually taught by actual professors, not teaching assistants. In most cases, the professors may even know your name and your areas of interest. Small colleges are more able to meet your unique interests and needs. They are more involved in helping you make the most of your college experience. In contrast to most big universities, smaller schools encourage students to explore areas outside their field of study.

Facilities and Research

On the other hand, there are a few drawbacks to small colleges. Small schools tend not to have the types of research facilities of large universities, nor do they provide opportunities to assist graduate students in their research. If you're considering a small school, and are interested in working as a research assistant, you should find out what kind of research work and facilities the school has to offer, and if there is a graduate school.

Social Life

Small schools usually offer less in terms of big sporting events and social opportunities. While small colleges usually provide a strong sense of community, it is also more difficult to move in and out of social groups as you would in a school with thousands of classmates. When you visit a small school, be sure to talk to students to find out what the social life is like, and what types of extracurricular activities there are.

Small colleges are a perfect match for those who do well in small group environments, are stimulated by a high level of student-teacher interaction, and who are interested in pursuing creative, individual majors focusing in on specific areas of interest.

The University of California System

The 9 campuses of the University of California open their doors to all who work hard and dream big. Through its teaching, research and public service, UC drives California's economy and leads the world in new directions.

The campuses of the University of California provide exciting environments that foster world-class educational and research opportunities and generate a wide range of benefits and services that touch the lives of Californians throughout the state.

The UC family includes more than 234,000 students, more than 207,000 faculty and staff, 50,000 retirees and more than 1.6 million living alumni.

Opened in 2005, the UC system's ninth undergraduate campus at Merced—the nation's first public research university to be built in the 21st century—is the first new UC campus in 40 years.

UC is also actively involved in locations beyond its campuses, national laboratories, medical centers and neighboring communities — in places throughout California, around the world and online.

About the Campuses

The web sites of individual UC campuses provide a wealth of information about their history, traditions, academic distinctions and social contributions as well as a compendium of facts, figures, maps and pictures.

[Berkeley](#)
[Davis](#)
[Irvine](#)
[Los Angeles](#)
[Merced](#)
[Riverside](#)
[San Diego](#)
[Santa Barbara](#)
[Santa Cruz](#)



Selection Policy for UC Santa Cruz (can be roughly applied to other UC's as well)

Listed below are the 14 UC-approved criteria that a campus may consider in selecting students for admission.

UC Santa Cruz will calculate a score for each freshman applicant. For each of the 14 criteria, a specific point total is noted. A total of 9,200 points is possible. The higher the score, the more likely a qualified student will be admitted to UCSC.

1. Grade-point average (GPA)

Recognizing the connection between university success and high school GPA, the faculty will award up to 4,400 points in this area. The GPA is calculated on all "a-g" courses taken in the 10th and 11th grades, with an extra grade point awarded for an approved honors course in which a grade of C or higher is earned. The maximum GPA computed is 4.40.

2. Test scores

The UC-required examinations are a strong predictor of university success. The faculty will award up to 2,400 points from the following: the best score from the ACT plus Writing or the SAT Reasoning Test (single sitting), and two SAT Subject Tests in two different areas chosen from the following: history, literature, mathematics (Level 2 only), science, or language other than English.

3. Courses completed/planned

The faculty values students who have challenged themselves by taking more than the minimum subject requirements and will award up to 200 points in this area. Courses meeting UC's "a-g" requirements will be considered, including those in mathematics and languages other than English taken during seventh and/or eighth grades.

4. Honors courses

Students who have taken or plan to take more rigorous senior-year course work, as defined by a UC-honors designation, will be awarded up to 200 points by the faculty. Courses approved for UC-honors include Advanced Placement, International Baccalaureate, UC-transferable college courses, and UC-approved honors courses (California high schools only).

5. Eligibility in the Local Context

The faculty wishes to reward top academic excellence of California students who are identified as ELC by awarding them 200 points. These students are evaluated in the summer before their senior year and are determined by UC to be in the top 4 percent of their high school class.

6. Quality of senior-year program of study

The quality of the senior-year program is of utmost importance to the faculty, and students may be awarded up to 200 points for their senior-year program of study. The total number of courses planned, as well as the number of honors courses planned, is taken into consideration. (Refer to previous criterion, "Honors Courses.")

7. Academic opportunities in California high schools

The faculty understands that not all high schools in California can offer students the same academic opportunities and will award up to 400 points for those students attending lower-performing California high schools as measured by the state's Academic Performance Index (API). (400 point maximum between this criterion and the last criterion, "Geographic Location," below.)

8. Performance in academic subject areas

Students who have demonstrated outstanding performance in one or more of the "a-g" subject areas may be awarded up to 100 points by the faculty. Top academic performance sustained throughout a student's high school career will receive consideration in this area.

9. Achievements in special projects

The faculty wishes to acknowledge achievement in special projects by awarding up to 100 points. Students will be reviewed for outstanding or exceptional achievement in one or more special projects related to an academic field of study, not necessarily confined to the "a-g" subject areas.

10. Improvement in academic performance

The faculty will award up to 100 points for recent improvement in academic performance. Students showing improvement in grades from their sophomore year to their junior year by at least one full grade point will be given consideration in this area. Only courses in the "a-g" subject areas will be calculated for this purpose.

11. Special talents, achievements, and awards

The faculty values students who have shown the promise to contribute to the intellectual vitality of the campus and will consider awarding up to 200 points in this area. Students who have earned significant recognition at the state, national, or international level in a particular field, such as visual and performing arts, written communication, student government, athletics, or community service, or who have demonstrated exceptional leadership potential, will be considered under this criterion.

12. Participation in educational preparation programs

The faculty supports the efforts of many pre-collegiate educational programs and the students whom those programs serve. Up to 200 points may be awarded for those students who have participated and persisted in certain Educational Preparation Programs, and for those students who have demonstrated academic accomplishment within those programs.

13. Academic accomplishment within life experiences

The faculty will award up to 500 points for those students who have demonstrated academic achievement while also having dealt with significant life issues. Life experiences include but are not limited to disability, low family income, first generation to attend college, need to work, and other special circumstances.

14. Geographic location

The faculty wishes to promote geographic diversity within the student body and will award up to 100 points to help achieve that diversity. Certain geographic regions where applicants live or attend school will be considered under this criterion. (400 point maximum between this criterion and the criterion "Academic Opportunities in California High Schools," above.)

UC/Private University Presentation

Objective: Deliver a three to five minute presentation to your advisory that shares the academic, social, and extra-curricular highlights for one of the nine UC campuses or a private college.

You will be given a brochure on your UC's campus to learn some information about your campus, but you may need to find more information on your UC's website.

Information you should cover in your presentation (some info may not be available for all colleges – supplement with additional information you have for areas you think are important):

Name of College: UC _____

LOCATION	Comments
City and State	
Setting (urban, suburban, rural)	
ADMISSIONS	
Avg. GPA of Incoming Class	
Avg. SAT/ACT	
Application deadline	NOVEMBER 30th
Application fee	\$70
Application requirements	Application includes personal info, A-G GPA, SAT/ACT test scores, 2 – 3 personal statements, as well as honors, extra-curricular activities, and community service. No letters of recommendation required.
CAMPUS LIFE	
Size of Student Body	
Diversity of Student Body	
Social Life	
Extracurricular Activities	
Housing Options	
COSTS	
Tuition	
Room and Board	
ACADEMICS	
Popular Majors	
Class sizes	
Interesting Facts	

Public Speaking

Quick Reference Card

1. States the purpose.

Points	Criteria
5	The purpose is clear and captures the listener's attention.
3	The purpose is apparent.
1	The purpose is not evident.

2. Organizes the content.

5	The content is organized logically with fluid transitions to capture and hold the listener's attention throughout the entire presentation.
3	The organization of the content is congruent; transitions are evident.
1	The content lacks organization; transitions are abrupt and distracting.

3. Supports ideas.

5	Important details add to the interest and depth of the presentation; details work to connect the listener to the speech.
3	The speaker provides the basic details necessary for the listener to understand the premise of the presentation.
1	The majority of ideas are unsupported by additional information or explanation.

4. Incorporates stories and examples.

5	Relevant examples or stories work to interest the listener and further develop main ideas.
3	Stories and examples obviously relate to the content of the speech.
1	Stories and examples are missing or unrelated.

5. Summarizes the main idea(s).

5	The conclusion unites the important points of the presentation and encourages future discussion.
3	The conclusion summarizes the main ideas.
1	The speech ends without a summary.

6. Demonstrates awareness of listener's needs.

5	Choices of language, examples, and aids work together to heighten the listener's interest & connection to topic.
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3	Speaker's word choices, explanations, and enthusiasm are appropriate for the topic and for each point; appropriate aids are incorporated.
1	Presentation is uninteresting.

7. Speaks clearly with appropriate vocabulary and information.

5	Vocabulary is descriptive & accurate, engaging the listener through imagery.
3	Vocabulary provides clarity & avoids confusion.
1	Vocabulary is awkward or inappropriate for the topic, making the speaker difficult to understand.

8. Uses tone, speed, and volume as tools.

5	Speaker manipulates tone, speed, & volume, using these tools to emphasize important ideas & hold listener's attention.
3	Speaker avoids distracting vocal fillers or physical mannerisms and uses adequate speed & volume throughout presentation.
1	Vocal fillers are present throughout the presentation. Speed & volume are inappropriate for the presentation.

9. Demonstrates complexity of thought & vocabulary.

5	Variation of sentence structure & word choice works to keep listener interested & provides multiple examples/descriptions.
3	Sentence structure & word choice are varied to avoid monotony of tone & repetition of ideas.
1	Sentence structure and word choice are monotonous and uninteresting.

10. Appears comfortable with audience.

5	Eye contact, interaction with aids, and physical gestures demonstrate the speaker's energy and interest, guiding the listener through the presentation.
3	Eye contact, interaction with aids, and physical gestures are natural and fluid.
1	Eye contact with the audience is lacking. Gestures are missing or awkward. Speaker depends heavily on written speech or notes.

The College Search

Research Strategies

One of the biggest decisions of your life is selecting a college to attend. The first step in this process is research. Below are some suggestions on how to gather information about prospective colleges.

Internet

The internet has a wealth of information on colleges and in many cases lets you “visit” college by taking virtual tours. In addition to looking at individual college websites, you can also search for college matches at a number of different websites:

www.connection.naviance.com

www.collegeboard.org

www.collegeview.com

www.petersons.com

www.princetonreview.com

www.collegebound.net

College Brochures

Colleges are happy to send interested students more information about their school. Often you can request information via a college’s website or send a letter. You can also find many brochures and catalogues in the college counseling resource center.

Books and Magazines

Go to the library or college center and look through books and magazine on colleges. Examples include:

- US News and World Report “America’s Best Colleges”
- Newsweek (Kaplan) “America’s Hottest Colleges”
- US News and World Report “Ultimate College Guide”

College Fairs and Presentations

Attend college fairs in the area or any college presentations at Sacramento High School. If you are interested in a particular college, add it to your online Naviance list so that you will receive an email notifying you of the date and time of their visit to campus. These are a great way to talk with people about the school and ask questions about information you can’t learn just by reading the brochure or a book.

College Research Form #1

Class of 2017

With all of the details and dates to remember, applying to college can be a major organizational challenge. This planner can help. Fill out one of these forms for each college you are researching. This information will allow you to compare characteristics of different schools – and remind yourself of interesting facts down the road.

Name of College _____

LOCATION	Comments
City and State	
Setting (urban, suburban, rural)	
ADMISSIONS	
Ave. GPA of Incoming Class	
Ave. SAT/ACT	
Application deadline	
Application fee	
Application requirements	
CAMPUS LIFE	
Size of Student Body	
Diversity of Student Body	
Social Life	
Extracurricular Activities	
Housing Options	
COSTS	
Tuition	
Room and Board	
Average % of need met by financial aid	
ACADEMICS	
Majors you are interested in	
Class sizes	
Academic support services	

Why are you interested in this college?

What concerns do you have about this college?

College Research Form #2

Class of 2017

With all of the details and dates to remember, applying to college can be a major organizational challenge. This planner can help. Fill out one of these forms for each college you are researching. This information will allow you to compare characteristics of different schools – and remind yourself of interesting facts down the road.

Name of College _____

LOCATION	Comments
City and State	
Setting (urban, suburban, rural)	
ADMISSIONS	
Ave. GPA of Incoming Class	
Ave. SAT/ACT	
Application deadline	
Application fee	
Application requirements	
CAMPUS LIFE	
Size of Student Body	
Diversity of Student Body	
Social Life	
Extracurricular Activities	
Housing Options	
COSTS	
Tuition	
Room and Board	
Average % of need met by financial aid	
ACADEMICS	
Majors you are interested in	
Class sizes	
Academic support services	

Why are you interested in this college?

What concerns do you have about this college?

College Research Form #3

Class of 2017

With all of the details and dates to remember, applying to college can be a major organizational challenge. This planner can help. Fill out one of these forms for each college you are researching. This information will allow you to compare characteristics of different schools – and remind yourself of interesting facts down the road.

Name of College _____

LOCATION	Comments
City and State	
Setting (urban, suburban, rural)	
ADMISSIONS	
Ave. GPA of Incoming Class	
Ave. SAT/ACT	
Application deadline	
Application fee	
Application requirements	
CAMPUS LIFE	
Size of Student Body	
Diversity of Student Body	
Social Life	
Extracurricular Activities	
Housing Options	
COSTS	
Tuition	
Room and Board	
Average % of need met by financial aid	
ACADEMICS	
Majors you are interested in	
Class sizes	
Academic support services	

Why are you interested in this college?

What concerns do you have about this college?

My College Applications: HBCUs

ALL students should plan to apply to at least four HBCUs at the college fair. There is no cost to apply at the fair, but some of the top schools (Howard, Hampton) do not allow you to apply at the fair and will charge up to \$50 to apply.

Name of HBCU	Why you are interested

Alabama A & M University
Alabama State University
Albany State University
Alcorn State University
Benedict College
Bethune-Cookman University
Bowie State University
Clark Atlanta University
Claflin University
Dillard University
Fisk University
Florida A & M University
Florida A & M University
Grambling State University
Hampton University
Howard University
Huston-Tillotson University
Jackson State University
Johnson C. Smith University
Langston University
Lincoln University
Morgan State University
North Carolina A & T University
North Carolina Central University
Paine College
Philander Smith College
Savannah State University

Shaw University
South Carolina State University
Southern University
Spelman University
Texas Southern University
Tuskegee University
Virginia State University
Wiley College
Wilberforce University
Xavier University

My College Applications: CSUs

If you have a 2.0 a-g GPA or higher, plan on applying to four CSUs. Fee waivers will allow you to apply to four for free, but you won't know if you qualify for the fee waiver until you finish the application and put in your family income. Without the fee waiver, each application costs \$55.

Name of CSU	Why you are interested

Least Competitive

Sacramento
Bakersfield
Channel Islands
Chico
East Bay
Dominguez Hills
Stanislaus

Moderately Competitive

Los Angeles
Cal Poly Pomona
Fresno
Humboldt
San Bernardino
San Francisco
San Jose
San Marcos
Sonoma
Monterey Bay

Most Competitive

San Diego
Cal Poly San Luis Obispo
Northridge
Fullerton
Long Beach

*Note: The major you choose can also make it more or less competitive.

My College Applications: UCs

If you have a 3.0 a-g GPA or higher, plan on applying to four UCs. If you qualify for free or reduced lunch, you will get a fee waiver for four free applications. If you do not qualify, each application will cost \$70.

Name of UC	Why you are interested

Least Competitive

Merced

Riverside

Santa Cruz

Moderately Competitive

Irvine

Davis

Santa Barbara

Most Competitive

San Diego

Los Angeles

Berkeley

My College Applications :Private or Out-of-State Colleges

If you have a 3.0 cumulative GPA (NOT a-g GPA) or higher, you may want to apply to some private colleges. If you qualify for free or reduced lunch, you will get up to eight free applications. If you do not qualify, the fees will vary.

Name of college	Why you are interested

My College Applications: Community Colleges

If you have under a 2.6 a-g GPA, plan on applying to a community college. Students with higher GPAs may also want to apply. There is no charge to apply.

Name of community college	Why you are interested

Application Strategy

The critical step in developing a college list is that you include schools in each of the following categories: reach, realistic and safety.

Reach A student's top choice college. A reach refers to colleges that generally accept students with higher GPAs and College Board scores than those of the applicant. It is fine in this group to include a few "long shots."

Realistic This category refers to colleges that generally accept half or more of the students with GPAs and College Board scores that are similar to those of the applicant. Realistic colleges are those at which the probability of admission is even to slightly better than even.

Safety This category refers to colleges that almost always accept students with GPAs and College Board scores that are comparable to those of the candidate. Safety colleges are those which the highly likely to certain.

Most students consider applying to two or more reaches, two or more realistic, and two or more safeties. When students are deciding upon safety colleges, they should make sure that they would be happy to attend these colleges. Students need to give careful consideration to these decisions.

September:

- Personal Statements
- Attending College Fairs
- Meeting College Representatives

Personal Statements

If you are applying to any of the UCs, you will need to submit four personal insight responses (personal statements) with your application. Many private schools also require one or more. Even if you are not applying to any schools that require personal statements, you will still need to write four of them for your portfolio! The maximum word count for each personal insight response is 350 words.

Personal Insight Questions (select 4)

- 1. Describe an example of your leadership experience in which you have positively influenced others, helped resolve disputes, or contributed to group efforts over time.**
- 2. Every person has a creative side, and it can be expressed in many ways: problem solving, original and innovative thinking, and artistically, to name a few. Describe how you express your creative side.**
- 3. What would you say is your greatest talent or skill? How have you developed and demonstrated that talent over time?**
- 4. Describe how you have taken advantage of a significant educational opportunity or worked to overcome an educational barrier you have faced.**
- 5. Describe the most significant challenge you have faced and the steps you have taken to overcome this challenge. How has this challenge affected your academic achievement?**
- 6. Describe your favorite academic subject and explain how it has influenced you.**
- 7. What have you done to make your school or your community a better place?**
- 8. What is the one thing that you think sets you apart from other candidates applying to the University of California?**

Common Application Essay Topics: Choose one

Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.

Recount an incident or time when you experienced failure. How did it affect you, and what lessons did you learn?

Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?

Describe a place or environment where you are perfectly content. What do you do or experience there, and why is it meaningful to you?

Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.

An Insider's Tips on College Essays

At PrincetonReview.com, we get lots of questions about college essays. We decided to go to a reliable source to get solid answers for you. Mike Sexton, Dean of Admissions at Lewis & Clark College in Portland, Oregon has a lot of advice on the subject.

"Reading good essays is one of the best parts of my job; reading bad essays is the bane of our existence. We're not looking for reasons to reject people; we're looking to see if the writing reflects what we see on your transcript. A great essay won't erase a bad transcript."

It's important to note what Mike is referring to here, which is the synergy of the components of an application. You'll see in Mike's tips that those who have rifled through many an app know best who is and who isn't an outstanding applicant.

Mike's Quick Tips

Give us what we're looking for. If we ask you to describe an event or your favorite book, and *its importance to you*, we're looking for something that tells us about your personality. If you want to show your research abilities, you can include a graded paper in addition to your essay.

Show who you are. The essay and interview are the only places where you can tell us stuff about you that's different from everyone else. Always keep in mind: We're looking for what it means *to you*. I'd rather read about a conversation you had and what it meant to you, rather than read the details of a trip you took.

Don't dash it off quickly. Some of my friends' kids labor over their AP English assignments and whip off the college essay as if it's not going to be graded. We read your essays with a pen in hand; it's our job to point out the good, the bad, and the ugly for the next reader. And don't try to figure out what the counselor wants and write that. We can see through it.

Avoid being trite and unoriginal. Give your essay to a peer or your English teacher and ask, "Could anyone else have written this?" If he or she says yes, you haven't taught the admissions folks anything about you.

Getting started. Be yourself. If you want to be humorous or controversial, get an opinion from a counselor who knows something about that school. Be careful about swearing or quoting something verbatim; if it's off-color, you'll seem juvenile. Avoid regional terminology, too.

Yes, spelling counts. Spelling, grammar, syntax, logic of the argument, economical use of words, creativity, and originality--we look for all of them.

Intrigue us. Make the reader want to see what's going on! If the opening sentence is compelling, that's a great indicator that the essay will be good. Make it enjoyable for the reader.

Ask for help. If you have questions, ask them. We have email addresses and phone numbers, so use them. Never assume! If you want to know something, go ahead and ask us.

I Still Remember...

"One of the best essays I ever read answered this question: 'What is your favorite book character, and why.' Instead of starting with 'my fave character is,' this essay began with the character's qualities and statements. It was very conversational, and I didn't discover the character's identity until midway through the first page. It piqued my interest and held it."

Tips for Writing a Good Personal Statement

A good essay...

-Is thoughtful and honest

A strong personal statement is **reflective**; that is, it demonstrates that you have thought about and gained a clear perspective on your experiences and what you want in your future. It does not simply tell a reader what you think he/she wants to know. Instead, it gives the reader a vivid and compelling picture of you--in essence, telling the reader what he or she should know about you. Remember that the focus of the essay is YOU--your achievements, your obstacles, your goals, your values.

-Strives for depth, not breadth

A good essay is not a list of your accomplishments. Remember when your mom told you that it's quality, not quantity, that counts? Well, the same adage applies for your college essay. A reader will be much more interested in how your experience demonstrates the theme of your essay, not the number of accomplishments you can list. What is NOT interesting: an essay that devotes one paragraph each to a variety of different topics. This type of approach denies you the ability to give depth to your essay.

-Follows the conventions of good writing

A good essay uses appropriate grammar and syntax, uses precise and vivid language, and does not contain any spelling errors.

-Conforms to guidelines

If the essay instructions tell you that the essay should be two pages long, on white 8.5x11 inch paper, then the essay should be two pages long, on white 8.5x11 inch paper. Less is not more, and more is not better, either.

-Answers the question!

A good essay is the result of a writer who has examined the essay question and written an essay that explicitly addresses that question. For example, if you are asked to *describe* your greatest accomplishment or any unusual circumstances or challenges you have faced, then your reader will expect you to use vivid language that will enable the reader to visualize your accomplishment and share your sense of success.

-Benefits from several drafts and feedback from others

Revision allows an essay to grow. Revising is not editing; revising is the act of "re-seeing" and of looking for those parts of the essay that would benefit from more explication, more (or less) vivid language, or even deleting parts that simply don't work to move your primary theme forward. Similarly, feedback from others can help you identify those parts of the essay that work well--and those that don't.

-Contains a catchy introduction that will keep the reader interested

It is important to recognize that essay readers will read hundreds, maybe even thousands, of essays during the application review period. That means that an essay with a catchy introduction, one that gets right to the point and uses precise language and vivid imagery, is going to stand out more than an essay that is predictable and conventional in its opener.

-Transforms blemishes into positives

It's okay to have flaws! The essay is your chance to show how you have transformed blemishes. For example, if your essay theme is "overcoming obstacles" and you earned a poor grade in a class, but went to a community college at night to repeat the course, it is important for your reader to know this because it is an example of your perseverance. The reader does not want to hear complaints about poor grades or circumstances, but rather wants to know how you have overcome them.

-Demonstrates your knowledge of the major/college

No one expects you to know everything about the college or university to which you are applying. However, readers will want to know that you have done your homework. For example, if you write an essay that states your interest in becoming an engineer, but the college does not have an engineering program, then you haven't done your homework.

-Exudes confidence--you will be successful no matter what

A good essay doesn't beg or brag. Colleges and universities want to admit the best students, and the best students are those who can demonstrate their ability to pursue their goals regardless of where they are admitted. Think of this as quiet confidence--the kind that reveals itself through your description of lifelong interests, sustained commitment, and/or perseverance in the face of adversity.

Structuring Your Personal Statement

A typical two-page personal statement will consist of the following:

- An introductory paragraph that provides your essay's controlling theme
- 2-4 body paragraphs that develop your theme through examples and detailed experiences and build upon each other. The final body paragraph will contain your most poignant information
- A conclusion that widens the lens and wraps up your essay without summarizing or repeating what has already been written



Introductory Paragraph

Your introduction is where you establish the tone of your personal statement and set the scene, define its theme, and generally hook your reader by sparking interest with details and quotes. It's important that you avoid meaningless prose and get right to the point. Be sure, too, that your language is clear and specific--avoid filler words and clichés. Most importantly, be sure that the introductory paragraph captures the main idea of your essay.

Sometimes the introduction is the last portion of the essay to be completed, and that's okay. The introduction should provide a snapshot of what the rest of the essay will develop and expand upon, so if you don't know where the rest of the essay is headed, the introduction is impossible to write. Therefore, it is important to outline your essay so that you know how each of your examples will build upon one another and can better draft your introduction to reflect this.



Body Paragraphs

Body paragraphs are the meat of your essay, and as such are the most important component of your essay. In the body paragraphs, you will expand upon and provide support for the theme you introduced in the first paragraph and will provide the details that move that theme forward. A two page essay will typically contain 2-4 body paragraphs. Each paragraph contains:

- A topic sentence that expands your theme and makes a transition from the previous paragraph
- Development of ideas that support your essay's theme
- An ending sentence that wraps up the paragraph and helps to transition into the next paragraph

The first body paragraph is the place to start building your support for your theme. Here you will begin with the smallest components of your theme and, in subsequent paragraphs, work toward the most significant. Or you can organize chronologically. Try both methods and see which one is most persuasive for your particular theme.

TIP: Avoid simplistic transitions between paragraphs. If your topic sentences (generally the first sentence in each paragraph) all begin with some sort of numerical transition (first, second, third, finally), or you find yourself relying to heavily on "also" to move your paragraphs forward, look for more interesting and sophisticated transition words and phrases to move the essay along.



Conclusion

Your conclusion is your chance to extend your essay's parameters and to demonstrate the significance of your experience in a larger context. A conclusion is not a repeat or summary of ideas presented elsewhere in the essay or application. Instead, it should re-affirm the validity of your essay's theme. This means that your conclusion should widen the lens rather than narrow the focus.

Activity 1: Introductory Paragraphs

Read the following sample introductory paragraphs. And answer the questions below.

Introduction 1

On September 16, 1990 I experienced the worst feeling of my life the feeling of incompetence. It was a feeling of indescribable disbelief. My mother, my only parent, fell down the stairs of our home. It was then that I knew that I had to become a doctor to help people who were suffering like my mother. By attending your college, I will be able to fulfill my dream and to give back to my community through medicine.

Introduction 2

My father divorced us when I was in seventh grade. At that time, I was going through what my mother called my "difficult stage" because my world revolved around school, friends and boys, and "family" was often put on the back burner. I was unprepared for the resulting family crisis; my father, the man who nurtured my passion for art, literature and my love of languages, would no longer be a part of my life. At the time, I thought that I could not go on. Now I realize that my father's rejection, while extremely painful, gave me a resiliency and strength of character that I did not previously know I possessed.

Introduction 3

It was once said that "We have nothing to fear but fear itself," and that is a motto that I have lived by for all of my seventeen years on this earth. It is a motto that I have based all of my academic endeavors on. It literally came into effect one Wednesday morning earlier this year. I got called into the House One Principal's office at our school. I walked towards the office a little pondered. I had never been called into that office before, because that principal only handled the math and science departments of the entire school. I doubted that the principal even knew me. When I entered the office I was greeted by a group of familiar faces that I knew from my physics class. Our principal told us to have a seat and relax. The reason that we were called in was that there was going to be a Science Competition happening that Saturday and the school really wanted us to enter into it. The principal said that she knew it was short notice, but based on our performances in all our science classes she knew that we could pull it off. She stated that we were some of the only high school juniors and seniors who had completed and gone beyond the required science courses. (I personally had already taken a semester of both Physics and Physiology that year, and two of the other girls that were in there with me had already completed AP Biology.)

Questions:

1. a) Which of the introductions did you think was the strongest?
b) What made it the strongest?

2. a) Which of the introductions was the weakest?
b) What would you do to improve it?

Now read the critiques of the introductions on the next page.

Introductory Paragraph Critiques

The following is feedback on each of the three introductory paragraphs on the previous page. Read the critiques and answer the questions below.

Introduction 1

Although this writer attempts to be specific in his introduction through the use of the date ("September 16, 1990"), overall this introduction is vague and bloated with words that don't convey an image. The writer says that he felt "indescribable disbelief" when his mother fell down the sense, but we don't know what "indescribable disbelief" actually means: was he stunned into inaction? did he scream? Without the details, the writer's attempt to hook the reader fails. The opener also contains errors in punctuation ("On September 16, 1990 I experienced the worst feeling of my life the feeling of incompetence.") and uses the same word ("feeling") too many times.

Introduction 2

This opener is quite strong. The writer's description of her father's action as a "divorce" is very vivid, and much more descriptive than if she had written that he "left" her. The writer also exudes a quiet confidence; she shows us she is smart by describing how her father helped instill her passion for "art, literature and...languages." We also know that she is by no means a perfect person; her honesty in describing her own failure to give her family a priority in her life is poignant, and the reader wants to learn more about her, how she resolved her crisis, and what she has learned from it.

Introduction 3

This writer is going to describe her greatest accomplishment, but she takes much too long to make her point. The opening sentence relies on a cliché ("We have nothing to fear but fear itself") to make its point, and the essay relies on the vague word "it" much too often. In addition, some of the writer's word choices are inappropriate ("I walked towards the office a little *pondered*"--"confused" or "worried" would have been more appropriate) and indicate a tendency to rely on big words when simpler ones will do. The writer is also a bit wordy ("all of my seventeen years on this earth;" "It literally came into effect"). The introduction also contains irrelevant information ("that principal only handled the math and science departments of the entire school.") and does not provide the reader with a sense that the writer has reflected on her experience and extracted its larger meaning. We are not quite sure, for example, how the statement about fear connects to the rest of the paragraph or what the main idea or thesis is.

Questions:

1. Did you identify the same strong introduction as the person providing feedback?
2. What did you learn about introductions based on reading the feedback?

Sample Personal Statement

Introduction

Seventeen years ago, I came bounding into a world of love and laughter. I was the first child, the first grandchild, the first niece, and the primary focus of my entire extended family. Although they were not married, my parents were young and energetic and had every good intention for their new baby girl. I grew up with opportunities for intellectual and spiritual growth, secure in the knowledge that I was loved, free from fear, and confident that my world was close to perfect. And I was the center of a world that had meaning only in terms of its effect on me-- what I could see from a height of three feet and what I could comprehend with the intellect and emotions of a child. This state of innocence persisted through my early teens, but changed dramatically in the spring of my sophomore year of high school. My beloved father was dying of AIDS.

First Body Paragraph

Topic/Transition Sentence:

From the moment my parents told me, I confronted emotions and issues that many adults have never faced.

Development of ideas related to the topic sentence

Death of a parent, and AIDS specifically, forced my view of the world and my sense of responsibility to take a dramatic turn. I had already accepted my father's homosexuality and had watched through the years as he experienced both prejudice and acceptance related to his sexual preference. However, in this case I did not have the benefit of time to understand my father's illness since he decided not to tell me until he had developed full-blown AIDS. My role in the relationship was suddenly reversed.

End Sentence

Where I had once been the only child of my single father, I was now the parent to the debilitated child.

Second Body Paragraph

Topic/Transition Sentence

By the summer of my junior year, I had rearranged the structure of my life; as my father's illness progressed and he became increasingly incapacitated, he depended on me a great deal.

Development of ideas related to the topic sentence

Each morning before school I took him to the hospital where he received blood transfusions or chemotherapy to treat the lymphoma that was destroying his body. After school, I raced home to complete my homework so that I could later go to his apartment. There I cooked meals, cleaned up, and administered his oral and intravenous medications. Working with IVs became second nature to me. I found myself familiar with the names of drugs like Cytovene, used to treat CMV, Neupogen, to raise one's white blood cell count, and literally countless others. I came home each night after midnight, yet the fatigue I felt hardly touched me; I was no longer seeing through my own eyes, but through my dad's. I felt his pain when he was too sick to get out of bed. And I hurt for him when people stared at his bald head, a result of chemotherapy, or the pencil-thin legs that held up his 6'5" frame. I saw the end he was facing, the gradual debilitation the disease caused, the disappointment he endured when people were cruel and the joy he experienced when others were kind.

End sentence

I saw his fear, and it entered my life.

Third Body Paragraph

Topic/Transition sentence

My father died on July 28, 1995.

Development of ideas related to the topic sentence

In the last year of his life, I was given the greatest gift I will ever receive: the gift of deep experience. I am now able to recognize the adversity that accompanies any good in life. My father taught me about loyalty, love and strength. But most importantly, he gave me the opportunity to see through his eyes, triggering a compassion in me and a sense of responsibility to those I love and the world around me that I might not have otherwise discovered.

End sentence

Not a day will ever go by when I won't miss my father, but I am so grateful that he pointed me in a career direction that unexpectedly is my life's calling

Conclusion

Widen the lens beyond the topic at hand and tie up the essay

As I move forward in my life, it is my hope that I can see patients and their families from two vantage points: theirs and mine. By doing this, my patients will feel both compassion and medical expertise. As I gain my medical expertise through the next four years as a biology student, followed by years of medical school, I will never lose the compassion I learned as I nursed my father through his illness.

Activity 2: Personal Statement Review

Read the following unedited personal statement, circle any grammatical or spelling errors you see and answer the questions that follow.

Swimming

By John Smith

Six times a week around 5:30am, we ritualistically assemble into the cold, dimly lit, locker room at the Esplanada Park Pool. One by one, we slip into our still damp drag suits and then make a mad run from the locker room through the chill of the morning air to the pool, stopping only to grab a pull-bouy and a kick board. Coastal California cools down overnight to the high 40's. The pool is artificially warmed to 79 degrees---the conflict in temperatures creates an outpouring of steam from the water's surface casting a scene more appropriate for a werewolf movie.

Thus starts another workout. 4500 yards to go, then a quick shower and five-minute drive to school. Another 5500 yards is the destiny for the afternoon. We start over again tomorrow. The objective is to find another 1/10th of second. The end goal is to have that little, unexplainable difference at the end of a race that separates success from failure, greatness from mediocrity. Somehow we accepted the pitch, otherwise we'd still be in bed now.

One mile up the road, there is a similar session at Berkeley's pool with group of the fastest swimmers in the world. They'll push even harder as what ensures their greatness is measured in 1/100th's of second and not the coarseness of 1/10th's. Somehow they have gotten beyond 'thinking about' the pursuit of greatness, having already achieved it. But from someone, who has yet to ascend to the absolute apex of the sport, questions create an extra burden.

My first swimming race was when I was 10 years old. My parents fearing eminent injury redirected my athletic direction away from ice hockey. Three weeks into the new swimming endeavor, I somehow convinced my coach to let me enter the annual age group zone meet. To his surprise and mine, I pulled out an "A" time. National "Top 16" awards through the various age groups, club records and finally National First Team All-American in the 100 fly and Second Team All-American in the 200-Medley Relay cemented an achievement in the sport. Now elevated to the Senior Championship meet series means the competition include the world class. Making finals will not be easy from here. These 'successes' were only separated from failure by tenths of a second. Yet the fine line between total commitment and tolerance continues to present friction.

This year my grandmother was hit with a reoccurrence of cancer, this time in her lungs. A person driven by good spirits and independence now faces a definite timeline. On the other side of the Pacific Ocean, my grandfather in Japan also contracted the disease, in his stomach. His situation was corrected with surgery-for now anyway. In between the laps as I search for fractions of a second, they have had to search for an extension to their lives. This comparison in struggles seems to blur the relevance of our respective goals.

As in swimming, life's successes appear to come in small increments. Sometimes a newly learned skill applied to an existing base, a little extra effort a put on top of extreme training routine, a 'good' race day, or just showing up to a workout when you body and psyche say "no" may separate a great result from a failure. What lies in between is compromise. The underlying willpower to overcome the natural resistance is what aligns one's efforts to create the energy to overcome the static. While life if finite, it is not clear that the achievement has limits, if approached in steps.

Questions

1. On a scale of 1-10 (1 being poor and 10 being outstanding) how would you rate this essay? Why did you select this rating?
2. What feedback would you give to this student to improve the personal statement?

Now read the critique of the personal statement on the next page.

Personal Statement Critique

The following is feedback on the personal statement on the previous page. Read the critique and answer the questions on the following page.

You chose a topic--sports achievement--that is innately difficult to handle because it is so common. Nonetheless, your treatment of this topic is substantively different from that of other college applicants for two important reasons. First, it sounds as if you would be an asset to any university with a competitive swimming team; second, you have succeeded in making your particular treatment of the topic unique because your essay (unlike many sports-centered essays) does not consist of a simple, monotonous list of achievements. Rather, you manage to weave your involvement with swimming into a mostly seamless narrative (I loved the werewolf movie image!).

On the other hand, the weakest point in your essay--your treatment of how swimming relates to other aspects of your life--is also directly related to your choice of topic. Structurally, this problem can be traced to the last two paragraphs. The second-to-last paragraph, in which you write about your grandparents, is a promising segue into a constructive conclusion, but you need to avoid veering into abstraction. It is essential that you show the reader how swimming and dealing with your relatives' illnesses are directly related.

I concentrated most of my editing efforts on the last two paragraphs, but I believe that you can still strengthen these paragraphs further. Think about the following questions:

How has dealing with your grandparents' illness affected your commitment or determination? You do a good job of showing the irony of your attempt to defeat time while your relatives try to extend it, but you should not stop there. What lesson has this taught you? Has your commitment to swimming become stronger as a result of this realization? If so, why?

In addition--and this is the overarching issue--why is your commitment to swimming relevant outside of the sports world? Do you have a similarly committed approach to other endeavors in your life? You do not want to give readers the impression that all you want to do in college is swim. Instead, you should explain why such determination is useful outside of the pool (especially in the academic realm, if you can). I integrated this idea into the last sentence of the revised essay (which I added), but be sure to personalize this point as much as possible.

In sum, by answering these questions, I believe that you can draw a multidimensional picture of your character. Here are a few specific comments on the individual paragraphs of your essay:

Paragraph 3

"Yet, from the perspective of someone who has yet to ascend to the apex of the sport, questions create an extra burden."

To what sort of questions are you referring? Do you mean questions of self-doubt? You need to provide more detail here to clarify your argument.

Paragraph 4

"eminent injury"

"Eminent" means "very important;" the word that denotes "in the near future" or "will happen soon" is "imminent." (This is a common mistake.)

"Yet the fine line between total commitment and tolerance continues to present friction."

I could not determine the exact meaning of this sentence. I have offered my best interpretation, but check to ensure that it conveys your intended idea.

Elsewhere, I concentrated my editing on micro-level adjustments. I streamlined your prose by adjusting grammar, punctuation, sentence structure, and vocabulary. Many of these changes might seem subtle, but they make an enormous difference in the rhythm of your writing. Nevertheless, please read through the revision in order to verify that your intended meaning has not been altered; sometimes even tinkering with grammar can change the meaning of a passage.

The refined version of this essay polishes and compacts what is already a strong statement, and with a bit more fine-tuning to the conclusion, this essay can be truly excellent.

Edited Personal Statement

The following is the edited personal statement. Read the new version and answer the questions below.

The sun sleeps as the desolate city streets await the morning rush hour. Driven by an inexplicable compulsion, I enter the building along with ten other swimmers, inching my way toward the cold, dark locker room of the Esplanada Park Pool. One by one, we slip into our still-damp drag suits and make a mad dash through the chill of the morning air, stopping only to grab pull-buoys and kickboards on our way to the pool. Nighttime temperatures in coastal California dip into the high forties, but our pool is artificially warmed to seventy-nine degrees; the temperature differential propels an eerie column of steam up from the water's surface, producing the spooky ambience of a werewolf movie. Next comes the shock. Headfirst immersion into the tepid water sends our hearts racing, and we respond with a quick set of warm-up laps. As we finish, our coach emerges from the fog. He offers no friendly accolades, just a rigid regimen of sets, intervals, and exhortations.

Thus starts another workout. 4,500 yards to go, then a quick shower and a five-minute drive to school. Then it's back to the pool; the afternoon training schedule features an additional 5,500 yards. Tomorrow, we start over again. The objective is to cut our times by another tenth of a second. The end goal is to achieve that tiny, unexplainable difference at the end of a race that separates success from failure, greatness from mediocrity. Somehow we accept the pitch—otherwise, we'd still be deep in our mattresses, slumbering beneath our blankets. In this sport, the antagonist is time. Coaches spend hours in specialized clinics, analyze the latest research on training technique, and experiment with workout schedules in an attempt to defeat time. Yet there are no shortcuts to winning, and workouts are agonizing.

I took part in my first swimming race when I was ten years old. My parents, fearing injury, directed my athletic interests away from ice hockey and into the pool. Three weeks into my new swimming endeavor, I somehow persuaded my coach to let me enter the annual age group meet. To his surprise (and mine), I pulled out an "A" time. I furthered my achievements by winning "Top 16" awards for various age groups, setting club records, and being named National First Team All-American in the 100-Butterfly and Second Team All-American in the 200-Medley. I have since been elevated to the Senior Championship level, which means the competition now includes world-class swimmers. I am aware that making finals will not be easy from here—at this level, success is measured by mere tenths of a second. In addition, each new level brings extra requirements such as elevated weight training, longer weekend training sessions, and more travel from home. Time with friends is increasingly spent in the pursuit of the next swimming objective.

Sometimes, in the solitude of the laps, my thoughts transition to events in my personal life. This year, my grandmother suffered a reoccurrence of cancer, which has spread to her lungs. She had always been driven by good spirits and independence, but suddenly my family had to accept the fact that she now faces a limited timeline. A few weeks later, on the other side of the Pacific Ocean, my grandfather—who lives in Japan—learned he had stomach cancer. He has since undergone successful surgery, but we are aware that a full recovery is not guaranteed. When I first learned that they were both struck with cancer, I felt as if my own objective, to cut my times by fractions of a second, seemed irrelevant, even ironic, given the urgency of their mutual goals: to prolong life itself. Yet we have learned to draw on each other's strengths for support—their fortitude helps me overcome my struggles while my swimming achievements provide them with a vicarious sense of victory. When I share my latest award or triumph story, they smile with pride, as if they themselves had stood on the award stand. I have the impression that I would have to be a grandparent to understand what my medals mean to them.

My grandparents' strength has also shored up my determination to succeed. I have learned that, as in swimming, life's successes often come in small increments. Sometimes even the act of showing up at a workout when your body and psyche are worn out separates a great result from a failure. The difference between success and failure is defined by the ability to overcome strong internal resistance. I know that, by consistently working towards my goals—however small they may seem—I can accomplish what I set for myself, both in and beyond the swimming pool.

Questions:

1. Did you agree with the reader's feedback to the student? Why or why not?

2. What did you learn based on reading the critique and the edited essay?

Activity 3: Choosing a Personal Statement Topic

What You Write About Says Something About You

Underlying all essay questions is choice. The essay question may be direct and ask you to choose something about yourself to discuss, or it may be indirect and require you to write about something such as an event, book, or quotation.

Why Your Choice of Essay Matters

The college regards your choices as a way to evaluate your preferences, values, mental processes, creativity, sense of humor, and depth of knowledge. Your writing reflects your power of persuasion, organizational abilities, style, and mastery of standard written English. Your essay topic reveals your preference.

Here is what colleges look for:

Your Preferences: Your essay topic reveals your preferences. Are you an arts person or a hard-facts science type? Certainly, there is a difference between the person who'd like to talk about the Cold War with Machiavelli and someone who'd like to get painting tips from Jackson Pollock.

Your Values: Choice also reflects values. The person who drives a beat-up, rusty, 1971 Volkswagen is making a statement about how she wants to spend her money and what she cares about. We say, "That dress isn't me" or "I'm not a cat person." In choosing, you indicate what matters to you and how you perceive yourself.

Your Thought Process: Choosing shows how you think. Are you whimsical, a person who chooses on impulse? Or are you methodical and careful, a person who gathers background information before choosing? Questions about you and about career and college reflect these choosing patterns. Even a question about a national issue can show your particular thinking style, level of intelligence, and insight.

Activity

On the back of this page, complete the following steps:

1. Brainstorm a list of 5-7 topics for your personal statement.
2. Identify the 2 topics you think would most express who you are and be compelling for the reader.
3. For both of the topics list the information you would want to share with the reader (i.e. commitment to community service, lessons learned about the importance of giving back to my community).

Personal Statement Worksheet

Use this worksheet as a tool to structure and outline your personal statement. Fill in the key information for each section below.

Introduction

First Body Paragraph

Topic/Transition Sentence:

Development of ideas related to the topic sentence

End Sentence

Second Body Paragraph

Topic/Transition Sentence:

Development of ideas related to the topic sentence

End Sentence

Third Body Paragraph

Topic/Transition Sentence:

Development of ideas related to the topic sentence

End Sentence

Conclusion

Widen the lens beyond the topic at hand and tie up the essay

Personal Statement Worksheet

Use this worksheet as a tool to structure and outline your personal statement. Fill in the key information for each section below.

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Development of ideas related to the topic sentence

End Sentence

Third Body Paragraph

Topic/Transition Sentence:

Development of ideas related to the topic sentence

End Sentence

Conclusion

Widen the lens beyond the topic at hand and tie up the essay

Portfolio: Letters of Recommendation

You will need to obtain letters of recommendation many times in your life. Colleges, graduate schools, internships, scholarships, and jobs may all require letters. Asking the right person at the right time and in the right way can make a difference in the quality of the letter that your recommender writes.

When to ask for your letter of recommendation:

September = **ONLY** if you are applying to a **private college** for **early action** or **early decision**
October – December = if you are applying to a **private college** for **regular decision**
Various due dates (mostly in Jan – May) = if you are applying for a **scholarship**
March = for your **senior portfolio** (if you do not already have them from college or scholarship applications)

For the senior portfolio, students are expected to secure at least two (2) letters of recommendation. One of the letters should be from a Sac High staff member and could be a teacher, counselor, coach, etc. You can use the same letter that a staff member already wrote for one of your colleges, scholarship, or EOP. **The other letter must be from your community service or internship coordinator.**

When you request the portfolio letter of recommendation, tell the person that you need a reference similar to one that might be used for an application for college or employment. Most letters of recommendation discuss the following:

- Writer's relationship with you (how the person know you and how long they have known you);
- Your special qualities, including work habits, abilities, talents or character traits;
- Writer's belief in your readiness for life after high school.

The letters of recommendation should be typed and signed. When possible, the letter of recommendation should be on letterhead and should contain information that would allow the reader to contact the letter writer to check on the reference.

Common Courtesy and Tips

When requesting a letter of recommendations, your goal is to make the process as easy for the writer as possible. It is common courtesy to do the following:

- Give the person at least two weeks to write this letter or to complete the letter of recommendation form. Do NOT wait until the week before the portfolio is due.
- Providing a written request explaining what you need, accompanied by your resume or accomplishments is the best way to ask for a recommendation.
- As soon as you receive the letter, proper etiquette dictates that you send a thank-you note.

Sample letters of recommendation are attached for your references along with several tools to assist in requesting letters of recommendations.

advisory 12

A College-Bound Senior Advisory Class

Letter of Recommendation

Potential References

Letters of recommendation offer readers an outside perspective about who you are as well as your strengths and weaknesses. You want to make sure you select people who you are confident will write highly favorable letters of recommendation. It is important to think carefully about who you may want to write your letters before making the final determination. Complete the questions below to help decide who you would like to write your letters.

1. Identify 3 Sac High staff members who you think would write a great letter of recommendation for you.

2. Answer the following questions about each person by completing the chart below:

- How does this person know you?
- How long has this person known you?
- What aspect of your life can they comment on (i.e. academic strength, character)

Name	Relationship	Length of Relationship	Areas to Address
Example: <i>Mrs. Lee Jones</i>	<i>Tennis Coach</i>	<i>4 Years</i>	<i>I played varsity tennis for 4 years I was captain of team for 2 years Student Athletic Work Ethic Leadership Skills</i>
Person 1:			
Person 2:			
Person 3:			

3. Which of the three people listed above do you believe would give you the best recommendation? Why?
4. Identify 3 adults that do not work at Sac High staff members who you think would write a great letter of recommendation for you.
5. Answer the following questions about each person by completing the chart below:
 - a. How does this person know you?
 - b. How long has this person known you?
 - c. What aspect of your life can they comment on (i.e. academic strength, character)

Name	Relationship	Length of Relationship	Areas to Address
Example: <i>Mr. Mike Johnson</i>	Boss	1 Year	I am a hostess at Pizza Hut Timeliness Work ethic Customer service Professionalism
Person 1:			
Person 2:			
Person 3:			

6. Which of the three people listed above do you believe would give you the best recommendation? Why?

Letter of Recommendation
Student Information Sheet

Student Name _____

Please complete this recommendation by _____.

This letter should be...

___ submitted directly to my colleges through Naviance (All Common App students)

___ printed out and sent directly to the college/scholarship (address on back of page)

___ printed out, sealed in a signed envelope, and given directly to me.

___ printed out and given directly to me.

1. Why have you asked this teacher to write a letter for you?

2. What did you enjoy most about their class?

3. What topic, unit, concept was the most difficult for you? How did you master it?

4. What do you think you have demonstrated in the class(es) that the teacher should praise? Think about your contributions/ performance during critiques, class discussion/presentations and work days, how have these contributions have made the class community better?

5. How have you demonstrated independence, initiative, responsibility and maturity in the class?

6. Was anything in the class particularly challenging? Eye-opening?

7. What was your favorite project/unit/topic that was discussed in class?

8. Is there anything specific that you want addressed about you?

SAMPLE

Letter of Recommendation: School Staff

To whom it may concern:

I am very pleased to recommend Martha Holden for admission to your university program. As her guidance counselor for three years I have watched this young woman develop both academically and personally into a mature individual ready in every way for her college years.

Martha is bright, energetic, compassionate and genuinely well rounded. Her grades have been consistently above average in all of her courses, and she has actively participated in a diverse assortment of extracurricular activities ranging from track and field and chorus to the school yearbook and our drama club.

Martha has also spent considerable time outside the school involved in the community. This has included work with Meals on Wheels and volunteering 10 hours a week at one of our area's shelters for battered and abused women.

They think so much of her at the shelter they have offered her a paid internship for next summer. Previously, this internship had never been awarded to anyone before the end of their college sophomore year. Despite all the preparations that will be required for going off to college next fall, Martha told me she is absolutely thrilled about this opportunity and feels it will enhance her university studies.

Unlike many students who are not sure which field to pursue, Martha has made clear to us all that her goal is to do Social Work. To this end she has worked tirelessly in our pilot program for mentoring Special Education students mainstreamed into our school.

In closing, let me take a moment to recount an incident which I believe speaks volumes about the superior nature of this candidate. Two years ago I was returning from lunch to my office when I saw ahead of me in the hallway 90 pound Martha, arms stretched out between two 180+ pound students, one a Special Ed student and the other a school bully. Other students were standing by motionless or laughing while Martha showed the leadership and courage to immediately put an end to the embarrassing fight that had erupted.

It is clear to me as I hope it is to you that this young woman, Martha Holden, is an exceptional candidate, one that would contribute greatly to any program. I wholeheartedly recommend her and wish her the very best in all future endeavors.

Sincerely,

Jean Atkins
Senior Counselor
Alexander Hamilton High School

SAMPLE
Letter of Recommendation: Non-School Staff

To Whom It May Concern,

I am very pleased to write a character reference for James Norris.

James and my son are good friends and go to the same high school. I have known James for seven years. During that time I have always been amazed at his level of enthusiasm. Two years ago he participated with my son in planning and financing a school club trip to New York City. He not only raised enough money for his expenses but also helped finance my son's, along with four other club members.

Another example of James' enthusiasm occurred last summer. James cuts the grass and trims the hedges each week for the Johnson family. When they went on a two week vacation they asked James to cut the grass twice while they were gone. Even though they wouldn't have known if he'd only cut it once, he cut it twice. But not only that, when he found out they'd be gone an extra three days he cut it a third time-- right before they came back so it would look nice for them.

James also washes and waxes cars for people. While eating out recently I overheard two neighbors comparing their cars and how good they looked. Neither knew at first that James did both of their cars, and each bragged about a "super kid" that stopped at nothing short of the perfect shine.

I would certainly recommend James for any task where enthusiasm, hard work and trustworthiness are valued.

Sincerely,

Ray Ludwig

College Fairs

A Chance to Meet College Admission Officers

Going to a college fair gives you the chance to talk to admission officers and get information on everything about their colleges — from what courses are offered to what life on campus is like. Fairs can introduce you to new colleges and also help you narrow down your list. They can be very informative — and even fun.

In order to get the most out of your experience, it's best to have a plan for before, during and after you go.

Before the Fair

Before you go, research the colleges that will be at the fair. Which ones are you most interested in? Make a list of questions you wish to ask the representatives. Don't forget to pack a pen and small notebook and a bag to hold all the college brochures and information you'll get. Bring copies of your transcripts, test scores, and your social security number if you will have the chance to do on-the-spot applications.

During the Fair

Remember that it is important to make a positive impression on the college representatives you meet. Be polite and attentive as you visit the booths.

College fairs have lots of booths to visit and people to talk to. Focus your visit so you can get in-depth knowledge about the colleges that really interest you.

After you visit a booth, take a minute to write down what you've learned. It may be hard to remember after you have visited many different booths.

Try to leave time at the end just to browse through some of the booths you didn't get to — you could stumble on a great college you hadn't considered.

After the Fair

After the day at a college fair, you'll probably come home with bags full of information. Here are some post-fair dos and don'ts to keep you on track:

Don't: Put the college materials in the back of your closet. Keep them on hand for when you're ready to review them.

Do: Look through the materials, and your notes, within the week.

Don't: Keep everything. Rule out colleges that aren't a good fit.

Do: Research colleges that interest you. Explore websites, request more information from admission offices and plan to visit.

From Collegeboard.com

Questions to ask college representatives

College reps, as well as college students, admissions counselors, and faculty, genuinely enjoy talking to high school students. They like to share their ideas about their college, and they all appreciate students who have thought about the college and want to know more than is in the course catalog, in the viewbook, or on the Web site. They like thoughtful questions, and their answers can help you make a good college match. Ask questions of interest to you in the following categories:

Students

- How would you characterize the majority of students?
- From what economic background are the majority of students?
- Are there clubs, activities, or housing that are minority related?
- What do students like most about the college? Like least?
- Has the student government made any real contribution to the school? How do you get into student government?
- What political, social, or academic issues concerned students last year? How did the administration react? What was the resolution?

Social life and campus activities

- What do students do for fun?
- What is the role of fraternities and sororities on campus? If I didn't want to join, could I have a satisfactory social life?
- What are the dominant social groups on campus? Do the groups get along with one another? Have there been any problems?
- What role do team sports play in the social life of the college? What happens on football or basketball weekends? If I didn't want to join in, would I find kindred spirits?
- Is there a good balance of academics, social life, and extracurricular activities?
- What were the social or cultural highlights last year?
- What is the role of the campus newspaper?
- Is there an alcohol problem and, if so, how is the college handling it? What is the incidence of binge drinking? Do students feel safe on campus?

Campus facilities

Housing and dining

- Is there something I should know about housing that would help me in my choice?
- What are the types of food plans? All you can eat? Vegetarian? Kosher?

Activity centers and athletic and recreational facilities

- What kinds of facilities does the student center have? Is it a magnet for student activities? Are there other hangouts?
- Do you think the college pays attention to its appearance?
- How would you rate the fitness center?

Health, career counseling, special student services, and security

- Is there a doctor, nurse, psychologist, or career counselor on campus? What is the waiting period for appointments?
- Is the office for special services adequate to the demand?
- How good is the security on campus?

Library

- What have been students' experiences with the library? Have there been complaints?
- Is the library well equipped with computers and copy machines?

Academics and faculty

- What is distinctive about education here? What is the educational philosophy of the college? Has it changed much in recent years?
- Is the honor code working? How widespread is cheating?
- What is the most popular major on campus? Why?
- Do you think that students are generally enthusiastic about their classes? Do people talk about their courses outside of class?
- How would you characterize the academic pressure and workload?
- Are there research possibilities with the faculty? In what areas?
- What are the strengths and weaknesses of the advising system?
- What is the quality of student and faculty relationships? Is the faculty interested in and accessible to students after class? Do faculty members participate in student activities?
- Are curriculum changes in the works? How will that affect my college years?
- Are any departments being cut back or discontinued? If so, why?
- Are any new programs scheduled for the next four years?

Source: Adapted from Campus Visits & College Interviews by Zola Dincin Schneider (College Board, 2002).

Make a Good Impression on College Representatives

Communicating with people associated with colleges is an essential part of the admissions process. You don't always know who is involved in making admissions decisions, so the safest bet is to make a positive impression on everyone you come in contact with. Here are some keys to success in every situation:

- 1. Be professional.**
- 2. Be thankful.**
- 3. Be clear and concise.**

Phone Etiquette

1. Know why you are calling before you call.
2. Have a pen and paper ready for taking notes.
3. Speak slowly, clearly, and at a normal pace.
4. Use proper English. "Yes" instead of "yeah" or "aiiiight."
5. Give you first and last name and the name of your school. Example:
Hello, my name is Lanisha Smart, and I attend Sacramento Charter High School.
6. Get the name of the person with whom you speak.
7. Say "thank you" at the end of the call.

Email Etiquette

1. You are not emailing ur BFF (LOL), so leave out the TTYL and the OMG
2. DO NOT WRITE IN ALL CAPS! IT LOOKS LIKE YOU ARE ANGRY!
3. Use the subject heading to indicate what you are asking about.
4. Begin with a salutation (Hello Mr. Richards, or Dear Ms. Parks).
5. If you have previously met the person you are contacting, be sure to remind them. Example: *Dear Mr. Strickland, My name is Randolph Stewart, and I attend Sacramento Charter High School. We met last week when you visited my school. I have a few more questions about ...*
6. Remember to formally sign the end of your email with a "thank you" and your full name and any contact info (phone number, student ID#, etc).

In Person

1. Shake hands, smile, and tell the rep your first and last name.
2. Give the admissions rep your undivided attention.
3. Ask thoughtful questions that couldn't be easily answered by looking at the material they have already given you.
4. Say "thank you" at the end.

(U-CAN) United College Action Network
Historically Black College Recruitment Fair
Friday, September 23, 2016

Phone: (916) 921-UCAN (8226) Fax: 916.921.8011
www.ucangotocollege.com email: pr@ucangotocollege.com

STUDENT CHECKLIST

SENIORS are encouraged to bring the following items to the College Fair to ensure they receive “ON-THE-SPOT” admissions and scholarship consideration:

- An official transcript, if available, (in a sealed envelope with school seal) for each college application you plan to complete
- A copy of your SAT/ACT score (if taken) for each college application you plan to complete
- An unofficial transcript for other colleges to review
- Letter(s) of recommendation (if available)
- Personal Essay (if available)

Reminder: Some of the colleges will accept students who have a minimum 2.0 GPA and who have not yet taken the SAT/ACT

ALL STUDENTS WILL RECEIVE:

- Information regarding each of the colleges represented at the College
- Application fee waivers for many of the colleges represented
- ACT/SAT information and Financial aid information

What is a Historically Black College or University?

Historically black colleges and universities (HBCUs) as institutions of higher education and learning have provided a haven of opportunities for African American educators, students, and graduates to achieve success, and impact lives throughout the United States and internationally. Graduates have left their marks on the culture and politics in the United States and around the globe. Most notably are such graduates as the late Dr. Martin Luther King, Jr. and Toni Morrison (Nobel Prize Winners), Oprah Winfrey (Billionaire, Media Mogul and Icon), the late Thurgood Marshall (first African American Supreme Court justice), Kwame Nkrumah (the first democratically elected President of Ghana), Yolanda Adams and Shirley Caesar (Gospel Recording Artists), and the list goes on. HBCU's have produced doctors, dentists, lawyers, engineers, teachers, entrepreneurs, politicians, recording artists, actors, professional athletes, veterinarians etc. The first HBCU Cheyney University was established in Pennsylvania during 1837, prior to the 1964 Brown v. Board of Education ruling by the U.S. Supreme Court outlawing the racial segregation of public education facilities. During 1837 and thereafter, establishing HBCUs provided an educational service to the African American community during a time in U.S. history when blacks were forbidden to receive an education. Today HBCUs are still playing a significant role in the education of African American students who are disproportionately impacted by the inability to gain admissions into non-African American institutions of higher learning. HBCUs still hold African American students in high esteem.

How many Historically Black Colleges and universities are in the U.S.?

There are 100 historically black colleges in the U.S. today, including public and private, two-year and four year institutions.

Why you should consider attending a Historically Black College or University?

- **Some HBCUs have minimum GPA and SAT requirements that are reachable for most students.**
- **Cost for most HBCUs is between \$11,000 and \$16,000 per year.**
- **Academic Scholarships start with GPAs as low as 2.50**
- **Full Scholarships start at 1100 SAT & 3.50 GPA**
- **Small schools (13,000 largest-FAMU & Howard)**
- **Small Class sizes (12/1, 10/1, etc.)**
- **High Graduation Rates/High Graduation Rate for Student Athletes**
- **A large percentage of students receive financial aid**
- **HBCUs are flexible and willing to work with families**
- **Nurturing Environment**
- **Mentoring/Role Models**
- **Networking**
- **Culture/History**
- **Job Placement**
- **Provides Positive Options for Students**
- **Some HBCUs have special admission provisions for special cases.**

October-December: College Applications

Portfolio: Awards and Honors

For your portfolio, you will need to include a list of your awards and honors. You will also need this information for many of your college applications, so it is a good idea to compile your list before filling out your application. This section should consist of all awards and certificates of achievement that you have received throughout your high school career. Specifically, this section will include:

1. Summary (listing) of all awards and achievements
2. Copies of all awards and certifications of achievement (at least two certifications must be included in your portfolio)

Non-school activities and awards should also be included, as well as a student activity/community service record. Examples are provided below:

- Scholastic awards or certificates
- Recognition letters
- Newspaper or magazine articles describing accomplishment
- Participation or recognition certificates



Awards & Honors Summary

In the chart below, list all of the honors, recognition or awards that you have received. Make sure to include a brief explanation of each (what it is, why or how you earned it).

Honor/Award					Description								
										Year Earned			
										9th	10th	11th	12th
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
										Year Earned			
										9th	10th	11th	12th
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
										Year Earned			
										9th	10th	11th	12th
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
										Year Earned			
										9th	10th	11th	12th
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
										Year Earned			
										9th	10th	11th	12th
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										

What Awards to Include on College Applications

Question: Which of my awards should I mention on college applications?

It's fine to mention *all* the awards you've earned, although—depending on where you're applying—some will carry little or no weight. For example, being tapped by *Who's Who Among American High School Students* is probably less of an honor than being named bathroom monitor in many places. While it's okay to leave it on your awards list, admission officials at the more competitive colleges won't exactly be wowed to see it, so you may want to use your judgment when it comes to that one—or to similar dime-a-dozen honors—and perhaps skip it. Feel free to edit out any honors that seemingly half the school--or the state--receives. (These will vary from region to region.)

Most important, unless an award is universally well known (e.g., National Merit Semi-Finalist) be sure to explain each honor—why or how you got it, what it means. Just a few words will often do the trick. If you are the *only* student who earned a particular honor, and not one of several (or many), be sure to say so. If an award is a regional, state, or even national one and not just a school-wide prize, be sure to point that out, too.

Some students have loads of awards to list on their applications and some—depending on where they live and go to school or what their talents are—have very few. Generally, the only time awards make a *significant* difference at admission-decision time is when they are major ones or, in some cases, unusual ones. Sometimes, too, awards establish a pattern that is telling. For instance, if you received several from various organizations for “leadership” or for “going above and beyond the call of duty” or even for being “congenial,” then this may give admission folks some useful information about you that your other application materials may not.

Portfolio: Leadership, Community Service & Extracurricular Activities

In this section of the portfolio, you are asked to include evidence that indicates that you were an active participant in your school and your community. Again, you will also need to include much of this on your college applications, so plan to complete this assignment before filling out your applications. Specifically, your portfolio should include the following:

1. Activity Record
2. Two (2) Activity Certifications

Activity Record

Complete the activity record included in the curriculum. Examples of activities that could be included in your activity record include: (1) student government (small school senator); (2) clubs; (3) sports; (4) volunteering as a tutor, hospital aide, elementary recreation leader, feed the homeless ; (5) participation in a food drive or a clothing drive, neighborhood clean-ups; (6) church group (i.e. teach Sunday school, sing in the choir); (7) mentoring underclassmen through the Link Crew program.

Activity Certification

Select two of the activities listed on your activity record and verify active participation in those activities by completing two (2) of the activity certification forms included in this curriculum. The signature of the advisor or coach for the activities you select is required to sign each form.



Leadership, Community Service and Extracurricular Activities

Leadership Positions. List all elected or appointed leadership positions held. Include community or work activities. Examples might include class/club office, committee chairperson, team captain, editor, etc.

Leadership Position	9	10	11	12	Activity or Organization

Extracurricular Activities: List all activities in which you have participated during high school. Include clubs, teams, musical groups, etc., and accomplishments when applicable.

Activity	9	10	11	12	Accomplishment

Community Service: List the community services you provided while in high school:

Organization	Description	Supervisor	Hours



Activity Certification

The following form serves to verify a student's active participation as a member of the club, sports team or organization described below. Certification requires each section of the form to be completed as well as the signature of the teacher, advisor, supervisor, or coach.

_____ is/was an active member of
(student name)

_____ from _____ to _____
(organization name)

Describe your role and responsibilities as a member, including a list of important activities, events and achievements:

How have you grown and or changed as a member of this organization? What have you learned about yourself?

This section is to be completed by activity advisor.

Please describe this student's most outstanding contribution(s) to this organization

Certified by:

Name

Title

Organization

Date



Sacramento High School

Service for Other

Activity Certification

The following form serves to verify a student's active participation as a member of the club, sports team or organization described below. Certification requires each section of the form to be completed as well as the signature of the teacher, advisor, supervisor, or coach.

_____ is/was an active member of _____
(student name)

_____ from _____ to _____.
(organization name)

Describe your role and responsibilities as a member, including a list of important activities, events and achievements:

How have you grown and or changed as a member of this organization? What have you learned about yourself?

This section is to be completed by activity advisor.

Please describe this student's most outstanding contribution(s) to this organization

Certified by:

Name

Title

Organization

Date

College Application Requirements: More than Just a Form

Applications vary from college to college, but most require some or all of the following parts:

Application Form

In the old days (well, a few years ago), you had one application option—a handwritten or typed form. Today you can often apply online directly to an individual school or use the Common Application, entering your information just once.

Application Fee

The average college application fee is around \$45. (Some colleges charge up to \$70, while others don't have an application fee at all.) Many colleges offer fee waivers for applicants from low-income families. If you need a fee waiver, call the college's admission office for more information.

High School Transcript

This form is filled out by an official of your high school. If it comes with your admission materials, you should give it to the guidance office to complete as early as possible. Some colleges send this form directly to your school after receiving your application.

Admission Test Scores

At many colleges, you have to submit SAT®, SAT Subject Test™, or ACT test scores. Test scores are a standard way of measuring a student's ability to do college-level work.

Letters of Recommendation

Your entire application should create a consistent portrait of who you are. Many private colleges ask you to submit one or more letters of recommendation from a teacher, counselor, or other adult who knows you well. When asking someone to write such a letter, be sure to do so well before the college's deadline.

Essay

If you're applying to private colleges, your essay often plays a very important role. Whether you're writing an autobiographical statement or an essay on a specific theme, take the opportunity to express your individuality in a way that sets you apart from other applicants.

Interview

This is required or recommended by some colleges. Even if it's not required, it's a good idea to set up an interview because it gives you a chance to make a personal connection with someone who will have a voice in deciding whether or not you'll be offered admission.

Audition/Portfolio

If you're applying for a program such as music, art, or design, you may have to document prior work by auditioning on campus or submitting an audiotape, slides, or some other sample of your work to demonstrate your ability.

The Sum of the Parts

Your entire application should create a consistent portrait of who you are and what you'll bring to the college. The more the pieces of the puzzle support one impression, the more confident the admission committee will be in admitting you. If the essay or interview contradicts information you gave on other forms, you may cause them to have doubts about accepting you.

The Application

Most schools have a spring application deadline for fall admission which means submitting everything no later than March if you want to attend college in September. Check with the school you're interested in for their exact deadline. You can usually check out the school's web site, or call the admissions office.

The Application Applying to several schools can time consuming and boring. Some schools have their own applications. Find out if you can use a Common Application or another electronic application to cut down on the paper work. Some sites that offer a common/electronic applications are:

- [Common Application](http://www.commonapplication.org) www.commonapplication.org
- [The Princeton Review](http://www.princetonreview.com) www.princetonreview.com
- [College Board](http://www.collegeboard.com) www.collegeboard.com

But however you apply, you need to research the information you'll enter on your application. Here's some of the stuff you might need to get together:

- Personal information (like your Social Security Number)
- Family information (like parents' names, addresses, and Social Security Numbers)
- Educational background (where you went to high school)
- Test scores (SAT and/or ACT)
- Academic experience (specific courses you've taken)
- Awards and honors
- Extracurricular activities (including school, religious, civic, work, sports, and volunteer)
- Written essay
- Recommendations from teachers and counselors
- An official high-school transcript

Your application will make your first impression for you. Keep a few things in mind when filling out your application:

- Give yourself plenty of time to meet deadlines. Being late won't make a good first impression.
- Answer all questions. Don't leave anything blank.
- Follow all the directions, completely.
- Type or print your answers. Be neat. Presentation is important.
- Include supporting materials (letters of recommendation, outstanding examples of your work or interests).
- Make a copy. Applications can get misplaced.
- Sign the application.
- Include any required processing fees with your application.
- If the application requires an essay, practice writing one before putting the final version on the application.
- Fine tune your essay. Don't ramble. Have someone else review your draft.
- Be yourself. Don't exaggerate your achievements or abilities.
- Proofread your application. Have a parent or a friend proofread it, too.

College Application FAQs

Get the Inside Scoop on Applying to College

We asked two experienced college counselors to help answer students' frequently asked questions about the college application process.

Do I have a better chance of getting in if I apply early?

Nadine K. Maxwell: Many students apply early decision because they believe that there is an advantage to applying early and that their chances of being admitted are greater. Actually, this can vary from school to school and year to year, and may depend upon the applicant pool at the school where you are applying. Do your homework first and check to see what percentage of the students in the previous graduating classes at your high school were admitted early decision to a specific college or university. Are you qualified to apply as early decision? If you are, and this is a school you really wish to attend, then apply early decision.

How much time should I give my teachers to write letters of recommendation for me?

Mary Lee Hoganson: Teachers should always receive a minimum of two weeks notice, prior to the postmark date. Be sure to ask in a way that allows a teacher to decline comfortably if he/she does not have time to do an adequate job. For example: "Do you feel you know me well enough, and do you have enough time to write a supportive letter of recommendation for me to . . ." Give the teacher a stamped envelope addressed to the college, along with any recommendation form provided by the college.

What is the Common Application? Should I use it?

Mary Lee Hoganson: The Common Application has been developed by a group of colleges and universities that belong to the Common Application group. They accept this application in place of their own without any penalty. You fill it out once (on the computer is the easiest way) and then mail copies of the same application to any school that participates. Some of the participating colleges accept the application online and some have a supplement that must be submitted in addition. The Common Application and all information pertaining to it is available at www.commonapp.org. This is a great time saver—but remember to do a good job and proofread no matter what application format you use.

How many times should I take the SAT® tests?

Nadine K. Maxwell: How well did you do on the SAT the first time you took it? Some students are satisfied with their SAT scores the first time they take it. Students who have taken the PSAT/NMSQT® more than once and feel prepared to take the SAT often only take the SAT twice. Sometimes students will take it three times, but most students will take it in the spring of the junior year and the fall of the senior year.

My SAT scores are very low and my grades are very high. Will this affect my chances of admission?

Nadine K. Maxwell: While SAT scores are an indicator of success in college, admission staffs look at many different factors when making a decision about whether to admit a student or not. One of the main things they are looking for is to see if your high school academic profile indicates that you have the potential for academic success on their campus. What kind of courses have you taken? Have you taken rigorous courses such as AP® courses? Have you taken AP Exams so that there are scores to indicate how you may perform in a college-level course?

My parents don't make a lot of money—will colleges hold this against me?

Mary Lee Hoganson: Colleges should tell you whether or not they have a "need-blind" admissions policy. Those that do never consider ability to pay as an admissions criterion. Other schools, which are "need-conscious," may consider ability to pay, but only for a very small proportion of the admitted group. My advice always is: don't worry about this.

I want to send additional material that I think will support my application? Is this okay?

Nadine K. Maxwell: It depends on what you want to send. Most colleges and universities read hundreds or maybe thousands of applications, and they expect to find the information that they need to make an admission decision about you in their specific application form. It is okay to send an additional letter of information to explain something that cannot be explained on the application forms, but other items that students sometimes send are not helpful and may be viewed as trying to distract the admission staff from the actual application. Talk to your guidance counselor about any additional items that you are thinking about sending. Their knowledge and experience will be helpful to you in making this decision.

How can I improve my chances of getting in off of the waiting list?

Mary Lee Hoganson: If a college is your first choice, let the college know that—although the college ethically may not ask for this information. Write a letter to the director of admission expressing your continuing strong interest and updating the admissions office with any new information that reflects well on your ability to contribute to the quality of the freshman class. In addition, you may wish to ask your counselor to make a call on your behalf. Many colleges keep track of these kinds of contacts and students who are enthusiastic and persistent will get looked at first. Colleges want to admit students off the waiting list who they believe will accept the offer of admission.

Do colleges really care about your senior year grades?

Mary Lee Hoganson: Absolutely! Many colleges will not make a decision until receiving first semester grades. They expect to see a performance that indicates you are ready for college-level work. The college at which you make your enrollment deposit will ask for a final transcript at the end of the senior year. (Admission letters often contain something like, "Your admission is contingent upon your continued successful performance.") It is not at all rare for a college to withdraw an offer of admission when grades drop significantly over the course of the senior year. (I have a folder full of copies of these letters.)

Mary Lee Hoganson is college consultant for Homewood-Flossmoor High School, Flossmoor, Illinois
Nadine K. Maxwell is coordinator, guidance services for Fairfax County Public Schools, Fairfax, Virginia

Common Application

The Common Application is, as the name implies, a uniform application that is accepted at over 500 colleges across the country. Some of its benefits and drawbacks are outlined below:

To Students

- + Only one essay
- + Time savings
- + Send more applications with less effort

To Admission Committees

- + Encourage more applicants to apply
- + Simplified process also leads to more applicants
- Less individuality among applicants

The Common Application Versus the College's Own Application

Some colleges and universities offer the option of using the common application or the school's specific application. *Officially*, the schools do not have a preference for their own form and essays over the common application. In fact, the colleges must sign a form promising not to give preference to the applicants who complete the school-specific application.

Unofficially, there is indeed a slight bias towards the candidates who complete the school-specific applications and answer the more customized essay questions. In short, this applicant often appears to be more sincere about the college.

Our Advice to You

Consider these questions when you consider a college that accepts both the Common Application and a school-specific application:

- Are you a "stretch" at this school?
- Do you really want to attend this school?
- Do you have the time to spend on this school's application without jeopardizing your other application deadlines?
- Are you confident that you can do a better job presenting yourself in the school-specific application than the Common Application?

If you answered "yes" to all these questions, then use the college-specific application over the Common Application.

Colleges with the Best Financial Aid

<p>Amherst College Barnard College Bates College Boston College Bowdoin College Brown University Bryn Mawr College California Institute of Technology Carleton College Claremont McKenna College Colby College Colgate University College of the Holy Cross Columbia University Connecticut College Cornell University Dartmouth College Davidson College Duke University Emory University Franklin W. Olin College of Engineering Georgetown University Gettysburg College Grinnell College Hamilton College Harvard University Harvey Mudd College Haverford College Macalester College MIT Middlebury College Mount Holyoke College</p>	<p>Northwestern University Oberlin College Occidental College Pitzer College Pomona College Princeton University Reed College Rice University Scripps College Smith College St. Olaf College Stanford University SUNY College of Environmental Science and Forestry Swarthmore College Thomas Aquinas College Trinity College Tufts University University of Chicago University of Dayton University of North Carolina Chapel Hill University of Northern Colorado University of Pennsylvania University of Richmond University of Virginia Vassar College Washington and Lee University Washington University, St. Louis Wellesley College Wesleyan University Williams College Yale University</p>
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January: Scholarships and Financial Aid

Portfolio: Scholarship Summary

You will soon be attending financial aid workshops to help you fill out FAFSA and Cal Grant forms. While financial aid is essential, don't expect it to cover all of your expenses. Your financial aid package is also likely to include substantial loans that you will eventually have to pay back. In order to help you reduce these loans and pay for all of the expenses associated with college, it is important to apply for scholarships.

Students are expected to complete the attached Scholarship Summary. The summary requires students to list all scholarships to which you applied as well as the application deadline, the date application was submitted, the current status of the application (awarded, not awarded) and the scholarship amount.



Scholarship Summary

In the chart below, list all of the scholarships to which you applied and completed the requested information regarding the deadlines and current status of each application. Although it is recommended that you apply to many, all students must apply for a minimum of 1 scholarship.

Scholarship Name	Application Deadline	Date Submitted	Amount	Current Status	
				Awarded	Not Awarded
1.				<input type="checkbox"/>	<input type="checkbox"/>
2.				<input type="checkbox"/>	<input type="checkbox"/>
3.				<input type="checkbox"/>	<input type="checkbox"/>
4.				<input type="checkbox"/>	<input type="checkbox"/>
5.				<input type="checkbox"/>	<input type="checkbox"/>
6.				<input type="checkbox"/>	<input type="checkbox"/>
7.				<input type="checkbox"/>	<input type="checkbox"/>
8.				<input type="checkbox"/>	<input type="checkbox"/>
9.				<input type="checkbox"/>	<input type="checkbox"/>
10.				<input type="checkbox"/>	<input type="checkbox"/>

Focus on Financial Aid: Terminology and Words to Know

Part I. The Application Process

FAFSA—Free Application for Federal Student Aid. A detailed form that is the first step in applying for federal aid, offered by the U.S. Department of Education. The FAFSA is available from colleges, high school guidance counselors, public libraries, and on the Internet. Only one FAFSA needs to be completed each year, even if you are considering several different colleges. Be aware that it needs to be re-submitted every year that you are in college.

The Department of Education is in the process of phasing out the paper FAFSA, and recommends that students complete the FAFSA online. Visit the Department's special [FAFSA web site](#) for everything you need to know about preparing to complete the FAFSA and sending your completed FAFSA to the schools you want to apply to.

California DREAM Act - The California DREAM Act is state legislation that allows undocumented, [AB540 students](#) (any student who has attended a California high school for 3 years and will graduate from a California high school) to apply and compete for institutional financial aid in the public colleges and universities in California. By filling out the DREAM Act application (similar to the FAFSA), eligible AB 540 students can receive financial aid at California public colleges and universities partially derived from state funds including CalGrants and Work Study if the student has been approved to work through DACA.

CSS Financial Aid PROFILE—A supplemental need analysis document used by some colleges and private scholarship programs to award their non-federal aid funds. Early in your senior year, participating colleges may ask you to file a PROFILE so that a predetermination can be made of your financial aid eligibility at that school. The PROFILE does not replace the FAFSA—you must still file a FAFSA in order to be considered for federal student aid. You should file a PROFILE only for those colleges and programs that request it. PROFILE registration forms, which are processed by the College Scholarship Service (CSS), are generally available from high schools or colleges.

Financial Aid Package—Describes the total amount of aid that a student receives. A package generally consists of several parts: grants/scholarships, loans and jobs. Grants and scholarships are considered “gift aid.” Loans and jobs are considered “self help.”

Part II. Types of Financial Aid

Grants and Scholarships—Money given to a student that carries no stipulation of repayment is known as a scholarship or a grant. Scholarships and grants can originate from the federal or state government, private sources or the college itself. Grant eligibility tends to be based on need; when need is high, the grant aid tends to be high as well. Scholarship eligibility is often based on financial need, academic achievement, particular talents or skills, or a combination of one or more of these factors. In some cases, the terms “grant” and “scholarship” are used interchangeably.

Loans—Any program described as a loan requires repayment, usually with interest, to the source of the funding. Loans often come from the institution or private lender. Generally, the greater the financial need, the larger the loan. A variety of repayment options are usually available, and sometimes permit payment to be deferred while the borrower is enrolled in school. The time frame for loan repayment can be as little as two to three years, or as long as twenty years. Many banks and lending institutions now make special loan programs available to help parents finance their student's education. These loans are not based on financial need, but can help stretch the family's budget over the years of schooling. Loans may be referred to as "self-help" aid.

Jobs—On- and/or off-campus employment for hourly wages during the academic year. In some cases, the jobs are designed to complement the student's field of study. Jobs may also be called "self-help" aid.

Part III. Federal Student Aid Programs

Eligibility for federal student aid programs, except the Federal PLUS loan and unsubsidized Federal Stafford Loan, which we'll describe later, is primarily based on financial need. Families demonstrate need for federal student aid by completing and filing the Free Application for Federal Student Aid (FAFSA), available from colleges, high school guidance counselors, public libraries, and/or the Internet.

Federal Pell Grant—The largest single aid program. Grants are awarded to students demonstrating high financial need and are not required to be repaid. Using FAFSA data, financial need is determined according to the Federal Methodology, a formula established by Congress to assess the family's ability to contribute to the student's educational costs. For each eligible student, the Department of Education forwards funds to the school, which are then delivered to the student's account at the school, or are paid directly to the student. The maximum award varies annually, according to the level of federal funding. For the 2015-2017 school year, the maximum Pell Grant is \$5,730.

Federal Perkins Loan (formerly National Direct Student Loan)—A federally funded campus-based loan that is administered by the college aid office. Students do not apply separately for the Federal Perkins Loan—it is awarded to eligible students with extreme financial need as part of an aid package at the college. A fixed five percent interest rate is charged annually after completion of studies, and a grace period is specified in the promissory note. The average Perkins Loan for the 2015-2017 school year (the most recent information available) was \$2,166. Please check with your counselor or college financial aid officer for updated information on interest rates and loan amounts, which are subject to change pending the finalization of legislation before Congress.

Federal Supplemental Educational Opportunity Grant (FSEOG)—A federal campus-based grant awarded to students who demonstrate significant financial need. Like Federal Perkins Loan, students do not apply separately for FSEOG—it is awarded to eligible students as part of the aid package at the college. These funds run out quickly, so the earlier you submit your FAFSA, the more likely you will receive these funds. The average Federal SEOG for the 2015 – 2017 school year was \$599.

Federal Work-Study (FWS)—A part-time work program awarding on- or off-campus jobs to students who demonstrate financial need. FWS positions are primarily funded by the government, but are also partially funded by the institution. FWS is awarded to eligible students by the college as part of the student's financial aid package. The maximum FWS award is based on the student's financial

need, the number of hours the student is able to work, and the amount of FWS funding available at the institution.

Federal Family Education Loan Program—This term encompasses two separate loan programs: a student loan known as the Federal Stafford Loan; and a parent loan known as a Federal PLUS Loan. A FAFSA must be filed for Federal Stafford Loan consideration. Please check with your counselor or college financial aid officer for updated information on interest rates and loan amounts, which are subject to change pending the finalization of legislation before Congress.

Federal Stafford Loan—A long-term, low interest rate loan administered by the Department of Education through private commercial lending agencies (banks, credit unions, etc.). The maximum amount a dependent, undergraduate borrower can receive is \$3,500 for the first year of study; \$4,500 for the second year of study; and \$5,500 for third year and beyond, with a limit of \$23,000 for an undergraduate education. The interest rate is the lowest of all loans at 3.86 percent. Students can borrow Federal Stafford Loan funds regardless of financial need. However, if financial need is demonstrated, the federal government may subsidize (i.e., pay to the lender) part or all of the interest while the student is in—school and during grace and deferment periods. If the student does not demonstrate financial need, part or all of the loan will be unsubsidized—that is, the student, rather than the federal government, is responsible for the interest during in-school, grace and deferment periods. Please check with your counselor or college financial aid officer for updated information on interest rates and loan amounts, which are subject to change pending the finalization of legislation before Congress.

Federal PLUS Loan—A long-term, variable interest rate federal loan that is capped currently at 6.8 percent and is available to the parents of dependent students. Like Federal Stafford Loans, Federal PLUS loans are administered by the Department of Education through private commercial lending agencies. There is no set limit on the amount of Federal PLUS funds that a parent may borrow; however, the maximum loan cannot exceed the student's portion of the cost of education minus any other aid the student receives. Federal PLUS loans are not subsidized, and eligibility is not based on financial need. Repayment usually begins immediately after the entire loan is disbursed. Please check with your counselor or college financial aid officer for updated information on interest rates and loan amounts, which are subject to change pending the finalization of legislation before Congress.

Part V. Institutional Aid

Institutional Scholarships and Grants—Non-federal gift aid programs administered by the college. Institutional grants are generally based on financial need. Institutional scholarships are often awarded based on particular abilities or skills in areas such as athletics, music or academic achievement. These scholarships are often renewable for each college year, usually contingent on the student continuing to engage in the activity that prompted the award, or, in the case of academic achievement, maintaining a certain grade point average. Unfortunately, there are relatively few scholarship awards available through institutions. In many instances, it is the college that controls the scholarship process, inviting only certain students to become candidates.

Institutional Loans—Non-federal loan programs administered by the college. These loans usually bear low-interest rates and have favorable repayment terms. In many cases, loan payments are deferred while the student is enrolled in school. Colleges have individual application requirements for institutional loans. Applicants should contact the college to learn the types of loans that are available, the criteria that must be met to qualify, and the terms and conditions of the available loans.

Institutional Student Employment (Work Study)—On- or off-campus employment programs, similar to the Federal Work-Study program. These positions may be awarded based on financial need, the student's job qualifications or a combination of the two. In some cases, these positions may be related to the student's field of study. The financial aid office should be contacted to learn what types of student employment are available through the school.

Part IV. State Aid Programs

California administers the Cal Grant program for eligible students. For a family of four, all students with a Cal Grant GPA of 3.0 and make less than \$87,400 will earn a Cal Grant. Students with a Cal Grant GPA of 2.0 or higher qualify for the grant if their family makes less than \$45,900 (family of four). Income limits may change for better or worse in the future.

Part V. Private Aid Sources

Private Scholarships—Non-federal scholarships that originate outside of the college, and generally require the student to file a separate application. Although academic standing or financial need may be conditions for some private scholarships, these funds may also be awarded based on such qualifiers as field of study, religious affiliation, ethnic background, leadership skills, place of residence, or other criteria. Because these scholarships are from private funding sources, the criteria can reflect whatever qualities their benefactors wish to reward or encourage. You should seek out and apply for as many of these awards as you can. High schools, Dollars for Scholars, churches, local businesses, and civic service organizations frequently have scholarship programs. So may the company where a parent works. Information about private awards, including how to apply for these funds, is usually available at the high school or local library.

Private Loans—Like private scholarships, private loans originate outside of the college and usually require a separate application. Some private loans are awarded based on the same factors as private scholarships. Others, particularly those offered through commercial lenders, are approved according to the family's ability to repay the loan. Non-federal loans through commercial lenders are often available only to the student's parents. Amounts, interest rates and repayment terms, and application procedures vary according to the individual loan program. Before considering a private loan, students should be certain they understand their rights and responsibilities under the loan program, including how interest is assessed, when repayment begins, and what repayment options are available.

February: Careers

Portfolio: Career Profile

Most people do not know with certainty at age eighteen what career they will pursue, but it is very important that you begin thinking carefully about your options so that you can head down the right path. Using the career tools in Naviance, investigate several careers that appeal to you. Use the career interest profiler to help you identify careers you may not have considered. Select the career that appeals to you the most, and complete a career profile for your portfolio.

Below is a description of what needs to be addressed in each section of the career profile:

- Section 1: Career Definition
 - What are the roles and responsibilities of someone in the career?
 - How does the work of this career impact your community?
 - What everyday tasks are a part of this career?
- Section 2: Necessary Education and Skills
 - What education and/or training is needed to perform this career?
 - What life experiences are helpful in becoming successful in this career?
 - What skills must you develop to be successful in this career?
- Section 3: Career Salary and outlook
 - What is the current annual salary for this career in the United States?
 - What is the current annual salary for this career in California?
 - Describe the projected need for this career in the future
- Section 4: Your interest
 - What aspects of this career would you enjoy the most?
 - How are your skills a good match for this career?
 - What concerns do you have about pursuing this career?

Career Profile Presentation

After writing your career profile, you will prepare and deliver a five minute oral presentation about your chosen career. Your presentation must include highlights of all areas of your report. Please refer to the public speaking rubric on the next page to perfect your public speaking skills.

Public Speaking

Quick Reference Card

1. States the purpose.

Points	Criteria
5	The purpose is clear and captures the listener's attention.
3	The purpose is apparent.
1	The purpose is not evident.

2. Organizes the content.

5	The content is organized logically with fluid transitions to capture and hold the listener's attention throughout the entire presentation.
3	The organization of the content is congruent; transitions are evident.
1	The content lacks organization; transitions are abrupt and distracting.

3. Supports ideas.

5	Important details add to the interest and depth of the presentation; details work to connect the listener to the speech.
3	The speaker provides the basic details necessary for the listener to understand the premise of the presentation.
1	The majority of ideas are unsupported by additional information or explanation.

4. Incorporates stories and examples.

5	Relevant examples or stories work to interest the listener and further develop main ideas.
3	Stories and examples obviously relate to the content of the speech.
1	Stories and examples are missing or unrelated.

5. Summarizes the main idea(s).

5	The conclusion unites the important points of the presentation and encourages future discussion.
3	The conclusion summarizes the main ideas.
1	The speech ends without a summary.

6. Demonstrates awareness of listener's needs.

5	Choices of language, examples, and aids work together to heighten the listener's interest & connection to topic.
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3	Speaker's word choices, explanations, and enthusiasm are appropriate for the topic and for each point; appropriate aids are incorporated.
1	Presentation is uninteresting.

7. Speaks clearly with appropriate vocabulary and information.

5	Vocabulary is descriptive & accurate, engaging the listener through imagery.
3	Vocabulary provides clarity & avoids confusion.
1	Vocabulary is awkward or inappropriate for the topic, making the speaker difficult to understand.

8. Uses tone, speed, and volume as tools.

5	Speaker manipulates tone, speed, & volume, using these tools to emphasize important ideas & hold listener's attention.
3	Speaker avoids distracting vocal fillers or physical mannerisms and uses adequate speed & volume throughout presentation.
1	Vocal fillers are present throughout the presentation. Speed & volume are inappropriate for the presentation.

9. Demonstrates complexity of thought & vocabulary.

5	Variation of sentence structure & word choice works to keep listener interested & provides multiple examples/descriptions.
3	Sentence structure & word choice are varied to avoid monotony of tone & repetition of ideas.
1	Sentence structure and word choice are monotonous and uninteresting.

10. Appears comfortable with audience.

5	Eye contact, interaction with aids, and physical gestures demonstrate the speaker's energy and interest, guiding the listener through the presentation.
3	Eye contact, interaction with aids, and physical gestures are natural and fluid.
1	Eye contact with the audience is lacking. Gestures are missing or awkward. Speaker depends heavily on written speech or notes.

Portfolio: Resume

A resume is a brief summary of your experience, education, training and accomplishments. A resume is not a biography and it should not provide too much information. Students are required to develop a professional quality resume to include in their portfolio. In the real world, a resume represents you to an employer, a university and others. You want to make your very best impression as this document is typically used to determine whether you are offered the opportunity for an interview.

Resume criteria are provided below:

- Typed – no exceptions
- No more than two (2) pages, preferably one (1) page
- Any professional format is acceptable (samples are provided)
- Zero (0) errors.

A number of resources are provided for you to assist with the resume writing process. Please review this material carefully and make sure to have a number of peers and adults review and provide feedback on your resume.

What is a Resume?

A resume is a brief summary of your experience, education, training, and accomplishments. A resume tells who you are, what you know, what you have done, what kind of work you want, and why you should be hired. A resume is not a biography and it should not provide too much information.

What's the difference between a job application and a resume? When you complete a job application the employer asks all the questions and you fill in the blanks. A resume is your own creation. It gives you an opportunity to highlight your best qualities to a potential employer.

Every resume should follow these guidelines:

- Good physical appearance: neatly typed, correct spelling, even margins, well placed with blocks of information.
- Well-organized: employer does not have to hunt for information.
- Proper length: one page.
- Well-described skills and duties of positions.
- Pertinent information: nothing unrelated to objectives, skills, knowledge, and ability.
- Well-defined job objective and career goal.

Certain topics should never be used on a resume. Some, such as religion, age, and marital status, are illegal. Others simply may serve to screen you out of interviews.

- A personal photo (unless outstanding appearance is job related)
- Marital status, health, or age
- An inaccessible telephone number or incorrect address
- Religious or political affiliation
- Schooling in elementary or junior high school (this is assumed information)
- Salary history or desired salary
- Job supervisor's names
- Recreational activities

Your High School Resume

By Dave Berry

Getting into a good college is a lot like trying to get a good job. In both cases, you need a way to sell yourself. That's where your résumé comes in.

A high school résumé works like a professional résumé. If you are a junior, planning on applying to colleges that do not accept everyone who applies (that's most colleges), you're going to be competing for a spot in the freshman class. You need a tool to market yourself, something to make you stand out from the others. A résumé is the answer.

To put together a high school résumé, you need to do some serious reflection. Get a piece of paper and a pencil. Ask someone in your family, who knows what you have accomplished over the years, to sit with you for an hour or so. The purpose of this exercise is to chronicle the highlights of your academic and extracurricular career.

Start by listing the biggest academic honors you've garnered, starting with ninth grade. Most colleges are interested in only your four years of high school. Please note, though, that if you have done something exceptional in middle or elementary school, make note of it. Academic honors include honor-roll recognition, essay-writing awards, science competitions, and the like. Take time to discuss your history. Make note of everything that comes up.

Now turn to your extracurriculars. This category includes clubs you've belonged to, class offices you've held, sports, band, yearbook, and all the other nonacademic activities you've done. Don't forget non-school-related items such as volunteering at a nursing home and jobs you've worked. Include special interests like photography, hiking, writing, and so forth. Detail your uniqueness. You're trying to paint a portrait of yourself; create an action inventory.

When you're finished listing everything, put the items into chronological order by category. The title of this document should be something like, "Robert P. Osborne: Personal Highlights," or "Robert P. Osborne: Achievement Summary," or something similar. Your two main categories should be "Academic" and "Other," or "Extra-Curricular." Use three time periods: Elementary (if needed), Middle School, and Junior-Senior High School.

When you're done, you'll have a one-sheet profile of your best work and activities. You can include a copy of the résumé with all of your applications to offset the application's limited space. Don't be afraid to market yourself. If you don't, who will?

Resume Writing Tips

Below are some general key tips to assist with the resume writing process.

What to Do

- Write at least two drafts
- Proof for errors (yourself as well as someone else)
- Stress your accomplishments
- Do not use the pronoun "I" in writing a resume
- Use short sentences
- Type your resume

What Not to Do

List below is information that is not needed on a resume, unless it is relevant to the job you want:

- Date
- Religion
- Sex
- Age
- Hobbies
- References
- Languages
- Social Clubs
- Courses not job related
- Salary

Formatting

Below are some suggestions regarding formatting a resume in a professional manner. The goal is to ensure the formatting does the following:

- Emphasizes what you want emphasized.
- Enhances the organization of the information.
- Draws the employer's eye to your outstanding qualifications.
- Doesn't distract by being too crowded, too busy, or too fancy.

A resume should always be typed, ideally on a computer because it is easier to save, print and update.

References

If you do include references on a resume, be sure to ask permission to use that person as a reference. Some people would prefer not to be contacted. Their approval is important. If you choose not to list your references, simply state, "References and letters of recommendation are available upon request" at the bottom of your resume.

ACTIVITY 1: Resume Editing

Review the resume below. Identify the grammatical, spelling and formatting errors.

Melissa Medina
2222 Second Ave
San Diego, CA 92154
(619) 429-0000

Education: Southwest High School 1999-Present
Honors Classes: English, Economics, U.S. History, Chemistry

Marian Catholic High School: 1998-1999
Honors Classes: English, Japanese, Religion

WORK EXPERIENCE: **Jan. 02- Present Volunteer Library Aide**
Southwest High School Library
*Shelf book, checkout books, label and barcode

Sept. 01- Jan 02-Colunteer Teachers Assistant
Southwest High School
*Type Lesson plan, Recorded Grades, Graded Student Work

Skills & Abilities:
* Reliable and Prompt
* Bilingual English/Spanish
*Get along well with others
* Accurately type 40 words per minute
*Able to communicate with dissatisfied customers
*Accurate in Spelling and grammar

Vocational Training: Regional Occupational Program Southwest High School
Currently Enroled, Customer Service Representative
Certificate June 2002

Activities: Volleyball & Basketball

References: Available upon Request

ACTIVITY 2: Resume Editing

Review the resume below. Identify the grammatical, spelling and formatting errors.

DAN JENNINGS
1634 Morena Boulevard
San Diego, CA 92110
(858) 273-1117

EDUCATION

September 2001 to June 2004
Mission High School – San Diego, CA
Will graduate in June, 2005
Classes taken: Cabinetmaking 1 and 2, manufacturing, Technology, and Drafting 1

EXPERIENCE

September 2003 to Present
Menafee Construction Company – Poway, CA
Helper: Duties include blueprint reading, materials identification and stocking

Summer 2003
Mobil Gas Station – San Diego, California
Gas Attendant - Pumped gas, serviced cars, cashier

January 2003 to June 2003
McDonald's– San Diego, CA
Food Service Worker: Prepared food, cleaned, cashier

ACTIVITIES/HONORS

Work Preparedness Training Certificate
Member of Industrial Technology Club and Ecology Club
Won 1st place award at Del Mar Fair for wood project

EXTRACURRICULAR ACTIVITIES

Band
Varsity Baseball

Personal References

Mr. Jim Hansen, Teacher
Mission Bay High School
2475 Grand Avenue
San Diego, CA 92109
(858) 273-1234

Mrs. Beth Packer
14389 Euclid Road
San Diego, CA 92116
(619) 283-5555

The template below is available through Microsoft Word. When creating a new document, select "resumes" on the left-hand side of the page followed by "situation-specific resumes". This example is called "High School Student Resume"

[Your Name]

[Street Address], [City, ST ZIP Code]•[phone]•[e-mail]

Education

[School Name]

[City, ST]

[Dates of attendance]

[Degree Obtained]

- Completer or Major (i.e. Veterinary Science or Certificate in Cosmetology)

Coursework:

Academic Awards/Achievements:

Experience

Organization Name

[City, ST]

[Dates of employment]

[Job Title]

- [Job responsibility/achievement]
- [Job responsibility/achievement]
- [Job responsibility/achievement]

Organization Name

[City, ST]

[Dates of employment]

[Job Title]

- [Job responsibility/achievement]
- [Job responsibility/achievement]
- [Job responsibility/achievement]

Computer Skills

-
- List your computer skills here

Involvement/Activities

-
- Activity/Dates
 - Activity/Dates
 - Activity/Dates

References

References are available on request.

Lucero Rodriguez

Experience

2010-Present Link Crew Sacramento, CA

Mentor

- Developed a relationship with freshman
- Organized events (Cocoa and cram, Movie night, Point break)
- Problem-solved teacher/student relations

2011-Present District 5 Youth Leadership Council Sacramento, CA

Youth Advocate

- Investigated arising issues within the community
- Surveyed Youth regarding their public transportation issues
- Staffed Meetings

2009-2011 Small School Senate Sacramento, CA

Student Leader

- Coordinated events for senate
- Promoted events
- Made public announcements
- Merchandising/Handled money for student store and events

2010-2010 Intern for Sac High's Recruiting Department Sacramento, CA

Student Recruiter

- Organized paperwork required of incoming students
- Made phone calls to Guardians as a follow-up/reminder of new student orientation
- Convinced students to attend a college preparatory high school

Education

2008-2012 Sacramento Charter High School Sacramento, CA

High School Diploma

- Honor roll, CAHEE Certificate of Excellence

References

References are available on request.

advisory 12

A College-Bound Senior Advisory Class

Resume Worksheet Key Information

The purpose of this worksheet is to help you brainstorm information that may be included on your resume. While all of the items listed may not ultimately be included in your final product, it is important to have everything you need in one place.

Name

Address

Phone Number

Email address

Education

Courses Taken

Extracurricular
Activities

Leadership Positions

Awards and Honors

Work Experience #1

Organization: _____
Job Title: _____
Dates Worked: From _____ to _____
Job Duties: _____

Work Experience #2

Organization: _____
Job Title: _____
Dates Worked: From _____ to _____
Job Duties: _____

Community Service #1

Organization: _____
Dates Served: From _____ to _____
Description of Service: _____

Community Service #2

Organization: _____
Dates Served: From _____ to _____
Description of Service: _____

Portfolio: Job Application

Job Application

Very few people have the luxury of never having to work in their lifetime. Likewise, most college students are employed in the summers and often during the school year to help pay for schooling. Thus, no matter what plans you have after graduation, the ability to accurately complete a job application is an essential skill. All students will complete a job application of their choosing to include in the portfolio.

What is a Job Application?

Very often, your request for a job application and the job application itself are your first contacts with a company for which you want to work. Therefore, if you call to request an application, be sure that you are extremely courteous and considerate, yet confident and self-assured. Speak briefly, clearly, and directly, using a clear normal speaking voice. Repeat your address as needed, and always spell your name and your street's name for the person with whom you speak. Remember to write the address of the company with clear directions how to get there and the name of the person with whom you need to make contact. Make it clear that you respect the time and effort of the person who is sending you the application. Be gracious, and say thank you.

If you appear in person to request the application, you have an even greater opportunity to make a good first impression. If you drive, wash your car before going. The company may have a giant windowed reception area, and even a dirty car can have a negative impact on some employers. In any case, make sure that you are neat and well groomed wearing the kind of clothes you believe is appropriate for this company.

Go directly to the receptionist or information person, and wait for her/him to become available to help you. Speak courteously and directly to the receptionist, and be specific about the kind of job application you seek. If the receptionist refers you elsewhere, repeat the process as many times as it takes to get the application, each time indicating your cooperation and consideration while appearing enthusiastic and confident.

If possible, take the application home, make a copy of it, and use the copy for a practice application. Return the completed application later that day or on another day. If this is not possible, stay and fill it out (print!) as neatly and clearly as possible in black ink. (Blue ink may be okay for many companies; however, blue ink sometimes does not show up on a reprographic copy as well as black. Use an ink eraser or whiteout, as needed, but avoid erasures as much as possible.)

Many employers think that neatness and accuracy reflects on your image as a potential worker. Whether true or not, a sloppy or inaccurate application (or a personal appearance that is ungroomed or inappropriate) is often considered by employers to indicate a careless, lazy worker. The spaces on the form are often very tiny, making it very difficult for you to fill in neatly. Take your time and put forth your best effort.

Before you actually fill out any job application, read over the application carefully. Be sure to include all relevant information (name, address, phone number, job objective, education, work experience, honors and relevant activities, and references). Include volunteer activities, clubs, social leadership, even household responsibilities if significant.

SAMPLE Employment Application

Applicant Information			
Last Name	First	M.I.	Date
Street Address		Apartment/Unit #	
City	State	ZIP	
Phone	E-mail Address		
Date Available	Social Security No.	Desired Salary	
Position Applied for			
Are you a citizen of the United States?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	If no, are you authorized to work in the U.S.? YES <input type="checkbox"/> NO <input type="checkbox"/>
Have you ever worked for this company?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	If so, when?
Have you ever been convicted of a felony?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	If yes, explain

Education			
High School		Address	
From	to	Did you graduate? YES <input type="checkbox"/> NO <input type="checkbox"/>	Degree
College		Address	
From	to	Did you graduate? YES <input type="checkbox"/> NO <input type="checkbox"/>	Degree

References	
<i>Please list three professional references.</i>	
Full Name	Relationship
Company	Phone ()
Address	
Full Name	Relationship
Company	Phone ()
Address	
Full Name	Relationship
Company	Phone ()
Address	

Previous Employment

Company		Phone ()	
Address		Supervisor	
Job Title	Starting Salary	\$	Ending Salary \$
Responsibilities			
From	To	Reason for Leaving	
May we contact your previous supervisor for a reference?		YES <input type="checkbox"/>	NO <input type="checkbox"/>
Company		Phone ()	
Address		Supervisor	
Job Title	Starting Salary	\$	Ending Salary \$
Responsibilities			
From	To	Reason for Leaving	
May we contact your previous supervisor for a reference?		YES <input type="checkbox"/>	NO <input type="checkbox"/>
Company		Phone ()	
Address		Supervisor	
Job Title	Starting Salary	\$	Ending Salary \$
Responsibilities			
From	To	Reason for Leaving	
May we contact your previous supervisor for a reference?		YES <input type="checkbox"/>	NO <input type="checkbox"/>

Disclaimer and Signature

I certify that my answers are true and complete to the best of my knowledge.

If this application leads to employment, I understand that false or misleading information in my application or interview may result in my release.

Signature	Date
-----------	------

March: Community Service

Portfolio: Community Service

Community Service Project

As part of the portfolio process, all seniors are required to complete a community service project which includes the following steps:

- Step 1 **Identify Social Problem**
Students research and identify social problems in the community in which they live and/or go to school such as homelessness, pollution, and the economic gap. Individually or as a team, students select one of these problems as the focus of their project.
- Step 2 **Identify Organizations Addressing Problem**
Students research and identify organizations in the Sacramento area that are actively involved in addressing the problem. If the issue selected was homelessness, one of the organizations students identify may be Loaves and Fishes.
- Step 3 **Select Project and Develop Work Plan**
After researching the social issue and talking with organizations that work to work to address it, create a community service project where you can dedicate 40 hours of service to helping address the issue. You may select to work with one of the organizations identified. Once the project has been identified, create a plan for how to implement the project.
- Step 4 **Implement Project**
Complete the project.
- Step 5 **Reflection**
After completing the project, each student will need to write a reflection for inclusion in their portfolio about your project. The reflection should address steps one through four above as well as your feelings and opinions about the value of service you provided to yourself and the community.

Community Service Overview

Among the dozen different definitions that Webster's New Collegiate Dictionary offers for the word **community** is "a group of people with common characteristics living in a particular area." Communities can be bound together by geographic, social, political, economic, recreational, ethnic, personal interest and many more descriptive ideas. By definition, Sac High is a community within itself, and it is a part of many other different communities including Oak Park and Sacramento.

The dictionary lists several definitions for the word **service** as it relates to the community. Prominent in the listings are:

- a contribution to the welfare of others
- a helpful act
- a useful labor that does not produce a tangible product
- a help, use or benefit

Sac High recognizes community service as an act performed to benefit the community and that offers the performer no tangible, material reward. While individuals may benefit as part of a group served by an act, community service is generally targeted to contribute to the betterment of society as a whole. Service arises from a person's or a group's need to give back to the community. It is freely given without the expectation of personal material gain.

Work performed for others at no charge may be commendable in nature but may not necessarily be considered community service. As an example, volunteering to help a friend's aunt move to a new home may be a noble action, but, unless there are extenuating circumstances, it is not an act of community service. There are occasions when groups take actions to benefit specific individuals who are undergoing some type of hardship. Habitat for Humanity would be an example of a community service project to aid a specific person or family. Students should check with their advisors if there is a question as to whether an activity can be classified as community service.

Examples of Acceptable Types of Community Service	Non-Acceptable
<ul style="list-style-type: none"> • Volunteering for any non-profit organization • Tutoring at an elementary school • Organizing a blood drive • Volunteering at a food bank or shelter • Voter registration • Tree planting or environmental clean up • Leading a project at your religious institution • Volunteering through a service club or student government • Working at a retirement home 	<ul style="list-style-type: none"> • Helping ANY friend or relative • Being paid or provided compensation for your work • Singing in a choir or ushering at church • Babysitting

SAMPLE

Community Service Project Reflections

Service above Self

Although community service is a requirement for graduation and it looks nice on a college application, community service is my passion. My community involvement comes from my heart and the strong passion I have for everything I decide to do. Many may say that I have a kind heart, and that is the reason I always want to help others, but I believe it is more than that. I serve others in my community because I know how it feels to have no one. I volunteer at the Washington Neighborhood Center across the street from my old elementary school. I am a board member who opens the community center every Wednesday after school so that kids in the neighborhood have somewhere to go after school.

My work at the community center involves mentoring kids from my neighborhood. My closest mentees are two brothers who live down the street from me. They are around the same age as my sister and I make sure that I am a good listener for them so that they can talk to me and not go down the wrong path. They feel like they can talk to me about whatever because they see me as one of them, but then enjoy that I am their older friend. I tutor these boys, work with them on projects, and coach them in basketball and football. I decided to spend a few hours of my day at a community center and ended up changing the life of children in my community. If I had a place to go to like the Washington Neighborhood Center and had an older mentor, then maybe I would have had a happier childhood.

Besides my work at the Neighborhood Center, I am politically involved in both my school and city because I am passionate about equal right for everyone. I speak at school board and city hall meetings anytime there is a situation that concerns my education or community. This past year I spoke at the city council meeting to voice my opposition to the redistricting of Oak Park, and I spoke at the school board meeting when it was time to defend our charter. There are many adults who attend these meetings and don't say anything, and then we have the adults who speak at the meetings but even vote when it comes to an election year. I decided to do something to make a difference so I ran a voter registration drive before our most recent election. I registered over 50 individuals to vote so that their voices could be heard during the election. The purpose of this registration drive was to increase voting access for young adults and my elders so that they would be more invested in their elected officials. My goal is to support and empower others in my community so that they stop complaining and get more involved to make our community a better place.

SAMPLE
Community Service Project Reflection



Name: Kauleen Menard
Program Name: St. HOPE Neighborhood Corps

Service for others has been a big part of my life for as long as I can remember. My mother and grandmother were instrumental in my initiation into the volunteering world in two powerful ways. My mother who would drag me along, sometimes literally, to tons of events from the Special Olympics, fun runs, bake sales to community clean-ups always made sure I was involved in something. Over the years I was exposed to many realities, most which are shielded from an upper-middle class child from the suburbs. I was able to witness first hand the depth of homelessness in Sacramento, the struggle of single parents trying to support their children and witness the strength of children living with HIV/AIDS. Without my mother I would have never recognized the many blessings in my life and the need to share them.

Through my grandmother I was exposed to life in an inner city community and the positive effect that one caring woman can have on her neighbors. Watching my grandmother give her time, money and life to the inner city community of Oak Park in Sacramento, California has made a tremendous impact on my life. Although my grandmother never spoke of the importance of volunteering, her life long actions have showed me that the smallest gifts can give children the biggest smiles, the amount of respect a 5 foot woman can demand from anyone and the kind of heart it takes to raise someone else's children as your own.

Through my mother and grandmother I have realized two important things about myself, that not caring is not an option and working to gain for personal benefit just doesn't feel right. It was these realizations that weighed on my heart and mind after college that I could not ignore. The lure of money and comfort, although tempting at times didn't shake my destined commitment to serve others. After much internal deliberation I came to the conclusion that I would be a career volunteer, using non-profits as a vessel to aid my community, my country and the world anyway I could.

It had only struck me as an option after college to make a career out of volunteering and since then I have had the opportunity to work with the YMCA in Honolulu, Hawaii as a youth worker and start the process of applying to the Peace Corps. St. HOPE in Sacramento, California has been a major source of support in the realization of my dream by allowing me to test and hone my leadership skills through their Neighborhood Corps program. With the opportunity to serve as their Volunteer Coordinator for the 2006-2007 year I am able to gain valuable skills that will only enhance my experience abroad. Also, their commitment to the revitalization of Oak Park is a mission close to my heart as I feel I am carrying on my grandmother's work and continuing the legacy of volunteerism that my mother has established for my family.

April: Portfolio Records and Writing Assignments

Portfolio: Student Records

Section five of the portfolio includes a copy of key student records. Copies of the following items should be included in the binder:

1. Transcript – provided by your advisor
2. Attendance Records – provided by your advisor
3. CAASPP Results - you received these in the mail the summer before your senior year
4. ACT or SAT Scores – you can print these from actstudent.org and collegeboard.com

Portfolio: Student Work

The purpose of this section of the binder is to provide an opportunity to share samples of your work that reflect your academic capabilities as well as other talents. Students are required to include at least two examples of student work in the portfolio:

1. Writing Sample
2. Student Choice

Student work may be selected from classes taken and projects completed during the freshman, sophomore, junior or senior years at Sac High.

The writing sample should be typed. Examples of a writing sample include:

- A course paper or report
- An essay
- A poem or creative writing story
- A thank you letter

The second example of student work is selected by the student to illustrate a specific academic strength or other talent. Examples of other types of student work that may be included in the portfolio include:

- A writing sample (as described above)
- A project or work from your senior capstone or AP course
- Visual art (i.e. painting, sculpture, photograph)
- Performing art (i.e. a recording of a dance or musical performance)
- Science project

Portfolio: Post-Secondary Preparation and Plans

The purpose of this section of the portfolio is to ensure all seniors graduate with a clear, well thought out written plan for what they will be doing after high school. You will demonstrate to the reader that you have dedicated considerable time and effort to preparing for the next phase of your life. The following elements should be included:

1. Post-Secondary Plan
2. College Application and Acceptance Summary
3. College Acceptance Letters

A brief description of each item is provided below.

Post-Secondary Plan

The post-secondary plan lays out your next steps after high school. Specifically, the post-secondary plan is a 1 - 2 page summary of your educational and career goals and the specifics around what you will be doing next year.

College Application and Acceptance Summary

Students are expected to complete the attached College Application and Acceptance Summary. The summary requires students to list all colleges to which you applied as well as the application deadline, the date application was submitted and the current status of the application (accepted, not accepted, or waitlisted).

College Acceptance Letters

Students should make a copy of the acceptance notices for all colleges or post-secondary programs to which you have been accepted and include them in your senior portfolio.



Sacramento High School

Service for Others

College Application and Acceptance Summary

In the chart below, list all of the colleges to which you applied and completed the requested information regarding the deadlines and current status of each application. All students are required to apply to a minimum of 1 four-year college.

College Name	Application Deadline	Date Submitted	Current Status		
			Accepted	Not Accepted	Waitlisted
1.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Portfolio: Reflective Introduction

The purpose of the first section of the portfolio is to introduce yourself to the reader. Specifically, in 200 words (approximately 1 page) or more, write an essay that answers the following question:

When you as a student review the information contained in your senior portfolio, what conclusion(s) can you draw about your journey through high school and your readiness for the next steps in your life?

The following prompts may be used to guide your writing process:

- What are the item(s) you are most proud of in the portfolio?
- What does your transcript say or not say about your academics?
- What does your attendance record say?
- What are your biggest strengths?
- What are your key areas of improvement?
- Describe the process of compiling the portfolio and how you feel about the finished product.

A sample reflective essay is provided for your reference.

SAMPLE Reflective Introduction

As I look over my work so far, I realize that this portfolio represents my growth as a student in several ways. The first thing I realized is the way I've matured in my four years of high school. Just by looking at the quality of my work and amount of time I had to complete each assignment shows a lot about me as a student. A second thing this portfolio shows is a little bit of what I learned in my four years of high school and how hard I had to work to earn my grades. When I think back of my learning styles, I realize that I learned best by working with a group of people and sharing my ideas with others. Comparing group versus individual work, I tend to work better with a group because we share our ideas and make the assignment look more decent and presentable. As an individual, I consider myself to be a responsible person; I have a little creativity that can help me in my assignment, and I possess the ability to be a fast-paced worker.

Some of the major mistakes I have made while in high school were that I slacked off and fooled around too much. I didn't take school seriously and didn't try my best at all times. If I could change the past and do things differently while at Southwest High School, I would be more involved in school activities. I would probably join basketball, volleyball, and track because I love sports and that is one thing I really regret not doing during my three years at Southwest High. Another thing I would change is setting a goal about graduating in white. When I found out about CSF, it was my last semester of junior year and I had already gotten a D in Chemistry.

I have had many interesting courses while here at Southwest High, yet the one I believe best prepared me for life outside of high school is my English 12 class. One reason is because in this class the teacher spoke honestly. She wasn't the type of teacher to say I don't care about what you do after high school but instead she would encourage us to continue with our studies. Another reason was because she would compare herself with us and she would make me think about my future. I think it helped a little that she is young and it wasn't long ago that she passed through her teenage years.

I haven't really been involved in many activities at Southwest High, but one of the two activities I do remember participating in was Track. I was track manager my junior and senior year. Being manager helped me develop myself more like a person because I focused on myself a little bit more and it helped me be more responsible. Another activity I participated in was The Human Relations Conference during my junior year. In this activity, I learned how to teach in front of a class and express my ideas with other members of my group. At Marian Catholic, I was involved in sports. I played volleyball and basketball. These activities have helped me grow as a person the most because when I was involved in sports I learned how to be more responsible by having to do my work and at the same time play a sport.

Throughout the years, I have developed several traits. However, one of my personal strengths is my ability to listen when someone has a problem or they need something to tell me. This strength has helped me by making me listen to the criticism my teachers give me to become a better student and a better person in life. What I have learned from my high school years that I will remain with me after I graduate is never to give up and always look straight to the good things that are ahead of you. I would like to thank all my teachers for teaching me the importance of life.

Portfolio: Letter to Incoming 9th Grader

As you close out your senior year and prepare to transition to the next phase of your life, it is time to pass the baton to the students who will follow in your footsteps, the Dragons charged with carrying on Sac High's 150 years of tradition and pride. In this section of the portfolio, you will write a letter to an incoming 9th grader. The purpose of the letter is to explain what it means to be a Sac High student and articulate your expectations about how incoming 9th graders can honor and uphold the Sac High name and legacy. The letter should also provide advice on how to be a successful student.

When writing your letter, the following items should be addressed:

- The academic, social and personal skills that are necessary for success at Sac High
- Specific things that could be considered keys to high academic performance
- Describe the qualities that freshmen must develop in their four years that will prepare them for success at a four-year college and in careers.
- Specific things that you wish someone had told you as a freshman

May: Finalizing and Presenting Your Portfolio


Sacramento High School
 Service for Other

Senior Portfolio Checklist
 Class of 2017

The following items are required elements of the senior portfolios for the class of 2017. It is important to note that these elements should be in final, polished form (with a minimum of errors) and organized and presented in a professional manner that effectively communicates to the reader.

Section	Content	Draft Completed	Final Completed
-	Cover	<input type="checkbox"/>	<input type="checkbox"/>
-	Table of Contents	<input type="checkbox"/>	<input type="checkbox"/>
1	Reflective Introduction	<input type="checkbox"/>	<input type="checkbox"/>
2	Personal Statement	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • UC Personal Statement #1 • UC Personal Statement #2 	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
3	Resume	<input type="checkbox"/>	<input type="checkbox"/>
4	Two (2) Letter of Recommendations	<input type="checkbox"/>	<input type="checkbox"/>
5	Student Records	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Transcript • Attendance Records • Test Scores (CAASPP, SAT/ACT) 	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
6	Student Work (2 Examples)	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Best Work: Writing Sample • Best Work: Student Choice 	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
7	Awards and Honors	<input type="checkbox"/>	<input type="checkbox"/>
8	Leadership, Service & Extracurricular Activities	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Activity Record • Activity Certifications (2) • Community Service Reflection 	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
9	Post Secondary Plans and Preparation	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Post Secondary Plan • College Applications Summary • College Acceptance Letter (if applicable) • Scholarships Summary & FAFSA SAR • Career Profile • Job Application 	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
10	Letter to Incoming Freshman	<input type="checkbox"/>	<input type="checkbox"/>

General Requirements

The senior portfolio experience is designed to have you, the graduating student, reflect on your high school experience and personally assess your growth and performance. The senior portfolio experience will conclude your four years of high school so that you can reflect on the past and plan for a successful future.

The following list provides an outline of general requirements for organizing and presenting the portfolio:

- **3-Ringed Binder.** The senior portfolio should be assembled into a three ringed binder, which contains all required components.
- **Cover.** A cover should be created for the binder. Items to be included on the cover are defined below.
- **Spine.** A spine should be created for the binder that includes the following: (1) student's name; (3) portfolio title; and (4) date.
- **Table of Contents.** The first page of the binder should be a table of contents that lists each section of the portfolio.
- **Section Labels and Dividers.** The binder contains 10 required sections as described in the portfolio process. All sections of the binder should be clearly labeled and divided.
- **Sheet Protectors.** All documents should be enclosed in plastic sheet protectors.
- **Typed.** All documents should be typed, unless otherwise noted or special permission granted.

Cover

The cover sets the tone for the portfolio. It is the first thing readers will see. Hence, the cover should not only provide key information such as your name in a clear and professional manner, it should also give a flavor of who you are and what's contained in the binder.

The cover should include the following information:

- Name
- Title
- Advisor's Name
- Year of Graduation

The title selected should be original and reflect the type of work included in the portfolio. A number of sample titles are listed below:

- My Portfolio: Reflections of an Artist
- Literature and Life: A Portfolio of My Written Work
- Service for Others: My Leadership Journey

Students are also encouraged to incorporate visuals such as pictures and graphics into the cover.

Portfolio Presentations

The final step in the senior portfolio process is the presentation of your portfolio to a panel of staff, community members, and school partners. The portfolio presentation is intended to illustrate how you have progressed through high school and how you have prepared for post-secondary experiences. The presentation is also intended to demonstrate your communication and organizational skills.

Format

The presentation will be 7 minutes in length as well as 3 minutes for panelists to ask questions about your portfolio. The student may use audio/visual aids to enhance the presentation, but this may not take the place of students directly addressing the audience (you may not video tape yourself and show this as your presentation). Seniors will rehearse for their presentations in advisory sessions prior to their presentations.

Presentation Content

Your presentation should provide an overview of your high school career that includes self-reflection about your past and present skills, abilities, interests, and future goals, plans, etc. Students should focus on turning points in their high school careers that caused them to change direction or see the world in a different way. Below are key areas to address in your presentations:

1. Introduction
2. Three focal points from your portfolio sections (do not read entire sections – you can read a small excerpt, but it is more important to summarize)
3. Conclusion: highlight two strengths that you have developed in high school and two weaknesses that you are currently addressing in order to be a successful college student.

Artifacts collected in the portfolio may be used to support and enhance student presentations.

Appearance

You must dress in a business-like manner. Clothing should be neat and clean so that you present a prepared, polished appearance.

- Men should wear dress slacks, dress shirt, tie, dark socks and dress shoes, and if possible, a suit or sport coat.
- Women should wear a suit, dress or dress slacks with a blouse, jacket, nylons and dress shoes. Large rings or other jewelry could become a distraction and are better left at home.

Senior Portfolio Presentation Assessment

Name: _____ Advisor: _____

Total Points _____/25 (20 Pts. To Pass) **PASSED/ FAILED**

CATEGORY	Exceeds Expectations Passing (5 Points)	Meets Expectations Passing (4 Points)	Needs Improvement Failing (3 Points)	Does Not meet Expectations Automatic Fail
Attire	Men: long sleeved button up shirt tucked in, khakis/dress pants, tie, dress shoes ;belt Women: dress shirt/blouse, khakis/dress pants/dress skirt; dress shoes no excessive heel (2 inches or less); business suit optional	Men: long sleeved button up shirt tucked in, khakis/dress pants Women: dress shirt/blouse, khakis/dress pants/dress skirt; business skirt no excessive heel	Men: Casual dress shirt khakis/dress pants Women: Casual dress shirt/blouse, khakis/dress pants/dress skirt	Unprofessional attire <ul style="list-style-type: none"> • Untucked shirt • Sagging pants • Excessive heel height • Excessive accessories • Inappropriate length of dress or skirt
Preparedness	Student is completely prepared and has obviously rehearsed sequence of presentation. Memorized completely.	Student seems to have rehearsed but sequence is interrupted by some hesitation. Mostly memorized.	Student is somewhat prepared, but it is clear that rehearsal is lacking. Frequent hesitation. Some memorization	Student does not seem at all prepared <ul style="list-style-type: none"> • Needs prompting to continue • Reads content (no memorization)
Presentational Skills	* Uses eye contact to capture panel's attention * elaborates on responses thoughtfully * displays professionalism through posture, gestures, personal hygiene and dress *engages panel with clear, expressive language spoken at a pace and volume that enhances presentation	*maintains eye contact *completely answers the questions posed *displays most aspects of professional demeanor *maintains panel interest with use of appropriate vocabulary, good pace and volume.	Occasionally looks at panel * responds to questions predictably * displays some aspects of professional demeanor *chooses general words or phrases, and pace or volume at times distract the panel *Delivery is too slow or fast	<ul style="list-style-type: none"> • Rarely makes eye contact • Does not answer the questions posed • Demonstrates little understanding of professional demeanor
Content	Student has selected 3 portfolio items as focal points: Demonstrates thoughtful reflection and draws realistic connections to future goals.	Student has selected 3 portfolio items as focal points: Demonstrates some thoughtful reflection but connection to future goals are somewhat unclear	Student has selected 3 portfolio items as focal points: Demonstrates very little thoughtful reflection and connection to future goals are unclear	Student has selected 3 portfolio items as focal points: Demonstrates no thoughtful reflection and cannot establish connection to future goals
Reflection Process	*Completely identifies two strengths and weaknesses, with use of examples/anecdotes *analyzes personal and academic growth, reaching conclusions about progress made * identifies future goals & steps to reach those goals	Identifies one strength & weakness based on personal knowledge with use of examples/anecdotes. * refers to aspects of personal & academic growth, reaching solid conclusions * talks of future goals realistically	* offers few or easily identifiable strengths or weaknesses * talks generally of growth, with few examples when prompted * talks of future goals generally, with little direction.	<ul style="list-style-type: none"> • Admits no strengths or weaknesses • Cannot address issues of growth • Offers no thoughts on future goals

Comments:

Guidelines for a Successful Presentation

Below are tips and words of advice to help you prepare for your presentation. Two key strategies for a successful presentation include:

1. **Preparation.** Don't procrastinate. Organize and outline your presentation early.
2. **Practice, Practice, Practice.** Take the time to practice your presentation out loud in front of a mirror, for family members, friends, etc.

Things to Have Ready for Your Presentation:

- Your portfolio
- Any equipment you may need
- Any props you are using for your presentation (i.e. instrument, pictures, etc.)

Body Language

- **Handshake and Introductions.** Upon entering the presentation room, you should walk straight to the panel and offer a firm handshake to each member as an introduction. Looking each panel member in the eye and greeting him or her is a sign of confidence and poise.
- **Posture.** You should stand tall and be proud of what has been accomplished. If asked to sit, you should sit straight in the chair, but relaxed.
- **Eye Contact.** Looking each panel member in the eye is important throughout the presentation. Remember, this is a friendly audience. The teachers and other members of the panel are there to help you succeed. Communicating with the eyes as well as the voice helps build rapport with the panel.
- **Gestures.** Use hand gestures for emphasis when appropriate; however, too many gestures could distract from the presentation.

Voice Control

- **Volume.** You should speak loudly enough for everyone to easily hear.
- **Pitch and Rate.** You should vary pitch (highs and lows) and speed to add variety. Talking in a monotone is boring to the panel. Speaking too fast is also distracting.

Stage Fright

Stage fright, that sweaty-hands, nervous-stomach, knee-trembling feeling, is a natural reaction to the stress of presenting in front of a group. It is normal. There are several ways to control stage fright:

- Thorough preparation and practice will aid confidence. Stand in front of a mirror—your own reflection makes you self-conscious enough that it's almost like being in front of an audience!
- Deep breathing helps the body to relax just prior to beginning.
- Moving around while waiting to present has a calming effect because it helps burn energy generated by the stress.
- Staying focused on the goal of making a clear, concise presentation, not an Academy Awards performance, is the key to success.
- Having the first two or three sentences memorized helps get you off to a strong start.
- Having key ideas on note cards helps keep you on track. Reading any extended amount in the presentation is not acceptable.

Public Speaking

Quick Reference Card

1. States the purpose.

Points	Criteria
5	The purpose is clear and captures the listener's attention.
3	The purpose is apparent.
1	The purpose is not evident.

2. Organizes the content.

5	The content is organized logically with fluid transitions to capture and hold the listener's attention throughout the entire presentation.
3	The organization of the content is congruent; transitions are evident.
1	The content lacks organization; transitions are abrupt and distracting.

3. Supports ideas.

5	Important details add to the interest and depth of the presentation; details work to connect the listener to the speech.
3	The speaker provides the basic details necessary for the listener to understand the premise of the presentation.
1	The majority of ideas are unsupported by additional information or explanation.

4. Incorporates stories and examples.

5	Relevant examples or stories work to interest the listener and further develop main ideas.
3	Stories and examples obviously relate to the content of the speech.
1	Stories and examples are missing or unrelated.

5. Summarizes the main idea(s).

5	The conclusion unites the important points of the presentation and encourages future discussion.
3	The conclusion summarizes the main ideas.
1	The speech ends without a summary.

6. Demonstrates awareness of listener's needs.

5	Choices of language, examples, and aids work together to heighten the listener's interest & connection to topic.
---	--

3	Speaker's word choices, explanations, and enthusiasm are appropriate for the topic and for each point; appropriate aids are incorporated.
1	Presentation is uninteresting.

7. Speaks clearly with appropriate vocabulary and information.

5	Vocabulary is descriptive & accurate, engaging the listener through imagery.
3	Vocabulary provides clarity & avoids confusion.
1	Vocabulary is awkward or inappropriate for the topic, making the speaker difficult to understand.

8. Uses tone, speed, and volume as tools.

5	Speaker manipulates tone, speed, & volume, using these tools to emphasize important ideas & hold listener's attention.
3	Speaker avoids distracting vocal fillers or physical mannerisms and uses adequate speed & volume throughout presentation.
1	Vocal fillers are present throughout the presentation. Speed & volume are inappropriate for the presentation.

9. Demonstrates complexity of thought & vocabulary.

5	Variation of sentence structure & word choice works to keep listener interested & provides multiple examples/descriptions.
3	Sentence structure & word choice are varied to avoid monotony of tone & repetition of ideas.
1	Sentence structure and word choice are monotonous and uninteresting.

10. Appears comfortable with audience.

5	Eye contact, interaction with aids, and physical gestures demonstrate the speaker's energy and interest, guiding the listener through the presentation.
3	Eye contact, interaction with aids, and physical gestures are natural and fluid.
1	Eye contact with the audience is lacking. Gestures are missing or awkward. Speaker depends heavily on written speech or notes.



EDCOE SELPA PROCEDURAL GUIDE



David M. Toston, Associate Superintendent, El Dorado County Office of Education
Giniese Quann, Director Charter SELPA

Procedural Guide for Special Education

Table of Contents

WHEN TO CONTACT A SELPA REPRESENTATIVE 3

PRE-REFERRAL PROCESS 3

CHILD FIND BASICS 4

REFERRAL PROCESS..... 5

PROCEDURAL SAFEGUARDS..... 6

PRIOR WRITTEN NOTICE 7

GENERAL TIMELINES 10

ASSESSMENT PLANS..... 14

ASSESSMENT, TEST SELECTION AND REPORTS 16

INDIVIDUALIZED EDUCATION PROGRAM MEETING 26

ELIGIBILITY CRITERIA 33

INDIVIDUAL HEALTH PLANS/SCHOOL NURSE SERVICES 44

ANNUAL REVIEW AND RE-EVALUATION 45

CURRICULUM ADAPTATIONS..... 47

PARENT PARTICIPATION 50

CONSERVATORSHIP 52

SURROGATE PARENT PROCEDURES..... 53

“AGE OUT” TIMELINES 58

PARENTAL CONSENT AND PARENTAL REVOCATION OF CONSENT 58

AGE OF MAJORITY..... 60

INTERIM PLACEMENT..... 60

HOME-HOSPITAL INSTRUCTION, HOME INSTRUCTION AND INDEPENDENT STUDY..... 61

SCHOOL SPONSORED NONACADEMIC AND EXTRACURRICULAR ACTIVITIES AND FIELD TRIPS 65

EXTENDED SCHOOL YEAR..... 67

GRADUATION OPTIONS FOR STUDENTS WITH DISABILITIES 68

SPECIAL EDUCATION TRANSPORTATION 71

STATE SPECIAL SCHOOLS AND SERVICES 76

FUNCTIONAL BEHAVIOR ASSESSMENT 78

BEHAVIOR INTERVENTION PLAN 80

SHORTENED DAY GUIDELINES 83

BEHAVIORAL EMERGENCY INTERVENTIONS..... 86

SUSPENSION, EXPULSION AND MANIFESTATION DETERMINATION 88

NON-PUBLIC SCHOOLS AND NON-PUBLIC AGENCIES REFERRAL PROCEDURES..... 94

UNILATERAL PLACEMENTS..... 95

SPECIAL EDUCATION RECORD..... 96

INDEPENDENT EDUCATIONAL EVALUATIONS..... 101

LOCAL COMPLAINT PROCEDURES..... 106

El Dorado County Charter SELPA Procedural Guidelines

CALIFORNIA DEPARTMENT OF EDUCATION COMPLAINT AND INVESTIGATION PROCEDURES 107
DUE PROCESS AND MEDIATION..... 109



WHEN TO CONTACT A SELPA REPRESENTATIVE

In California, every local education agency (LEA) is required to belong to a Special Education Local Plan Area (SELPA). The SELPA is a consortia of LEAs responsible for the development of special education policies and procedures, distribution of federal and state special education funds, and providing a range of professional development pertaining to special education.

Individuals at an LEA/district should contact a SELPA representative about a student-related issue when:

- Conducting a manifestation determination.
- Considering a non-public school (NPS), day treatment or residential facility.
- The team is unable to come to resolution on any component of the IEP.
- Requested by any IEP team member (parent or school).
- The LEA/district or parent would like a facilitated IEP meeting.
- There has been a request for records from the parents or an attorney.
- There is an attorney or advocate involved with the case.
- The parent requests to record the meeting.
- The parent has filed a request for due process hearing or mediation only.
- The parent has filed a California Department of Education (CDE) or Office of Civil Rights (OCR) complaint.
- The parent is having difficulty understanding legal elements/ processes around special education and outside guidance would be helpful.
- An IEE request has been made.
- Any time more information is needed to provide additional consultation on policy and procedures of special education.



PRE-REFERRAL PROCESS

Parents will be contacted whenever there is a concern about their child's academic or behavioral performance. Concerns may be addressed in a Student Study Team (SST) Meeting. This meeting may be initiated by school staff or parents/guardians/student. During the SST meeting, the Student Study Team can document concerns and which strategies are being implemented or will be implemented to attempt to address the student's concerns related to their learning. Areas that are important to discuss and document during the SST meeting are:

- Developmental/medical history
- Attendance/school enrollment history
- Review of vision, hearing, speech and language screenings
- Behavior
- Academics: Performance and results of interventions

Although a referral for special education assessment may be initiated by a Student Study Team (SST), parent, teacher, student or other person with knowledge of the student, current law requires that all options in the general program be implemented before referral to special education. These options may include, but are not limited to, the following:

- Accommodations within the general education program
- Research-based instructional strategies and interventions, including universal screening, "tiered" interventions, progress monitoring and problem solving teams within the general education program (Response to Intervention (RTI) or Multi-Tiered Systems of Support (MTSS) model)
- Consultation with appropriate staff
- Referral to alternative programs within the LEA/district
- Referral to professional and/or agencies outside of the LEA/district (at cost to the LEA/district)

All options are to be explored and documented by the general education staff prior to a referral for special education. The procedure to be followed when a student is first seen as having difficulty will be the responsibility of the general education staff.

When all of the resources of general education have been exhausted, the student may be referred for special education consideration.

In the event that a parent makes a written request for a special education evaluation, the LEA/district must respond within 15 days. Should the LEA/district determine testing is merited, they would respond by sending an assessment plan and a Prior Written Notice (PWN) and Procedural Safeguards.



CHILD FIND BASICS

Each state is required by IDEA to identify, locate, and evaluate all children with disabilities in the state who need special education and related services. To do so, states require each LEA/district to conduct what are known as Child Find activities. Such activities may include:

- The use of a “Child Find Notice Letter” (located in the SEIS Document Library under IEP forms).
- Include targeted questions regarding areas of need and/or previous Special Education services in enrollment packets.
- Carefully screen the files and enrollment documentation of all children transferring into the LEA/district to identify children who may have been receiving special services in their prior LEA/district.
- Provide information to parents that explains the LEA’s/district’s special services and who to contact if they suspect their child may have a disability.
- Utilize a clear parent and teacher referral system (i.e. Student Study Team process).
- Provide annual in-service activities to assist teachers in making appropriate referrals.
- Screen all children entering kindergarten to identify children with suspected disabilities.
- Review files of all students with a health plan to screen for suspected disabilities.
- Publish a child find notice in the LEA/district newsletter or website.
- Send Child Find notices to community agencies in conjunction with preschool screening activities.

Additionally, a LEA/district may be violating its Child Find duty by repeatedly referring a student for interventions rather than evaluating the student’s need for special education and related services.



REFERRAL PROCESS

Referrals may be submitted by the following persons:

- Student Study Team/Student Intervention Team comprised of teachers, education specialists, administration etc.
- Parents
- School Staff
- Student may self-refer
- Community Agency

All referrals should be submitted to the pupil's LEA/district of attendance. If the student is not of school age, the child shall be referred to the district of residence.

The specific procedures for handling referrals are to be determined in each LEA/district; however, written documentation must be included in the referral that appropriate alternatives, accommodations and interventions have been implemented. Written documentation should include, but is not limited to, the "Referral Form" located in the SEIS Document Library.

All referrals for special education and related services shall initiate the assessment process and shall be documented. Either a parent or a public agency may initiate a request for an initial evaluation to determine if a student is a student with a disability 34 CFR 300.301(b). When a verbal referral is made, a staff member of the LEA/district or Special Educational Local Plan Area (SELPA) may assist the individual in making a written request for assessment for special education.

Upon receipt of the written referral, the administrator/designee or Education Specialist must initiate one of the following actions:

1. If referral information is incomplete or is not clear, contact the referral source and request additional information in order to process the referral in a timely manner.
2. If referral is complete, take one of the following actions:
 - A. LEA/district personnel will notify the parent that a referral was made, input student into SEIS, develop an "Assessment Plan" (located in the SEIS Document Library), and deliver the completed plan, a copy of parental safeguards and a Prior Written Notice (PWN) to the parents within 15 calendar days from receipt of the referral.
 - B. If the referral is received and it is determined to be an inappropriate request, a meeting should be scheduled with parents and/or referring party to address their educational concerns and review the purpose and scope of special education. The LEA/district must also respond in writing within 15 days with a PWN explaining why the request for assessment is not being accepted and processed.

A referral for special education must follow legal timelines. For additional information on timelines, see the section of this procedural guide entitled "General Timelines".



PROCEDURAL SAFEGUARDS

Parents of children with disabilities from ages three through twenty-one have specific education rights under the Individuals with Disabilities Act (IDEA). These rights are called Procedural Safeguards. Individuals serving as surrogate parents and adult students aged eighteen and over who receive special education services are also entitled to these Procedural Safeguards.

The El Dorado County SELPA maintains a copy of the “Notice of Procedural Safeguards and Parents’ Rights” in the SEIS Document Library.

A copy of the “Notice of Procedural Safeguards and Parents’ Rights” must be offered to the parent a minimum of one time yearly. Best practice suggests giving it to the parent to review at the start of every IEP meeting. The LEA/district should ensure the parent(s) understand the notice by inquiring as to whether parent(s) have any questions or would like further clarification and document the receipt on the signature page of the IEP.

LEA/district must provide the parents of a child with a disability with notice of the procedural safeguards at least once every year. A copy must also be provided to parents:

- Upon initial referral or parental request for evaluation.
- When sending out an Assessment Plan and/or Prior Written Notice.
- Upon receipt of the first state complaint in the school year.
- Upon receipt of the first due process complaint in the school year.
- In accordance with disciplinary procedures.
- Upon parental request.

Under IDEA, the procedural safeguards notice must be:

- Written in a language understandable to the general public; and
- Provided in the native language of the parent or in another mode of communication that is used by the parent, unless it is clearly not feasible to do so. [§300.503(c)]

If the native language or other mode of communication used by the parent is not a written language, then the school must take steps to ensure:

- That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
- That the parent understands the content of the notice; and
- That there is written evidence that these requirements have been met. [§300.503(c)]



PRIOR WRITTEN NOTICE

What is prior written notice (PWN)?

Prior written notice is a legal requirement per IDEA, and is a protection afforded to parent(s)/ guardian(s) per their Procedural Safeguards. IDEA includes prior written notice as a measure to ensure that parents have adequate notification and understanding of special education decisions made about their child, including elements of a Free Appropriate Public Education (FAPE).

A prior written notice should provide comprehensive documentation of any and all actions proposed and/or refused by an LEA/district. The information included should be sufficient to ensure that parents understand the rationale by which decisions were made, and all things that were considered. Providing prior written notice affords parents an additional opportunity to consider and/or object to decisions that were made prior to implementation by an LEA/district.

Under what circumstances is prior written notice required?

Prior written notice is a document that is required following the proposal and/or refusal related to the initiation or change in the identification, evaluation, educational placement, or offer of FAPE (34 CFR 500.503).

An IEP team may make decisions regarding the identification of a student including, but not limited to:

- Determination of initial identification (eligibility) for special education
- Refusal to identify a student as eligible
- Changing the identification of a student (eligibility category)
- Termination if identification (student no longer found eligible)

An IEP team may make decisions regarding the evaluation of a student including, but not limited to:

- Requesting consent for initial evaluation
- Requesting consent for reevaluation
- Refusal to conduct an evaluation requested by a parent
- Proposal or refusal to provide a requested independent educational evaluation (IEE)

An IEP team may make decisions regarding the placement of a student including, but not limited to:

- Offering initial placement
- Proposing a change in educational placement
- Refusal to change placement as requested by a parent
- Termination of special education placement due to student being found no longer eligible
- Proposal or refusal to offer placement to parent who has unilaterally placed a student with an IEP in a residential facility or nonpublic school

Graduation with a regular high school diploma is also considered a change of placement, though not through IEP team decision, thus requiring the provision of prior written notice. Additionally, any

disciplinary removal of more than 10 consecutive days, or a series of removals accumulating more than 10 days is considered a change of placement, triggering the prior written notice requirement.

An IEP team may make decisions regarding the provision of Free Appropriate Public Education (FAPE) to a student including, but not limited to:

- Changes in IEP services, including addition, deletion, change in minutes, frequency location, or refusal to change a service
- Changes in accommodations/modifications or refusal to change per parent request
- Change(s) in annual goals or refusal to change goals per parent request
- Changes in how a student will participate in statewide and districtwide assessments
- Refusal to provide a specific instructional methodology requested by a parent

Any changes made to FAPE in an IEP through the amendment process also generate the requirement to provide prior written notice.

Parents may submit a letter revoking consent for special education services when they no longer wish for their child to receive special education services or be considered a child with a disability. An LEA/district must terminate provision of special education services upon receipt of a revocation of consent, thus generating the requirement to provide prior written notice. When an LEA/district receives revocation of consent from a parent, they may offer a meeting to discuss the request, but the parent may not be required to attend any additional meetings, and are not required to provide an explanation for their request. The U.S. Department of Education requires that an LEA/ district “promptly” respond to a parent written revocation letter with a PWN (34 CFR 300.503).The PWN must be provided prior to ending any services, and allows parents the opportunity to consider the change(s) that will result from revoking consent.

What are the required elements of prior written notice?

In order to be considered compliant, a prior written notice must include 7 required elements, including:

1. A description of the action proposed or refused by the LEA/district;
2. An explanation of why the LEA/district proposes or refuses to take the action;
3. A description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action;
4. A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
5. Sources for parents to contact to obtain assistance in understanding the provisions of this part;
6. A description of other options considered by the IEP Team and the reason why those options were rejected; and
7. A description of the factors that are relevant to the LEA’s/district’s proposal or refusal.

In addition to including these elements, PWN must be provided in language that is understandable to parents and the general public, and should be provided in the native language of the parent unless it is not feasible to do so. In order to ensure that the PWN is understandable, it is recommended that it be written without the use of acronyms or abbreviations. It should serve as a stand-alone document that can

be understood by a person who does not have other reports and/or IEP documents to which they may refer. Phrases such as “N/A” and “see above” should be avoided.

How soon after educational decisions should prior written notice be sent?

Though there aren't any specific timelines around when to provide prior written notice, it must be provided “within a reasonable timeline prior to action (34 CFR 300.503(a)).” This means PWN must be given to parents in a reasonable time before the LEA/district implements that action, but after the LEA's/district's decision on the proposal or refusal has been made. It is recommended that the LEA/district use common sense when considering the timeline for providing a PWN. It should be provided after the meeting but soon enough so that a parent has time to review and voice a response prior to the change in the IEP takes place.

How should prior written notice be formatted?

Neither federal nor state special education regulations specify the format in which prior written notice must be provided. Permissible formats include formal letter on letterhead, use of fill in the blank forms (located in the SEIS document library), and use of the IEP document. It is recommended that an LEA/district exercise caution when considering the use of an IEP document to provide prior written notice. Though “there is nothing in the IDEA that would prohibit a public agency from using the IEP as part of the prior written notice so long as the document(s) the parent receives meet all the requirements,” it is not generally the case that an IEP document contains the 7 elements that are required for PWN to be considered compliant. If the LEA/district is not confident that all the required elements for PWN exist in the IEP document, it is strongly recommended that a separate prior written notice be provided along with a copy of the IEP.

How should the LEA/ district document that prior written notice has been provided?

IDEA does not require that a parent acknowledge receipt of prior written notice. Since the LEA/district will not be in receipt of copies of prior written notices with parent signatures or other confirmations of receipt, it is recommended that the LEA/district develops a system and record-keeping mechanism to document that the prior written notices have been provided.



GENERAL TIMELINES

SPECIAL EDUCATION TIMELINES			
Initial Assessment and IEP Development			
Service	Timeline	Exceptions/Considerations	Regulation
Proposal of Assessment Plan (AP) of Initial Assessment *Attach Procedural Safeguards and Prior Written Notice (PWN)	15 calendar days from date of referral	*Exception of school breaks in excess of 5 school days *If a referral is received 10 days or fewer before the end of the school year, then the AP must be sent to parent within the first 10 days of the following school year	EC 56043(a) EC 56321(a)
IEP team meeting to review initial assessments	60 calendar days from the receipt of parent consent on the Assessment Plan, to determine eligibility and areas of need	*Student enrolls in another LEA/district *Student is not made available	EC 56043(c) EC 56302.1
IEP Meetings			
Service	Timeline	Exceptions/Considerations	Regulation
Annual IEP review	Not to exceed 12 months (365 days) from the date of the last IEP	N/A	EC 56043 (d), (j) EC 56343 (d) EC 56380
IEP team meeting to review reassessments including triennials	60 calendar days after the receipt of parent consent on the Assessment Plan	*Exception for school breaks in excess of 5 school days *If the referral is received 30 days or fewer before end of school year, the IEP is due within the first 30 calendar days of the next school year	EC 56043 (f) (l) EC 56343 (a) EC 56344 (a)
Parent requests an IEP meeting for a child with an existing IEP	30 calendar days after written request is received	*Exception for school breaks in excess of 5 school days *If a verbal request is made by the parent, the LEA/District must assist the parent in making the request in writing	EC 56043 (l) EC 56343.5

El Dorado County Charter SELPA Procedural Guidelines

IEP Meetings <i>continued</i>			
Service	Timeline	Exception/Considerations	Regulation
IEP to review student's lack of progress toward IEP goals	No specific timeline	Recommendation: Convene the IEP team within 30 days of determining that a student is demonstrating a lack of progress	EC 56343 (b)
Notify parents of the IEP team meeting and send the IEP Notice of Meeting	Early enough to ensure an opportunity to attend the meeting	Recommendation: At least 10 school days prior to the meeting date	EC 56043 (e) EC 56341.5 (b)
Notice of Procedural Safeguards	*Inform parent(s) of procedural safeguards at each IEP meeting *Give a copy of procedural safeguards at least once each school year	N/A	EC 56500.1 34 CFR 300.504
Implement the signed IEP	As soon as possible after receiving the signed IEP from the parent	Keep in mind that compensatory education could be owed if IEP is not implemented in a timely manner	EC 56043 (i) EC 56344 (b)
Progress reports on IEP goals provided to the parent(s)	As indicated on the IEP	Recommendation: At least as often as general education progress reports	EC 56345 (a) (3)
Re-evaluations			
Service	Timeline	Exceptions/Considerations	Regulation
Triennial eligibility review	Every 3 years based on the date of the last triennial review	*May occur more often if needed, but no more than once per year, unless the IEP team agrees *Parent and LEA may agree in writing that triennial assessments are not necessary and may also agree to limit the scope of the review *Recommendation: Begin the triennial assessment process at least 90 days prior to the triennial review date	EC 56043 (k) EC 56381

Re-evaluations <i>continued</i>			
Service	Timeline	Exceptions/Considerations	Regulation
Proposal for re-assessment	15 calendar days from the date of referral	*Exception for school breaks in excess of 5 school days *If a referral is received 10 days or fewer before the end of the school year, then the AP would be due within the first 10 days of the following school year	EC 56043 (a) EC 56321 (a)
Individual Transition Plans (ITP)			
Service	Timeline	Exceptions/Considerations	Regulation
Individual Transition Plan (ITP)	Must be in the IEP when the student turns 16	ITP's must be reviewed annually	EC 56043 (g) (l) (h) EC 56341.5 (e) EC 56345 (a) (8)
Student informed of transfer of rights at age 18	Must be documented in the IEP when the student turns 17 that the transfer of rights has been discussed	Recommendation: Provide additional notice upon the student turning age 18	EC 56041.5 EC 56043 (g) (3) EC 56345 (g)
Notice to parent(s) of student's graduation from high school with a diploma	Prior Written Notice must be provided	N/A	EC 56500.5
Independent Educational Evaluation (IEE)			
Service	Timeline	Exceptions/Considerations	Regulation
Respond to a request for an IEE	No specific statutory timeline, but should respond without unnecessary delay	Recommendation: respond within 10-15 calendar days after the request is received	34 CFR 300.502 (b)

Discipline			
Service	Timeline	Exceptions/Considerations	Regulation
Provide parent(s) with notice of change of placement if student has been removed from current placement as well as a copy of procedural safeguards	Decision is made to remove student for disciplinary purposes for less than 10 school days	Refer to 34 CFR section 300.530	34 CFR 300.530 (h)
Conduct a manifestation review	Within 10 schooldays after the decision is made to remove the student for disciplinary purposes that result in the removal of the student for 10 days within the same school year	Refer to 34 CFR section 300.530	34 CFR section 300.530 (e)
Student Records/Records Request			
Service	Timeline	Exceptions/Considerations	Regulation
Provide parent(s) with copies of student records	After an oral or written request from parent(s); the records should be provided within 5 business days	N/A	EC 56043 (n) EC 56504
Provide new LEA/District with special education records	5 business days after request for records from new LEA/District is received	N/A	EC 56043 (o)



ASSESSMENT PLANS

An Assessment Plan (AP) is a document that outlines the assessment tools and methods used to determine eligibility for special education services as well as present levels of performance, the types of measurements used to collect this information, and the individual(s) responsible for the collection/review of data. Assessments will be comprised of data from multiple sources and will require a multidisciplinary team of specialists to gather and interpret the data.

Parental consent is not required before reviewing existing data, or before administering a test or other assessment that is administered to all students, unless before administration of that test or assessment, consent is required of the parents of all the students.

An AP can be initiated for several reasons. Some examples may include:

- Upon parent request
- To initiate an assessment for an initial evaluation
- To initiate an assessment for a triennial evaluation
- If a student is identified as having a new possible area of need, such as behavior or speech and language

Parental consent is not required before:

- Reviewing existing data.
- Administering a test or other assessment that is administered to all students.

Parent Request for Assessment

According to EC 56043(a), if a parent is requesting an assessment, the LEA/district must respond within 15 days of the written request.

A parent has a right to request an evaluation at any time. For a student that has an IEP, if the school and parent mutually agree, a triennial IEP can be held early. There are circumstances in which holding the triennial IEP meeting early will reset the annual and triennial IEP dates.

The LEA/district may deny the parent's request for an initial assessment or additional assessment using a Prior Written Notice (PWN) if the team feels that the student is receiving a Free, Appropriate Public Education (FAPE) in the least restrictive environment (LRE). The LEA/district shall include data in the PWN to ensure that the student does not require assessment. Careful consideration is strongly encouraged prior to pursuing this option.

Assessment Timelines

Any time a referral to assess a student is proposed, an Assessment Plan (AP) will be developed and sent to the parent for review within 15 calendar days of receipt of the referral. The parent shall have up to 15 calendar days from the receipt of the proposed AP to either grant or decline the proposed assessment.

El Dorado County Charter SELPA Procedural Guidelines

Contact with the parent is strongly encouraged as a reminder to return the signed AP or to allow the parent to communicate concerns. When completing Triennial and Transition evaluations, it should be noted that existing IEP due dates may supersede the 60 day assessment plan timeline.

- **Initial Referral:** The AP will be developed and sent to the parent for review within 15 calendar days of receipt of referral for initial assessment for special education eligibility. The assessment team has 60 days to conduct assessments and hold an IEP meeting to determine initial eligibility for services.
- **Triennial Evaluation:** The AP will be developed and sent to the parent for review, giving the evaluation team enough time to complete the assessments prior to the triennial due date. The IEP team has 60 days to conduct assessments and hold an IEP meeting to determine if the student continues to qualify for special education services.
 - It should be noted that the triennial IEP due date, as listed on the “Information / Eligibility” section of the current IEP, is the date in which the IEP must be held, regardless of the 60 day assessment timeline.
- **Transition Evaluation:** The AP will be developed and sent to the parent for review, giving enough time to complete and review the transition assessments and hold the IEP prior to the student’s 16th birthday.
- **Other Requests for Evaluation:** Upon request for assessment by the parent or other interested parties, the AP will be developed and sent to the parent for review within 15 calendar days of receipt of referral.

When a referral has been made 10 calendar days or less to the end of the academic school year, the assessment plan must be developed within the first 10 calendar days of the following school year.

Assessment Plan Content Guidelines

The proposed AP (along with a Prior Written Notice (PWN)) given to parents or guardians shall meet all the following requirements:

1. Be individualized to reflect the concerns of the referring entity as well as concerns from any other party involved in the student’s learning.
2. Be provided in the primary language of the parent or another mode of communication used by the parent, unless to do so is clearly not feasible.
3. Explain the types of assessments to be conducted and the professional personnel responsible for the administration and interpretation of the assessment. SELPA suggests that assessors be listed by titles rather than by their name.
4. Address all areas of suspected disability.
5. State that no educational placement will result from the assessment without the consent of the parent.

Areas of Assessment

The AP must be comprehensive and allow for assessing the student in all areas related to the suspected disability, including, if appropriate:

1. Health and developmental history

2. Vision, including low vision, and hearing (to be completed within the past year)
3. Motor abilities
4. Speech and language function
5. General intelligence or cognitive level
6. Processing skills
7. Academic achievement
8. Adaptive skills
9. Orientation and mobility skills
10. Career and vocational interests (transition planning)
11. Social and emotional and behavioral status
12. Any other area of suspected disability

Please note: Because of the Larry P. litigation, the use of cognitive tests is prohibited for African-American students, even with informed parental consent. For further information on selecting appropriate tests for African American students, please see the procedural guide section entitled "Assessment, Test Selection and Reports".

Obtaining Parental Consent to Assess

An assessment shall not be conducted unless the written consent of the parent is obtained. Assessment may begin immediately upon receipt of parent consent.

An Assessment Plan (AP) will need to be presented to the parent in person, emailed, sent home with the student, and/or mailed to the student/parent/guardian address on file. In some cases, the school may need to require a return receipt to provide documentation that the parent received the assessment plan.

When the AP is presented to the parent for review, the following should be attached:

1. A copy of the notice of Parental Rights and Procedural Safeguards
2. A Prior Written Notice

If a parent is not identified or the location of the parent is unknown, a surrogate parent must be appointed to represent the individual with exceptional needs. For more information on processes involved with surrogate parents, please see the section of this Procedural Guide entitled "Surrogate Parents". If the child is a ward of the state and is not residing with his or her parent, the LEA/district shall make reasonable efforts to obtain the informed consent from the parent.

Consent for initial assessment shall not be construed as consent for initial placement or initial provision of special education and related services to the student.



ASSESSMENT, TEST SELECTION AND REPORTS

General Guidelines for Conducting Assessments:

Assessments must:

1. Address all areas related to the suspected disability.
2. Be conducted by a multidisciplinary team, including the parent.
3. Include, if appropriate:
 - Health and developmental history
 - Vision, including low vision, and hearing (unless completed within the past year)
 - Motor abilities
 - Speech and language function
 - General intelligence or cognitive level
 - Processing skills
 - Academic achievement
 - Adaptive skills
 - Orientation and mobility skills
 - Career and vocational interests (transition planning)
 - Social, emotional and behavioral functioning
 - Any other area of educationally related suspected disability

At least one member of the assessment team, other than the student's general education or special education teacher, shall observe the student's performance in the classroom setting and document the observation.

No single procedure/assessment is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs. Only by collecting data through a *variety of approaches* (e.g., observations, interviews, tests, curriculum-based assessment, and so on) and from a *variety of sources* (parents, teachers, specialists, and student) can an adequate picture be obtained of the student's strengths and weaknesses.

Legal Timelines

If an assessment is proposed for evaluation/re-evaluation for special education services, the assessment team who recommends the evaluation has 15 calendar days from the date of the referral to create the Assessment Plan and provide it to the parents (the "Assessment Plan" form is located in SEIS).

If an assessment is proposed within the last 10 days of the end of the regular school year, then the Assessment Plan must be developed within the first 10 days of the next school year.

The assessment will be completed and an IEP meeting held to review the results of the assessment within 60 calendar days from the date of receipt of the signed Assessment Plan. The 60 day timeline does not include days between the pupil's regular school sessions, terms, or days of school vacation in excess of five school days.

El Dorado County Charter SELPA Procedural Guidelines

If the signed assessment plan is received within the last 30 days of school the school year, assessments must be completed and the IEP Meeting held within the first 30 days of the next school year.

Service/ Obligation	Timeline	Exceptions/ Notes/ Considerations	Authority
Propose an assessment plan for initial assessment.	15 calendar days from date of referral.	<ul style="list-style-type: none"> • School breaks in excess of 5 school days still apply. • If referral received 10 days or fewer before end of school year, then due within first 10 days of next school year. • <i>Note:</i> Attach procedural safeguards notice to proposed assessment plan and prior written notice. 	EC §56043(a) EC §56321(a)
IEP team meeting to review initial assessments.	60 calendar days to determine the student’s eligibility and areas of need after receipt of parent consent to assessment plan.	<ul style="list-style-type: none"> • Exception: Student enrolls in another LEA. • Exception: Student not made available. • If AP received 30 days or fewer before end of school year, then due within first 30 days of next school year • 60 day timeline <u>stops</u> for breaks in excess of 5 days, such as: days between the pupil’s regular school sessions, terms, or days of school vacation 	EC §56043(c) EC §56302.1 EC §56344(a)

Assessment Considerations (Vision, Hearing, Health, and Medical)

All students being assessed for initial and three year reviews shall be screened in the areas of hearing and vision, unless parent consent is denied. All students continuing to fail a threshold hearing test shall be assessed by appropriately trained personnel for hearing, such as an audiologist. This is the responsibility of the LEA/district and access to these services shall be provided by the LEA/district.

For students with residual vision, a low vision assessment shall be conducted by a specialist.

For students who have been medically diagnosed with a chronic illness or acute health problem, relevant information shall be included within the assessment and reviewed by the IEP team.

Test Selection and Administration

Tests and other assessment materials must meet all of the following requirements:

- Are selected and administered so as not be to racially, culturally or sexually discriminatory.

- Are provided and administered in the student's native language or other mode of communication, unless the Assessment Plan indicates reasons why such provision and administration are clearly not feasible.
- Are used for purposes for which the assessments or measures are valid and reliable.
- Are administered by trained personnel in conformance with the instructions provided by the producer of such tests and other assessment materials.
- Are tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- Best ensure that when a test administered to a student with impaired sensory, manual, or speaking skills produces test results that accurately reflect the student's aptitude, achievement level, or any other factors the test purports to measure and not the student's impaired sensory, manual, or speaking skills unless those skills are the factors the test purports to measure.
- Materials and procedures used to assess a student with limited English proficiency are selected to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English proficiency.

Assessors should attempt to use the most up-to-date version of assessment tools and ensure that assessment tools are valid, reliable, and appropriately normed. Test selection is at the discretion of the assessor using the best practices set forth in their field of expertise. Eligibility decisions should not be made based upon data from assessment tools that are obsolete.

In addition, assessments and reassessments shall be administered by qualified personnel who are competent in the language and written communication mode of the student. They should also have a knowledge and understanding of the cultural and ethnic background of the student. All testing shall be conducted by persons knowledgeable of the suspected disability.

Test Selection Considerations for African-American Students

In the state of California, the use of cognitive tests is prohibited for African-American students as a result of the Larry P. vs. Riles litigation, even with informed parental consent. Parents are not required to self-identify their race or ethnicity. In the case of lack of self-identification, the California Department of Education (CDE) suggests that observer identification should be used. If an assessment report is found that includes information on IQ testing of an African-American student, please follow the procedure set out in the sub-section entitled *Purging Assessment Reports and Records* at the end of this section.

The following intelligence tests are prohibited based upon the original 1979 Larry P. court decision:

- Arthur Point Scale of Performance Test
- Cattell Infant Intelligence Scale
- Columbia Mental Maturity Scale
- Draw-a-Person (Good enough)
- Gessell Developmental Schedule
- Goodenough- Harris Drawing Test
- Leiter International Performance Scale
- Merrill- Palmer Pre-School Performance Test
- Peabody Picture Vocabulary Test (P147)
- Raven Progressive Matrices
- Slosson Intelligence Test

- Stanford - Binet
- Van Alstyne Picture Vocabulary
- Wechsler Intelligence Scale for Children (WISC)
- Wechsler Intelligence Scale for Children-Revised (WISC- R)
- Wechsler Pre-School and Primary Scale of Intelligence (WPPSI)

The 1986 Larry P. Settlement recommended additional tests, which purport to be or are understood to be a standardized test of intelligence, would be subject to the Larry P. prohibitions. These may include but are not limited to the following tests:

- Cognitive Abilities Test
- Expressive One-Word Picture Vocabulary Test (EOWPVT)
- K- ABC Mental Processing Subtests
- McCarthy Scales of Children's Abilities
- Structure of Intellect Learning Aptitude Test
- Test of Nonverbal Intelligence (TONI)
- Test of Nonverbal Intelligence- II (TONI- II)
- Test of Cognitive Ability from the Woodcock-Johnson (including the cognitive section of the Bateria Woodcock Psico-Educativa en Espanol)
- Test of Cognitive Ability from the Woodcock- Johnson- Revised (WJ- R)
- Test of Cognitive Ability from the Woodcock- Johnson -III (WJ -III)
- Cognitive Subtest of the Battelle Developmental Inventories

Any tests that have undergone revisions that appear on these lists should be considered prohibited to use with African-American students.

Although not banned by the courts or specifically addressed by the CDE, multidisciplinary assessment personnel are “cautioned against” using tests which might be regarded as IQ tests and/or have been validated primarily through correlation with identified tests of intelligence. These include, but are not limited to, the following (as well as previously noted and prohibited tests listed above):

- Differential Abilities Scale (DAS)
- Detroit Test of Learning Aptitude, all forms
- Language Processing Tests
- Matrix Analogies Test
- Nonverbal Test of Cognitive Skills
- Ross Test of Higher Cognitive Skills
- Test of Adolescent Language
- Test de Vocabulario en Imágenes Peabody

The above lists may not be inclusive of all assessment tools which should be prohibited or used with caution in the assessment of African-American students. In making a determination of whether a test falls under the IQ test ban for African-American students one should consider:

- Is the test standardized and does it purport to measure intelligence (cognition, mental ability or aptitude)?
- Are the test results reported in the form of IQ or mental age?
- Does evidence of the (construct) validity of the test rely on correlations with IQ tests?

An affirmative answer to any of these questions indicates that use of the test may fall within the ban.

Test Selection and Assessment Considerations for Students Who are English Language Learners

The following requirements of test selection and administration are specifically related to students who are in stages of English Language Development (ELD). Tests must:

- Be selected and administered so as not to be racially, culturally or sexually discriminatory.
- Be provided and administered in the student's native language or other mode of communication, unless the Assessment Plan indicates reasons why such provision and administration are clearly not feasible (students who have been formally re-designated/reclassified as Fluent English Proficient may not need testing in their native language).
- Materials and procedures used to assess a student with limited English proficiency are selected to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English proficiency.

Best practices include the use of informal assessment in addition to standardized measures. Informal and formal assessment procedures should include:

- Background information
- Developmental milestones
- Language use: home survey to determine predominant language
- Interviews with parents and teachers regarding students language use and academic progress
- Health history
- Observations in multiple settings
- Assessment in both native language and acquiring language
- Criterion-referenced measures

When evaluating students who are in the stages of EL development, it is important to consider the following:

- Nonverbal Tests of Intelligence: Nonverbal tests are often used in testing bilingual students. Unfortunately, nonverbal measures of intelligence are less reliable than verbal measures as they measure limited aspects of overall intellectual ability.
- Translated Tests: Assessors are cautioned against use of translated tests due to impact on validity. While it is not difficult to translate a test, it may be difficult to translate psychometric properties from one language to another. For example, a word in English may have different meaning when translated into another language such as Spanish, Hmong, Russian, or Chinese. Furthermore, translation assumes that the EL student has the same cultural background as the norming population, which may not be the case.
- Use of Interpreters: The use of trained bilingual paraprofessionals is an invaluable resource to an evaluator when she/he does not speak the language(s) of the student to be assessed. Qualified individuals can be used to gather information in interviews and to collect data from non-standardized, criterion-referenced instruments.
- Test Results: Assessors should interpret results with caution and take into account developmental history, observations, and other forms of data to inform decisions.

Possible indicators for a language disability are listed below.

- The student has made slow progress in learning English and academics despite accommodations and special classroom interventions. It is suggested that interventions are evidence based and implemented with consistency and fidelity for 6-8 week periods before evaluating effectiveness.
- The student has a significant medical history that may have impaired speech and language development.
- Family reports impairment in the primary/native language.
- Teachers and parents report student is learning very differently from other siblings and/or students who have had similar linguistic background and learning opportunities.
- The student has signs of language loss that seem to transcend normal limits.

Reports must document the use of an interpreter. As appropriate, assessment reports should also include, but not be limited to some or all of the following:

- The impact of language, cultural, environmental and economic factors on learning.
- The presence of a disability or impairment in both native language and language(s) student is acquiring.
- How standardized tests and techniques were altered, if appropriate.
- Use of translation of English tests, including reference to validity and reliability.
- Limitations of non-verbal measures, and comparison of those results to other areas assessed.
- Examiner's level of language proficiency in language other than English and its effect on interpretation of results.
- Use of an interpreter and its effect on the tests results and overall assessment.
- Cross-validation of information from the home setting that supports findings from more formal measures.

Additionally, when determining eligibility criteria for ELD students, it is necessary to determine that their learning problems are not primarily the result of environmental, cultural or economic disadvantage.

It is important that the following factors be revisited when completing a triennial reevaluation:

- Student's language level in both languages (such as CELDT scores)
- History of language of instruction
- Change in language used at home
- Response to Interventions
- English Learners who qualify for Special Education services may not meet the district/ LEA's reclassification criteria. Therefore, reclassification of English Learners should be considered. In order to consider reclassification, the IEP team should be expanded to include district/ LEA English Learner program personnel.

Types of Assessment

Please note: This list is not inclusive of all possible special education related assessments, rather it is intended to provide an overview of the most common assessments.

Type of Assessment	Minimum Qualifications
Academic Achievement	Credentialed Special Education Teacher Licensed Educational Psychologist Pupil Personnel Services Credential
Adaptive Behavior	Licensed Educational Psychologist Pupil Personnel Services Credential
Adaptive Physical Education	Credentialed Adapted Physical Education Specialist
Assistive Technology	Certified or Licensed Speech/Language Pathologist Occupational Therapist Certified Assistive Technology Specialist
Auditory Acuity	Licensed Educational Audiologist Clinical or Rehabilitative Services Credential Language, Speech and Hearing and Audiology Credential
Auditory Perception/Auditory Processing	Language, Speech and Hearing and Audiology Credential Clinical or Rehabilitative Services Credential Education Specialist Instruction Credential: Deaf and Hard-of-Hearing Licensed Educational Psychologist Pupil Personnel Services Credential
Functional Behavioral Assessment	Credentialed Special Education Teacher Pupil Personnel Services Credential Licensed Marriage and Family Therapist Licensed Clinical Social Worker Licensed Educational Psychologist Board Certified Behavior Analyst
Cognitive	Licensed Educational Psychologist Pupil Personnel Services Credential
Health	Licensed Physician Registered Nurse School Nurse Services Credential
Motor	Licensed Physical Therapist Registered Occupational Therapist Adaptive Physical Education Specialist
Occupational Therapy	Licensed Occupational Therapist
Orientation and Mobility	Clinical or Rehabilitative Services Credential Education Specialist Instruction Credential: Physical and Health Impairment
Physical Therapy	Licensed Physical Therapist
Social/Emotional	Licensed Educational Psychologist Licensed Clinical Social Worker (LCSW) Licensed Marriage and Family Therapist

El Dorado County Charter SELPA Procedural Guidelines

	Pupil Personnel Services Credential
Transition/Vocational	Credentialed Special Education Teacher Adult Education Credential with a Career Development Authorization Pupil Personnel Services Credential
Visual Acuity/ Developmental Vision	Licensed Optometrist Licensed Ophthalmologist Education Specialist Instruction Credential: Visual Impairments
Visual Motor	Licensed Educational Psychologist Licensed Clinical Social Worker (LCSW) Pupil Personnel Services Credential
Functional Vision	Education Specialist Instruction Credential: Visual Impairments

Assessment Reports

The personnel who assess the student shall prepare a written report of the results of each assessment. The report shall include, but not be limited to, the following:

- Whether the student may need special education and related services and the basis for making that determination;
- The relevant behavior noted during the observation of the student in an appropriate setting and the relationship of that behavior to the student's academic and social functioning;
- Summarize relevant background information (including the educationally relevant health and development, and medical findings, if any);
- Make a determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate;
- Assessment in all areas of suspected disability;
- Be understandable;
- List tests conducted;
- State areas of educational need/interventions previously attempted and their results;
- Include interviews and/ or questionnaires;
- Include assessment results and conclusions;
- Make recommendations for teaching strategies and additional assessment if necessary;
- Include a statement on whether student appears to meet eligibility criteria, with specific criteria stated (it may be relevant to not only determine eligibility, but also to rule out other areas of suspected disability).

If an assessment is not conducted under standard conditions, meaning that some condition of the test has been changed, a description of the extent to which it varied from standard conditions must be included in the assessment report. For example, if an interpreter must be used, and the assessment report shall document this condition and note that the validity of the assessment may have been affected.

The LEA/district may not to use any single procedure as the sole criterion for determining whether a student is a student with a disability. Multiple measures must be used.

A copy of the assessment report and the documentation of recommendation for eligibility shall be given to the parent or guardian. LEAs/districts can prepare and present an assessment report, provided they make it clear to the parents that the eligibility criteria listed is a recommendation to the IEP team by the psychologist, but that eligibility is ultimately the IEP team's decision. LEAs/districts must avoid any predetermination of program, services, and placement.

Outside Reports

The following are general guidelines for addressing the receipt of outside reports.

- Outside reports may be submitted by the parent for consideration by team. Information gathered from outside reports may guide team in identifying the need to assess for new areas of disability.
- Outside reports do not automatically determine eligibility or drive goals. Schools must conduct their own evaluations to examine student health/mental health needs in the school setting and how those needs impact the student's education or how the medically diagnosed condition manifests in the school setting.
- An outside report may trigger the need for further assessment, but does not immediately change or determine eligibility in school setting (medical diagnosis versus educational eligibility). Conversely, a medical diagnosis is not required for determination of eligibility in the school setting. For example, a student with a medical diagnosis of ADHD does not necessarily automatically qualify under OHI.

Presentation of Assessment Reports

IDEA requires a LEA/district to ensure that an IEP team for a child with a disability includes:

- The parents of the child.
- Not less than one general education teacher of the child (if the child is or may be participating in the general education environment).
- Not less than one special education teacher of the child, or, where appropriate, not less than one special education provider of the child.
- A LEA/district representative who:
 - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - Is knowledgeable about the general education curriculum; and
 - Is knowledgeable about the availability of LEA/district resources.
- An individual who can interpret the instructional implications of evaluation results.
- At the discretion of the parent or the LEA/district, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.
- Whenever appropriate, the child.

Assessment reports should be presented by an individual who can interpret the instructional implications of evaluation results. Most often, reports should be presented by the assessor who conducted the assessment. Should the assessor be unable to present their findings (due to extenuating circumstances) at an IEP meeting, another individual with the same credentials may share their results and answer questions during the IEP meeting. Should an assessor be unable to attend an IEP meeting in person, they may attend via telephone or computer. If an assessor is unable to attend the meeting entirely, and no replacement is available, best practice would be to complete as much as possible of the meeting and

reconvene at a different time to review the assessment results. A team member "Excusal" form (found in SEIS) would be required for absent team members.

Purging Reports and Records

In California, LEAs/districts are prohibited from administering IQ tests to African-American students. If the records of an African-American student are received from out-of-state and/or another agency and contain IQ test information, the IQ scores (and all references to them) must be purged. The following steps are recommended when it becomes necessary to purge IQ information from a student record:

1. Review the case file to determine if prohibited information is contained therein.
2. Remove any prohibited protocols and all assessment reports which contain IQ information.
3. Copy the original report.
4. Use a black tip marker or liquid "white-out" to remove the following information on the copy:
 - Any reference to a test instrument which yields an IQ score or standard score that is an indication of cognitive functioning.
 - Any test data summary scores from the test instrument(s).
 - Commentary in the report or IEP, which discusses the student's performance on the test instrument(s).
5. Make a copy of the purged report. File this in the student record.
6. Destroy the copy with the black tip marker or liquid "white-out."
7. Notify the parent/guardian that the student's records are being sealed.
8. Seal the original report, any relevant protocols, and a copy of the letter sent to the parent/guardian in an envelope. Indicate the student's name and destruction date of five years hence on the outside of the envelope. Also attach a label indicating the envelope is only to be opened for purpose of litigation, official state or federal audits, or upon parent request.
9. Add the student's name to an LEA/district level master list of students whose files have been purged and reports sealed due to the Larry P. vs. Riles ruling.



INDIVIDUALIZED EDUCATION PROGRAM MEETING

Parent Notification

Parents are critical and necessary members of the Individualized Education Program (IEP) team and shall be given sufficient written notice of the IEP meeting so that they can attend and participate. To ensure parent participation the following is advised:

- Contact parents and IEP team members (at school and outside service providers) to arrange a meeting at a mutually agreed upon time and place.
- Send parents a Meeting Notice a minimum of 10 days prior to the IEP Meeting (Meeting Notice form is available in SEIS).
- On the Meeting Notice indicate the purpose of the meeting, time, location and the titles of those in attendance.
- Ask parent to sign and return the Meeting Notice.
- Arrange for an interpreter if necessary.
- Notify all members of the IEP team of the upcoming meeting to ensure their attendance.
- Place a copy of the signed Meeting Notice in the student's special education file.

Recording IEP Meetings

Parents, LEA/districts, and the Special Education Local Plan Area (SELPA) may electronically record an IEP meeting if the requesting party provides other members of the IEP team with 24 hours' notice. If the recording is at the request of the LEA/district or the SELPA, and the parent objects or refuses to attend the meeting because it will be recorded, then the meeting shall not be recorded.

IEP Team Membership

The following individuals are required members of an IEP team, as defined in the California Education Code (Section 56341) for purposes of developing, revising or reviewing the IEP, determining eligibility, and/or recommending placement for any pupil.

1. An administrator or an administrative designee (other than the student's teacher) who is knowledgeable of program options appropriate for the student. This person must be authorized to make decisions and allocate resources.
2. Not less than one general education teacher. The El Dorado County Charter SELPA advises that the student's current general education teacher attend the meeting. If the student does not have a general education teacher, the teacher with the most recent and complete knowledge of the child and who is qualified to teach a student of his or her age should attend.
3. The student's special education teacher(s).
4. The student's parent(s)/legal guardian(s)/surrogate parent, or an individual selected by the parent. It is important to note that no individual or agency is authorized to sign with consent to an IEP unless they possess educational rights for the student.

When appropriate, the IEP team may also include:

- The student.
- Other persons who possess expertise or knowledge necessary for the development of the IEP.
- An assessor(s) who conducted an assessment and is presenting his/her report for the IEP team or an individual with the appropriate qualifications to present the assessment report on behalf of an assessor.

For students with suspected learning disabilities, at least one member of the IEP team, other than the student's general teacher, shall be a person who has observed the student's educational performance in an appropriate setting.

Membership Excusal

IDEA 2004 allows for the excusal of the following IEP team members.

- Not Necessary: A member of an IEP team may not be required to attend an IEP meeting in whole or in part, if the parent of a child with a disability and the LEA/district agree that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
- Necessary, but excusable: A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if both of the following occur:
 - A. The parent and the LEA/district consent to the excusal in writing by completing the IEP Excusal Form (available in SEIS) and
 - B. The excused IEP team member submits, in writing, to the parent and the IEP team input into the development of the IEP prior to the meeting.

When an IEP team member is excused, other team members should refrain from reinterpreting the data of the excused team member or answering questions outside of the scope of their credentials.

Agenda

It is essential that a well-organized and structured IEP team meeting be conducted. The agenda which follows is recommended as a guide for conducting IEP team meetings. Depending on the purpose of the meeting, the IEP Meeting agenda may be amended. Efforts should be made to present information in a manner that is easily understood by all members of the IEP team, including the parents. This includes providing parents with translated documents when necessary.

1. Welcome: Welcome all participants to the meeting and thank them for their participation.
2. Introduction of All Persons Present: Record the names, titles, agency/school of all attendees, including individuals who may be participating by phone, in meeting notes. Use the Excusal Form if necessary and obtain parent signature. The IEP team may wish to sign attendance sheet at this point or at the close of the IEP.
3. Purpose: The meeting facilitator should briefly review the purpose of the meeting.

El Dorado County Charter SELPA Procedural Guidelines

4. **Agenda Overview:** The meeting facilitator should briefly review the proposed agenda and request additional agenda items or questions from IEP meeting team members. The IEP team shall finalize and agree on an agenda before continuing the meeting.
5. **Child/Parent Rights:** Provide/verify that the parents have received a copy of their Notice of Parental Rights and Procedural Safeguards. The meeting facilitator shall ask the parents if they have any questions or would like further clarification regarding their rights and procedural safeguards. A copy of Parent Rights and Procedural Safeguards should be presented at minimum one time annually, but it is suggested that they be provided at the beginning of each IEP Meeting. Parents may decline an additional copy of these rights, although one must be offered. It is recommended that the note-taker document in the IEP notes that these rights were offered and accepted or offered and declined and whether or not the parent had any questions.
6. **Review of Information/Eligibility Page:** Review the Information/Eligibility page of the IEP to make sure that parent(s) address(es) and phone number(s) are up-to-date.
7. **Establish Time Parameters:** The meeting facilitator should review the previously agreed upon start and end time for the IEP meeting. If anyone has to leave the meeting at a specific time, address it with the entire team and document the time the individual(s) leave in the IEP meeting notes. An excusal form should be completed and signed by the parent and the Administrative Designee. If the parent disagrees with someone's request to leave early, the team will have to adjourn the meeting at the point of the member's departure and schedule a continuation meeting when the member can attend the entire meeting. Assign a designated person to be the timekeeper, if necessary.
8. **Student Strengths/Preferences/Interests:** Any member of the IEP team may provide strengths of this student to the team. They may be academic, social, behavioral strengths or student preferences, likes, hobbies, talents.
9. **Parent Concerns:** Parents should have an opportunity to share their concerns and provide relevant information to the team. The person taking the notes should document how the parent concerns were addressed during the meeting or make a plan for how to address that concern in the future.
10. **Present Levels of Performance:** The meeting facilitator should request each IEP meeting participant to provide data to update the student's present levels of performance, including the parent(s)/guardian(s). Each classroom teacher should provide input, as well as parents and each assessor. When appropriate (student will turn 16 years of age before next annual IEP) complete transition paperwork in conjunction with present levels, goals and services.
11. **Review of Assessment Reports:** This may include the General Education, Special Education, Specialists, and other agencies. Assessment reports are usually reviewed during the student's triennial IEP which occurs every three years. Individuals who assessed the student and are qualified to interpret the results in their reports should report out on the assessments conducted. Discuss all reports at the IEP (even if parent has received a draft copy and has no questions) for the benefit of all the IEP team members. Reports may be summarized.

12. Statement of Eligibility/Non-eligibility: If eligibility is being considered or reviewed the following applies:

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

13. Special Factors:

- Assistive technology: Does the student require assistive technology devices and/or services to access learning? Did the team have an assistive technology assessment completed?
- Low incidence: Does the student require low incidence services, equipment and/or materials to meet educational goals? Is this student eligible under a low incidence disability (visual or hearing impairment, severe orthopedic impairment or any combination thereof).
- Blindness or visual impairment: If the student is blind or visually impaired, the IEP team must provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.

14. Deaf or Hard of Hearing: Consider the communication needs of the child, including:

- Child's language and communication needs,
- Opportunities for direct communications with peers and professional personnel in the child's language and communication mode,
- Academic level, and
- Full range of needs, including opportunities for direct instruction in the child's language and communication mode

15. English Learner: Is the student an English Language Learner, yes or no?

- If yes, does the student need primary language support?
- If yes, who will provide language support?
- What will be the language of instruction for the student?
- Who will provide ELD services to student?

- What type of ELD services will be provided?

16. Behavior: Does student's behavior impede learning of self or others, yes or no?

- If yes, specify positive behavior interventions, strategies, and supports. Consider whether a behavioral goal and/or a Behavior Intervention Plan (BIP) is appropriate depending on student's needs.

17. Areas of Need: For student to receive educational benefit, what areas of need do goals need to be written in? The areas of need should align with the present levels and be supported by data.

- Assessment reports conducted by specialists trained in these specific areas should provide information indicating need for specialized materials, devices or supports.

18. Review of Progress on Current Goals/Objectives: At annual and triennial meetings, IEP teams must address the previous year's goals and objectives and note on the document whether goals were met. If previous goals were not met, document action to be taken (i.e. continue, discontinue or modify) and revise the goal.

19. New Goal/Objectives Based on Current Needs: At an initial, annual and triennial meetings the IEP team shall develop goals tied to the areas of need identified by assessments and /or present levels. As a team, the IEP meeting participants shall establish goals and short term objectives for all areas of need that were identified in the present levels of performance.

Each measurable annual goal, including academic and functional goals, shall be designed to do the following:

- Meet the individual's needs that result from the individual's disability in order to enable the pupil to be involved in and make progress in the general curriculum
- Meet each of the pupil's other educational needs that result from the individual's disability
- Be linguistically appropriate for the student, if the student is an English Language Learner

20. Statewide Assessments: Fill in participation information including accommodations and modifications. Accommodations should be updated for each student on an IEP. Please see the SEIS Document Library for additional information. The following guideline presents the current universal tools, designated supports, and accommodations adopted by the State of California for the Smarter Balanced Assessment Consortium (SBAC) assessment. The SBAC assessment took the place of the California Standards Test (CST).

- **Universal tools** are access features that are available to all students based on student preference and selection.
 - Embedded: Breaks, calculator, digital notepad, English dictionary, English glossary, expandable passages, global notes, highlighter, keyboard navigation, mark for review, math tools, spell check, strikethrough, writing tools, and zoom.
 - Non-Embedded: Breaks, English dictionary, scratch paper, and thesaurus.

- **Designated supports** for the Smarter Balanced assessments are those features that are available for use by any student (including English language learners, students with disabilities, and English language learners with disabilities) for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate).
 - Embedded: Color contrast, masking, text-to-speech, translated test directions, translations (glossary), translations (stacked), and turn off any universal tools.
 - Non-embedded: Bilingual dictionary, color contrast, color overlay, magnification, read aloud, scribe, separate setting, translated test directions, translation (glossary)
- **Accommodations** are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments by generating valid assessment results for students who need them and allowing these the opportunity to show what they know and can do. Universal tools, designated supports, and accommodations may be either embedded in the test administration system or provided locally (non-embedded).
 - Embedded: American Sign Language, braille, closed captioning, text-to-speech.
 - Non-embedded: Abacus, alternate response options, calculator, multiplication table, noise buffers, print on demand, read aloud, scribe, speech-to-text.

21. Supplementary Aids, Services and Other Supports for School Personnel, or for the Student, or On Behalf of the Student: The IEP team shall develop a list of supplementary aids and services, based on peer-reviewed research to the extent possible. Frequency, duration and location of services to be provided must be specified on the IEP. It is not recommended to write in “as needed” for duration or frequency. The IEP team shall also document program modifications or supports for school personnel. The services, supplementary aids, program modifications, and/or supports will be provided to enable the student to do the following:

- To progress towards obtaining their annual goals
- To be involved in and make progress in the general education curriculum in accordance with their present levels and functional performance
- To participate in extra-curricular and non-academic activities
- To be educated and participate with other students with exceptional needs and non-disabled peers

EDCOE SELPA suggests that the IEP include all accommodations and supports a student needs, including those tied to behavior intervention plans or state testing. If a student requires classroom support, it would be documented at the top portion of the Services-Offer of FAPE (Free and Appropriate Public Education) form under supplementary aids, services & other supports. Classroom support refers to support in the classroom which may include additional adult support. If a student requires individualized support from an aide, it would be documented on the bottom portion of the services-offer of FAPE form under special education and related services.

22. Accommodations/Modifications: Consider what classroom and campus supports will the student need to obtain educational benefit. These accommodations and modifications are those that the student requires that are beyond what is currently available to general education students.

23. Offer of Program/Services Based on Goals/Objectives: In considering program alternatives, the IEP team shall make a recommendation based on the individual needs of the student and not on the category under which the student is determined to be eligible for special education.

The IEP team shall consider the full continuum of program options to ensure that all students are provided a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE) and document options considered on the services page of the IEP.

After reviewing all program options, the IEP team shall recommend appropriate related services, calculated to offer the student the opportunity to achieve educational benefit.

24. Educational Setting: What is the most appropriate placement in the Least Restrictive Environment (LRE) for this student? Each public agency must ensure that:
- A. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
 - B. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [§300.114(a)]

Additional Considerations:

- Percentage (%) of time in/out of general education classes and rationale for time out of general education
- Indicate other agencies working with the student
- Indicate promotion criteria
- Progress monitoring/progress reporting
- Special education transportation
- Graduation plan (if appropriate)

25. Extended School Year (ESY): Complete the “Extended School Year” (ESY) forms located in SEIS to help the team determine if a student needs ESY support. For more information, see the “Extended School Year” section of this procedural guide.

26. Ending the Meeting:

- Confirm Agreements
- Obtain Signatures:
 - All IEP team members, including parents and student (when student is present) sign in attendance of the IEP. If parents agree to the IEP and placement of their child, they will also sign in consent to the IEP document.
 - If the parent does not consent to all components of the IEP, then the parent should indicate those areas of exception on the signature page. If the parent needs more writing space, an additional piece of paper can be used and attached to the IEP. Whether the parent submits their letter of exception at the IEP meeting or returns

with a letter that explains the areas of exception, it shall be accepted as a supplemental document to the IEP and attached in SEIS.

- The notes page should reference the additional page of exceptions. If a parent submits consent to some components of the IEP and lists exceptions to others, the case manager should work with parent to schedule a future IEP meeting to discuss the areas of exception. Any areas of the IEP that the parent does not consent to will become areas of exception and will not be implemented.
- The components of the program to which the parents have consented may be implemented so as not to delay providing supports and services to the student.
- Written parent permission must be obtained prior to initiating services and/or educational placement. The services and/or placement will begin following parent's written approval of the IEP.

27. Follow Up: If there are any outstanding agenda items or concerns that the IEP team was not able to discuss/reach consensus on, another IEP meeting shall be scheduled as soon as team can set a mutually agreeable meeting date.

- Provide parents with a copy of the IEP.
- LEA/district may need to send parents a Prior Written Notice (PWN) after the meeting. The purpose of this is to document any changes or proposed changes to the IEP. For information regarding Prior Written Notices, see the PWN section of this procedural guide.



TRANSITION PLANNING AND STUDENT-LED TRANSITION MEETINGS

As a student with disabilities moves into the teen years, the IEP focuses more on the interests of the student and what he or she hopes for the future, and it is the IEP team's responsibility to create a transition individualized education program to support those interests.

Transition, in reference to individuals receiving special education services, is defined as a coordinated set of activities for a student with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual student's needs, taking into account the student's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

[34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]

The student's IEP must be updated, prior to their 16th birthday (or younger if deemed appropriate by the IEP Team), to include the following transition components:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;
- The transition services (including courses of study) needed to assist the student in reaching those goals; and
- Beginning not later than one year before the student reaches the age of majority under state law (18 in California), a statement that the student has been informed of the student's rights under Part B, if any, that will transfer to the student on reaching the age of majority, must be included in the IEP.

The LEA/district must invite the student with a disability to attend the student's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals.

If a purpose of a student's IEP Team meeting will be the consideration of postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the LEA/ district must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services to attend the student's IEP Team meeting.

Overview of Transition Planning

Collaborate closely with the student through each step of the process:

- 1) Transition Assessment: Conduct age-appropriate assessments to determine interests, aptitudes and areas of need.
- 2) Assessment Results: Describe student's strengths and present levels of performance, achievement, and functioning.
- 3) Measureable Postsecondary Goals: Based upon assessment information and present levels, develop student-centered measurable postsecondary goals.
- 4) Course of Study: Determine course of study that will support the student's transition goals.
- 5) Coordinated Set of Activities to Support Transition Goals: Develop a "coordinated set of activities" that support the measurable postsecondary goals and transition plan.
- 6) Transition Services: Determine transition services and document in student's IEP.
- 7) Student Led Transition (IEP) Meeting: Assist the student to plan and prepare to lead the IEP meeting. Be sure to include these additional components:
 - a) Age of Majority: Document the information shared with the student around the Age of Majority. Please see section of this Procedural Guide entitled, "Age of Majority" for more details on this topic.
 - b) Invite Appropriate Outside Agencies: Ensure appropriate agencies are invited to the IEP meeting.
- 8) Implementation: Implement the IEP, monitor progress on goals and course of study, modify and update plan annually.
- 9) Annual Review of Goals and Updates to Plan: Develop annual IEP goals that align with and support the transition plan and postsecondary goals.
- 10) Summary of Performance: The Summary of Performance must be completed in the final year of a student's high school education. It is intended for postsecondary schools, service providers, and employers, to be used at the student's discretion.

Transition Assessment

Transition Assessment is the ongoing process of collecting data on the individual's needs, preferences and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment is the common thread in the transition process and forms the basis for defining goals and services to be included in the IEP. Transition assessment should include activities, assessments, content, environments, instruction, and/or materials that reflect a student's chronological age.

Each year, the transition assessments should be revisited in a more specific manner, targeting the student's development. For students in grades nine and ten, a career exploration measure or interest inventory is typically satisfactory. For an older student, a vocational skills assessment is more appropriate. Assessment should address all three components of transition- employment, postsecondary education and training, and independent living.

It is best practice to use information in addition to a student's self-report when assessing for transition. Input from parents, teachers, and other providers is helpful in determining needs a student may have but not recognize themselves in employment, independent living, and education.

Tools that can be used to assess a student's transition needs may include:

- Psycho-educational Assessments
- Job Evaluations
- Labor market Surveys\Aptitudes Tests
- Progress on IEP Goals
- Transition Inventories
- Observations & Record Reviews
- Interest Surveys
- Personality Inventories
- Academic Assessments/ Curriculum Based Assessments
- Computerized Career Systems
- Student and family interviews

If doing individual transition assessment, there should be an assessment plan signed by the parent or guardian. Some assessments are often done as a group activity, and may not require an assessment plan. For example, if a whole class is taking an online career interest inventory, individual parent consent is not required. But, if an individual student is asked to complete a career interest inventory and the assignment is not required class wide, an assessment plan must be signed for parent consent.

Document the assessment(s) done each year in the transition assessment section of the IEP. Include the name and date of each tool used, a brief summary of the results, and outcomes of any work, training or community service in which the student has participated.

Measurable Postsecondary Goals

Measurable Postsecondary Goals (MPSGs) should be student centered and directed by assessment. They typically focus on 12-24 months after high school graduation or completion. It's important that the goals are measurable and identify an outcome rather than a process. These measurable postsecondary goals must be reviewed and updated annually, but they may not change annually. They may become more specific as a student matures.

Measurable postsecondary goals are required for all students in two areas: 1) training/education and, 2) employment. Measurable postsecondary goals in the area of training/education may include college studies (university and community college), occupational certification, technical training, industry certification, or on the job training. Measurable postsecondary goals in the area of employment might include paid, competitive, supported or sheltered employment. It may also include unpaid opportunities such as volunteering in a training capacity, military, etc.

A third measurable postsecondary goal in the area of Independent Living is recommended but not required. It is up to the student's IEP Team to determine whether IEP goals related to the development of independent living skills are appropriate and necessary for the student to receive FAPE (71 Fed. Reg. 46668 (Aug. 14, 2006)). Measurable postsecondary goals in the area of independent living should be considered for students who are Regional Center clients, students taking alternative assessments, students on a non-diploma track, and for students with medical and mental health issues. Recommended best practice is to have a goal in independent living for all students with an IEP.

Suggested IEP Language for Measurable Postsecondary Goals

The IEP template in SEIS starts the MPSG with "Upon completion of school I will..." From that point on, you could choose to add specificity, i.e. "receive a certificate of completion and..." or "receive a high school diploma and..." and align MPSGs with the outcome identified in the student's Course of Study.

Use results-oriented terms such as, "Will enroll in, will work at, will live independently," etc. (Avoid "hope to," or "plan to," or "will seek employment," etc.). Use descriptors such as full-time, part-time, independently, with adult support, etc.

Annual goals should be specifically and directly linked to the measurable postsecondary goals. Annual goals must be reasonably calculated to assist the student in achieving readiness for postsecondary goals. Skills targeted should be based on identified areas of student need, and there should be at least one annual goal tied to each measurable postsecondary goal.

Course of Study

Federal and state law require that transition pages in an IEP include a multi-year description of coursework planned to achieve the student's desired postsecondary goals from the student's current year to the anticipated graduation or exit year. A transcript does not meet this requirement unless it includes courses the student will take in the future, by year, that are specifically related to the student's postsecondary goals. List any courses that are LEA/ district, student, or site specific and how they link to measurable postsecondary goals.

Based on a review of legislation and California Education Code (CEC) that inform the course of study for the state of California, and with the goal of making sure we do not create liabilities for any students, the California Secondary Transition Leadership Team has recommended:

1. The course of study must intentionally and explicitly reflect each student's secondary completion goals and postsecondary transition goals.
2. For students who plan to earn a high school diploma the student must meet state and district graduation requirements.
3. Elective classes or those meeting the state and district graduation requirements such as performing and visual arts, foreign language (language other than English including American

Sign Language), and career technical classes should reflect the individual student's career interests and postsecondary goals.

4. The course of study should be sufficiently generic to be portable across district or state lines.

5. Student progress toward achieving a high school diploma or certificate of completion should be monitored at least once annually with consideration given to attendance, grades, credit status and other educational performance measures. The course of study should also be reviewed at least once annually for all students.

6. It should be recognized that, to the maximum extent possible, attainment of a high school diploma should be recognized as partially meeting postsecondary education and employment goals. (Some employers require a diploma to meet their minimum requirement when considering job applicants).

7. It should be emphasized that the course of study and attainment of a diploma or certificate are not sufficient to document the provision of transition services as mandated in IDEA.

8. For students whose course of study will lead to certificates that are alternatives to a high school diploma, the certificate should intentionally and explicitly reflect each student's secondary completion goals and postsecondary goals.

Compiled by Sue Sawyer, California Transition Alliance, 2015, *Secondary Transition Planning: The Basics*

Note: The certificate of completion option is available to those students who are not able to complete the requirements for a regular high school diploma as offered by the LEA/district. These students are eligible for educational placement and services in accordance with their IEP until the age of 22. If the school is a charter school, the governing board of the LEA/district approves the requirements for the certificate of completion graduation option. In a standard public school, the certificate of completion option is in accordance with EC 56390.

Coordinated Set of Activities to Support Transition Goals

IDEA requires a "coordinated set of activities" for individual students to meet their postsecondary goals. These activities should be listed in the transition pages of the student's IEP, and must be individualized based on the needs of the student. While some activities included in the list may be general activities offered to all students at a school site, other activities should be identified that help each individual student work toward their measurable postsecondary goals.

Many of these activities may already be happening at a school site and may benefit all students. Examples might include:

- Career Day for all students
- Visits to local community college(s)
- Visit local recreation centers

- Taking public transportation to community activities
- Community Service
- Job shadow other peers

Activities to support a student’s transition goals may be provided by a variety of properly qualified personnel, depending on the needs of the student. Some examples might include:

- A school counselor provides information on college admissions, financial aid or campus information
- An occupational therapist provides fine motor therapy for a student to be able to brush her hair on her own
- A special education teacher provides specialized academic instruction to improve math skills in the area banking and money management
- A case manager arranges for job shadowing opportunities in the community
- A “careers class” provides instruction in job search and interviewing skills

Transition Service Codes

Many service codes for transition services are 800 codes in SEIS/CASEMIS. Students who struggle with activities of daily living may need direct instruction in areas such as hygiene, cooking, budgeting, etc. In some cases “specialized academic instruction (code 330)” may be the appropriate service to support a measurable postsecondary goal in independent living, even though it is not an 800 code.

800 CASEMIS Codes available in SEIS are as follows:

820	College Awareness	
830	Vocational assessment, counseling, guidance, and career assessment	Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.
840	Career awareness	Transition services include a provision for in self-advocacy, career planning, and career guidance.
850	Work experience education	Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.
855	Job Coaching	Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job that can determine how the employee that is

El Dorado County Charter SELPA Procedural Guidelines

		experiencing difficulty learns best and formulate a training plan to improve job performance.
860	Mentoring	Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.
865	Agency linkages (referral and placement)	Service coordination and case management that facilitates the linkage of individualized education programs.
870	Travel Training (includes mobility training)	
890	Other transition services	These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies. (Note: This code should be used with caution and only when appropriate)
900	Other Special Education/Related Services	Any other specialized service required for a student with a disability to receive educational benefit.

Summary of Performance (Postsecondary Exit)

The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The language as stated in IDEA 2004 regarding the SOP is as follows:

For a student whose eligibility under special education terminates due to graduation with a regular diploma or due to exceeding the age of eligibility, the local education agency “shall provide the student with a summary of the student’s academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the student’s postsecondary goals.”

§Sec. 300.305(e)(3).

The Summary of Performance, with the accompanying documentation, is important to assist the student in the transition from high school to higher education, training, and/or employment. This information is necessary under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act to help establish a student’s eligibility for reasonable accommodations and supports in postsecondary settings. The information about students’ current level of functioning is intended to help postsecondary institutions consider accommodations for access. These recommendations should not imply that any individual who qualified for special education in high school will automatically qualify for services in the postsecondary education or the employment setting. Postsecondary settings will continue to make eligibility decisions on a case-by-case basis (adapted from the Council for Educational Diagnostic Services, a division of the Council for Exceptional Children).

The Summary of Performance must be completed in the final year of a student’s high school education. It is intended for postsecondary schools, service providers, and employers, to be used at the student’s discretion. The different organizations may have their own standards regarding the documentation required to establish eligibility. Students may (but are not required to) share their Summary of Performance with colleges, adult agencies, vocational and rehabilitative centers, employers and others.

The SOP helps such organizations identify services and accommodations the student might need in the classroom, the workplace, or the community.

Each Summary of Performance must include information about the student's academic achievement, information about the student's functional performance, and recommendations on how to assist the student in meeting his/her postsecondary goals. IDEA does not identify a specific individual responsible for preparing the Summary of Performance. Typically, a student's special education teacher completes the SOP when a student exits high school.

There is no mandate in IDEA that requires a meeting to be held to discuss a Summary of Performance, and if a meeting is held, membership at the meeting is not prescribed. Typically, there can be a meeting with the case manager, student, and parent. If an exit IEP is being held, an SOP discussion could naturally occur during this meeting.

Performance Indicator

The Individuals with Disabilities Education Act (IDEA) was reauthorized on December 3, 2004, becoming effective on July 1, 2005. In conjunction with the reauthorization, the U. S. Department of Education required states to develop six-year State Performance Plans around 20 indicators, on which data is submitted annually in Annual Performance Reports.

The 13th Performance Indicator relates to transition services for students, and includes eight specific components to determine compliance around transition mandates:

“Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate (1) measurable postsecondary goals, (2) that are annually updated and based upon an age appropriate (3) transition assessment and (4) transition services, including (5) courses of study, that will reasonably enable the student to meet those postsecondary goals and (6) annual IEP goals related to the student's transition services' needs. There also must be evidence that the (7) student was invited to the IEP team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any (8) participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority (20 U.S.C. 1416(a)(3)(B)).”

There are eight questions that must be answered in the Transition Plan of a student's IEP to satisfy Indicator 13:

1. Are there appropriate measurable postsecondary goals (MPSGs) that address education/training, employment, and as needed, independent living?
2. Are the MPSGs updated annually?
3. Is there evidence that MPSGs were based upon assessment?
4. Are there transition services in the IEP that will *reasonably enable* the student to meet the MPSGs?
5. Will the course of study (in the transition services) *reasonably enable* the student to meet the MPSGs?
6. Are there annual IEP goals related to the transition needs of the student?

7. Is there evidence the student was invited to the IEP?
8. Is there evidence of an invitation to the IEP extended to representative of involved agency (as appropriate)?

An IEP may be considered compliant in meeting the requirements of Indicator 13 if it includes evidence of the eight (8) required components stated above.

Student Participation in the IEP

IDEA requires the student be invited to the IEP meeting whenever appropriate. The IEP is based on the individual student's needs, strengths, preferences and interests. When planning for the transition from high school to post-school life, the student's input is essential for his or her success. In accordance with 34 CFR 300.321(a)(7), the public agency must invite a student with a disability to attend the student's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals under 34 CFR 300.320(b).

There are four areas where a student can be involved in the IEP process:

- Planning the IEP: includes laying the foundation for the meeting by identifying strengths and needs, establishing goals, considering options, and preparing materials for the IEP meeting.
- Drafting the IEP: provides practice in self-advocacy skills and includes having students create a draft of their IEP that reflects these strengths and needs, as well as their interests and preferences.
- Participating in the IEP meeting: in which students have the opportunity to share their interests, preferences, and needs and participate in dialogue with other members of the IEP team to develop a plan.
- Implementing the IEP: involves students evaluating how well they are achieving the goals identified in their IEP.

Konrad, M., & Test, D. W. (2004). Teaching middle-school students with disabilities to use an IEP template. *Career Development for Exceptional Individuals*, 27, 101-124.

Suggested Self-Advocacy strategies to prepare students to participate actively in the IEP:

- Inventory strengths: areas to improve or learn, goals and choices for learning or needed accommodations. Students complete an inventory sheet they can use at the IEP meetings.
- Provide inventory information: Use inventory, portfolio, presentation video, etc.
- Listen and respond: learn the proper times to listen and to respond.
- Ask questions: teach students to ask questions when they don't understand something.
- State goals: students list the goals they would like to see in their IEP.
- Use the IEP as an opportunity to develop self-advocacy and leadership skills.
Compiled by Sue Sawyer, California Transition Alliance, 2015, ***Secondary Transition Planning: The Basics***

Below you will find a Student-Led IEP Script and Transition (IEP) Meeting Agenda.

SAMPLE STUDENT-LED IEP MEETING SCRIPT

Hello everyone. Welcome to my IEP meeting. I am _____.

Today we will talk about how I am doing in school right now, the progress I've made on my special education goals, my goals for the future, and what type of help I will need to reach my goals.

I will be leading this meeting, so please be sure to address me directly with all of your comments. Will everyone please introduce yourselves? Starting with... Thank you.

Here is a copy of your parent rights (hand to parent). When I turn 18, I will be legally responsible for myself (Team may discuss transfer of rights).

My strengths and interests are.....

The reason I have a right to special education services is because Iwhich makes it hard for me to

I am interested in working as a

Would anyone like to add to what I have already shared?

After high school I want to..... (Student shares Measureable Post-Secondary Goals)

My concerns about school are.... ..

What are your concerns, Mom or Dad?

Here is how I am doing in school right now:

- | | |
|-----------------------------------|------------------------|
| State testing | Credits I need to earn |
| Current grades | Attendance |
| Progress on last year's IEP goals | Work samples |

Student asks Team Members (specialists) to share reports in other areas (health, social, motor, vocational, living skills).

This year I want to..... (Student or teacher shares Annual Goals for this IEP)

The kind of help I will need is.....

The services I need are.....

- Support in.....
- Special attention on.....
- Work with.....

Are there any other questions or things we need to cover?

Will everyone please sign the attendance page?

Thanks for coming, everyone.

Suggested Transition Individualized Education Plan Agenda (with Annual IEP)

- 1. Welcome**
 - a. Introductions
 - b. Purpose of Meeting/Expected Outcomes
 - c. Agenda Overview
 - d. Review Child/Parent Rights

- 2. Present Levels of Performance**
 - a. Parent Concerns
 - b. Review of Reports (General Education, Related Service Providers, other agencies, if applicable)
 - c. Review of Progress on Current Goals/Objectives

- 3. Transition Plan (for Students 16 Years and Older)**
 - a. Discuss Student Strengths/Preferences/Interests
 - b. Review Results from Transition Assessments
 - c. Develop/Review Measurable Postsecondary Goals
 - d. Discuss Activities and Services to Support Postsecondary Goals
 - e. Document Course of Study
 - f. Discuss Age of Majority

- 4. New Goals/Objectives**
 - a. Based on Current Need Areas
 - b. Aligned with Postsecondary Goals
 - c. Based on Student's Plan for the Future

- 5. Special Factors**
 - a. Assistive Technology requirements, if needed
 - b. Low Incidence Requirements, if needed
 - c. Blindness or Visual Impairment, or Deaf or Hard of Hearing, if appropriate
 - d. English Learner, if appropriate
 - e. Behavior Supports, if needed
 - f. Areas of Need Identified
 - g. Participation in State/District-wide Assessments

- 6. Offer of Program/Services Based on Goals and Transition Plan**
 - a. Service Delivery Options (LRE)
 - b. Supplementary Aids, Services and Other Supports
 - c. Accommodations/Modifications
 - d. Special Education and Related Services
 - e. Review Transition Services

- 7. Offer of Educational Setting**
 - a. Percentage of time in/out of general education classes (*rationale for time out of general education*)
 - b. Other Agencies Involved

- c. Promotion Criteria
- d. Progress Monitoring/Progress Reporting
- e. Special Education Transportation
- f. Graduation Plan

8. Closing

- a. Confirm Agreements
- b. Gather Signatures

*At Exit IEP or Graduation IEP, complete the Summary of Performance.



INDIVIDUAL HEALTH PLANS/SCHOOL NURSE SERVICES

School health services and school nurse services means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person (see *CDE Program Advisory on Medication Administration*, p. 7, www.cde.ca.gov/ls/he/hn/documents/medadvisory.pdf). School health services and school nurse services are considered related services under IDEA.

An "individual health plan" or "individualized health plan" generally focuses exclusively on addressing a student's medical needs and may be appropriate for a general education student through a 504 Plan as well as a student receiving special education services. "School health services" and "school nurse services" are services designed to enable a child with a disability to receive FAPE as described in the child's IEP.

An Individual Health Plan (IHP) is a formal written agreement developed in collaboration with the school staff (School Nurse), the student, the student's health care provider(s) and the student's family. An IHP is written for students whose healthcare needs affect or have the potential to affect safe and optimal school attendance and academic performance. Per the National Association of School Nurses (NASN) the IHP should include:

- Assessment: The data collection phase helps determine the student's current health status and any actual or potential health concerns.
- Diagnosis: The school nurse uses the assessment data to formulate a nursing diagnosis, including a diagnostic label, etiology, and presenting signs and symptoms.
- Outcome Identification: The school nurse identifies the desired results of nursing intervention and states these in measurable terms.
- Planning: Interventions are selected to achieve desired results.
- Implementation: The written IHP is put into practice and care provided is documented.
- Evaluation: The professional school nurse measures the effectiveness of nursing interventions in meeting the identified outcome. Changes are made to the plan as needed.

"School nurses strengthen and facilitate the educational process by improving and protecting the health status of children and by identification and assistance in the removal or modification of health-related barriers to learning in individual children. The major focus of school health services is the prevention of illness and disability, and the early detection and correction of health problems. The school nurse is especially prepared and uniquely qualified in preventive health, health assessment, and referral procedures." *CA Education Code 49426*

"It is the intent of the Legislature that the governing board of each school district and each county superintendent of schools maintain fundamental school health services at a level that is adequate to accomplish all of the following:

- Preserve pupils' ability to learn
- Fulfill existing state requirements and policies regarding pupils' health
- Contain health care costs through preventive programs and education" *CA Education Code 49427*

Holders of the School Nurse Services Credential shall be authorized to perform the following services:

El Dorado County Charter SELPA Procedural Guidelines

- Conduct immunization programs
- Assess and evaluate the health & developmental status of pupils
- Interpret health and developmental assessments
- Design and implement individual student health maintenance plans
- Refer the pupil, parent, & guardian to community resources
- Maintain communication to promote needed treatments
- Interpret medical and nursing findings
- Consult with, conduct in-service training for, and serve as a resource person
- Develop and implement the health education curriculum
- Participate in implementing health instruction curriculum
- Counsel & assist pupils & parents in health-related adjustments
- Teach health-related subjects under the supervision of a classroom teacher

The California Department of Education has a page of comprehensive medical guidelines for LEAs/districts to use when developing individualized health plans. <http://www.cde.ca.gov/ls/he/hn/>



ELIGIBILITY CRITERIA

General Guidelines

According to Ed. Code Section 56320 § 3030, following an assessment, the IEP team, including assessment personnel, shall make the decision as to whether or not the assessment results demonstrate that the degree of the student's impairment requires special education and/or related services.

The IEP team shall take into account all of the relevant material which is available on the student. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the student's eligibility for special education.

In making a determination of eligibility, a student shall not be determined to be an individual with exceptional needs if the determining factor is one of the following:

- Lack of appropriate instruction in reading
- Lack of appropriate instruction in mathematics
- Due primarily to limited school experience or poor school attendance
- Is a result of environmental, cultural difference, or economic disadvantages
- Could be corrected through other interventions and supports offered within the general education program
- Limited-English proficiency

In order to receive special education and related services under Part B of IDEA, a child must be evaluated to determine both:

- A. Whether he or she has a disability, and
- B. Whether he or she, because of the disability, needs special education and related services.

The need for special education and related services is determined by the adverse effect of the disability on educational performance, despite consistently applied and documented general education accommodations in both academic and behavioral areas. Adverse effect on educational performance could be documented by the pervasive nature of a combination of the following:

- The student is not making satisfactory progress towards grade level standards.
- On grade reports, there is an overall pattern of poor or failing grades (equivalent of D's or F's) present for extended period of time.
- Quality and degree of task completion is significantly below the range of the class.
- On standardized and curriculum-based achievement tests, the student demonstrates a significant difference between ability and achievement.

Additionally, students may exhibit needs that are related to the disability but do not have adverse effect on their ability to progress in the general education curriculum. In order to qualify to receive special education and related services in these instances, the student must have adverse effect on educational benefit. Some examples include communication and socialization deficits that affect the student's ability to socialize with peers and work in groups. This may also be true of students with social emotional or behavioral difficulties.

For more information on referral to the California School for the Blind, California School for the Deaf, or Diagnostic Centers for additional assessment, please see the section titled, "State Special Schools and Services."

Eligibility Categories

- Specific Learning Disability (SLD)
- Other Health Impairment (OHI)
- Emotional Disturbance (ED)
- Speech or Language Impairment (SLI)
- Autism (AUT)
- Intellectual Disability (ID)
- Hard of Hearing (HH)
- Deafness (DEAF)
- Visual Impairment (VI)
- Orthopedic Impairment (OI)
- Deaf-Blindness (DB)
- Multiple Disabilities (MD)
- Traumatic Brain Injury (TBI)

A student with a disability who does not require special education supports and services to access or progress in the general education curriculum would not be considered eligible under any of the eligibility categories.

Eligibility Summarized: *The following information comes from Ed. Code Section 56320 § 3030.*

Specific Learning Disability (SLD)

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

A specific learning disability can include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. These conditions are medically diagnosed and do not automatically make a student eligible for special education and related services. A medical diagnosis may trigger an evaluation to determine the corresponding impairment in psychological processes and the need for special education and related services in the school setting.

The basic psychological processes include:

- Attention
- Visual processing
- Auditory processing
- Sensory-motor skills
- Cognitive processing

Specific learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

A severe discrepancy shall not be primarily the result of limited school experience or poor school attendance, limited English proficiency, and it must have been documented that prior to, or as a part of, the referral process, the pupil was provided appropriate instruction and intervention in general education settings, delivered by qualified personnel.

In determining whether a student has a specific learning disability, the public agency must ensure that the student is observed in the student's learning environment.

SLD Eligibility Models

Within all models, both of the following items apply:

- A. Disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage, and
- B. The student is observed in the student's learning environment.

Discrepancy Model

In determining whether a student has a specific learning disability, the public agency may consider whether a student has a severe discrepancy between intellectual ability and achievement in any of the following:

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skill
- Reading fluency skills
- Reading comprehension
- Mathematical calculation
- Mathematical reasoning

The decision as to whether or not a severe discrepancy exists shall take into account all relevant material which is available on the student. No single score, test, or procedure shall be used as the sole criterion for the decisions of the IEP team as to the student's eligibility for special education.

In determining the existence of a severe discrepancy, the IEP team shall use the following procedures. When standardized tests are considered to be valid for a specific student, a severe discrepancy is demonstrated by:

1. Converting into common standard scores, using a mean of 100 and standard deviation of 15, the achievement test score and the intellectual ability test score to be compared,
2. Computing the difference between these common standard scores, and
3. Comparing the computed difference to the standard criterion, which is the product of 1.5

multiplied by the standard deviation of the distribution of computed differences of students taking these achievement and ability tests.

A computed difference which equals or exceeds this standard criterion, adjusted by one standard error of measurement, the adjustment not to exceed 4 common standard score points, indicates a severe discrepancy when such discrepancy is corroborated by other assessment data which may include other tests, scales, instruments, observations and work samples, as appropriate.

If the standardized tests do not reveal a severe discrepancy, the IEP team may find that a severe discrepancy does exist (between cognitive ability and academic achievement), provided that the team documents in a written report that the severe discrepancy between ability and achievement exists as a result of a disorder in one or more of the basic psychological processes. The report shall include a statement of the area, the degree, and the basis and method used in determining the discrepancy.

The report shall contain information considered by the team, which shall include, but not be limited to:

- Data obtained from standardized assessment instruments
- Information provided by the parent
- Information provided by the student's present teacher
- Evidence of the student's performance in the general and/or special education classroom obtained from observations, work samples, and group test scores
- Consideration of the student's age, particularly for young students
- Any additional relevant information

A severe discrepancy shall not be primarily the result of limited school experience, poor school attendance, or limited English proficiency.

Per Larry P. vs. Riles litigation, African American students in the state of California cannot be administered cognitive assessments. For additional information on Test Selection and Eligibility for African American Students as a result of the Larry P. vs Riles litigation, please see the corresponding sub-section of "Assessment, Test Selection and Reports".

Response to Intervention Model (RtI) and Patterns of Strengths and Weaknesses Model (PSW)

Regardless of whether a student shows a severe discrepancy, a student may be determined to have a specific learning disability if:

- A. The student does not achieve adequately for the student's age or meet state-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or state-approved grade-level standards:
 - Oral expression
 - Listening comprehension
 - Written expression
 - Basic reading skill
 - Reading fluency skills
 - Reading comprehension
 - Mathematical calculation or
 - Mathematical reasoning

-AND-

- B. Response to Intervention Model (RtI) - The student does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified above when using a process based on the student's response to scientific, research-based intervention;

-OR-

Patterns of Strengths and Weaknesses Model (PSW)- The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using research/evidence-based assessments.

To ensure that underachievement in a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, or due to limited English-proficiency, the group making the decision must consider:

- A. Data that demonstrate that prior to, or as a part of, the referral process, the student was provided appropriate instruction in general education settings, delivered by qualified personnel;

-AND-

- B. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.

Comparison Chart

Below is a comparison chart of the 3 types of SLD Eligibility Models.

Discrepancy Model	Response to Intervention (RtI) Model	Patterns of Strength and Weakness (PSW) Model
<p>The IQ-achievement discrepancy model assesses whether there is a significant difference between a student's scores on a test of general intelligence (e.g., an IQ test such as the WISC-IV) and scores obtained on a test of academic achievement (e.g., the Woodcock-Johnson Achievement Test).</p> <p>The IQ-achievement discrepancy model is the approach traditionally used to identify children with learning</p>	<p>The term Response to Intervention (RtI) refers to a process that emphasizes how well a student responds to meaningful changes in instruction. The essential elements of the RtI approach are: the provision of scientific, research-based instruction and interventions in general education; monitoring and measurement of student progress in response to the instruction and interventions; and use of these measures of student</p>	<p>The Patterns of Strengths and Weaknesses model refers to a thorough examination of a student's basic psychological processes (i.e. visual, auditory, memory, attention, etc.) using a range of information gathered through standardized assessment (WISC-IV, WJ-IV Cog), criterion referenced assessment (i.e. DIBELS) and curriculum-based assessment tools.</p> <p>To qualify as a student with a Specific Learning Disability, the</p>

<p>disabilities. If a student’s score on the IQ test is at least two standard deviations (23-30 points) higher than his or her scores on an achievement test, the student is identified as having a significant discrepancy between IQ and achievement and, therefore, as having a Specific Learning Disability.</p>	<p>progress to inform instruction and make educational decisions.</p> <p>A student is identified as having a Specific Learning Disability if he or she displays insufficient response to scientific, research-based intervention as well as insufficient progress toward grade-level standards.</p>	<p>student must display a measured weakness in one or more of the basic psychological processes related to the specific performance and/or achievement weakness (area of concern as reported by observation and assessment data). Student must also display strength in one or more unrelated or minimally related processes.</p>
<p>Additional Considerations</p>		
<p>Although the law allows schools the option of using RTI and PSW procedures as part of the evaluation procedures for special education eligibility, comprehensive assessment is still required to ensure that IEP team members have carefully evaluated and considered all relevant aspects of a student's performance and history. Comprehensive assessment must occur prior to determining that a student has a disability which impacts progress in general curriculum, thus making him or her eligible for special education services.</p> <p>Final recommendations regarding eligibility and services will be determined by the IEP team.</p>		

Other Health Impairment (OHI)

Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that:

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

-AND-

- B. Adversely affects a student’s educational performance.

OHI and ADHD

If a student exhibits ADHD-like behaviors, the IEP team should attempt to differentiate indicators that would be more closely associated with conditions such as:

- Substance abuse
- Mood disorders (i.e.: anxiety/depression)
- Conduct disorders
- Oppositional defiant disorder
- Malnutrition

School-based assessments do not diagnose ADHD or any other medical/mental health disorder(s), they document the presence of behavior that may be symptomatic of ADHD or other conditions. If the school deems a medical diagnosis necessary to determine special education eligibility, the school would be liable

to provide access to the medical diagnosis from the doctor along with responsible for the costs of the doctor's visits.

Emotional Disturbance (ED)

Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- Inappropriate types of behavior or feelings under normal circumstances
- A general pervasive mood of unhappiness or depression
- A tendency to develop physical symptoms or fears associated with personal or school problems
- Emotional disturbance includes schizophrenia.

The term does not apply to students who are socially maladjusted, unless it is determined that they also have an emotional disturbance.

School-based assessments do not diagnose mental health disorders. They document the presence of behavior that may be symptomatic of mental health disorders and how those symptoms impact educational performance.

Due to the complexity of ED assessments, assessors may wish to provide differential eligibility criteria to rule-in and/ or rule-out other areas of eligibility such as OHI, AUT, or SLD. ED assessments typically include both broadband and narrow band assessments in order to help IEP team members pinpoint specific areas of need and target IEP Goals. A thorough ED evaluation should encompass all the components of an Educationally Related Mental Health Services (ERMHS) assessment and provide ample documentation to support student's need for ERMHS services, which may include counseling or Behavior Intervention Plan (BIP). In very rare circumstances, a student who meets the eligibility criteria for ED may not additionally require ERMHS supports, including a BIP.

Speech or Language Impairment (SLI)

A student has a language or speech disorder once it is determined that the student's disorder meets one or more of the following criteria:

- Articulation disorder- The student displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the student's production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level, and which adversely affects educational performance. A student does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern.
- Abnormal voice- A student has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness.

- Fluency disorders- A student has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the student and listener.
- Language disorder- The student has an expressive or receptive language disorder when he or she meets one of the following criteria:
 - The student scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or developmental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific student, the expected language performance level shall be determined by alternative means as specified on the assessment plan, or
 - The student scores at least 1.5 standard deviations below the mean or the score is below the 7th percentile for his or her chronological age or developmental level on one or more standardized tests in one of the areas listed in section a and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample of a minimum of 50 utterances. The language sample must be recorded or transcribed and analyzed, and the results included in the assessment report. If the student is unable to produce this sample, the language, speech, and hearing specialist shall document why a fifty utterance sample was not obtainable and the contexts in which attempts were made to elicit the sample. When standardized tests are considered to be invalid for the specific student, the expected language performance level shall be determined by alternative means as specified in the assessment plan.

Autism (AUT)

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Autism does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance.

A student who manifests the characteristics of autism after age three could be identified as having autism if the criteria are satisfied.

Autism can be medically diagnosed; however, a medical diagnosis does not automatically make a student eligible for special education and related services. A medical diagnosis may trigger a school-based evaluation to determine the corresponding need for special education and related services in the school setting. Conversely, a student does not require a medical diagnosis to meet eligibility criteria for Autism.

School-based assessments do not diagnose autism. They document the presence of behavior that may be symptomatic of autism or autism spectrum disorders and how those behaviors impact a student's learning performance.

Assessors may wish to provide differential eligibility criteria to rule-in and rule-out other areas of eligibility such as OHI, ED, or SLD. Other areas of assessment for students with Autism may include: pragmatic

language (speech) or a Functional Behavioral Assessment (FBA) resulting in a BIP.

Intellectual Disability (ID)

Intellectual disability means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a student's educational performance.

Hard of Hearing (HH)

Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a student's educational performance but that is not included under the definition of deafness in this section.

For more information on referral to the California School for the Deaf for additional assessment, please see the section titled, "State Special Schools and Services".

Deafness (DEAF)

Deafness means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a student's educational performance.

For more information on referral to the California School for the Deaf for additional assessment, please see the section titled, "State Special Schools and Services".

Visual Impairment (VI)

Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

For more information on referral to the California School for the Blind for additional assessment, please see the section titled, "State Special Schools and Services".

Orthopedic Impairment (OI)

Orthopedic impairment means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Deaf- Blindness (DB)

Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or student with blindness.

For more information on referral to the California School for the Blind for additional assessment, please

see the section titled, "State Special Schools and Services".

Multiple Disabilities (MD)

Multiple disabilities means concomitant impairments, such as intellectual disability-blindness or intellectual disability-orthopedic impairment, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

Traumatic Brain Injury (TBI)

Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech.

Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Neither the IDEA nor California law expressly require medical documentation of TBI prior to determining whether a student qualifies under the TBI eligibility category. If a parent provides the IEP team, either verbally or in writing, with information that a student has suffered a TBI, the IEP team should consider the information and determine whether the information suffices to prove the student suffers from a TBI or whether additional information is necessary. If the IEP team requires further information, such as a medical evaluation to determine whether the student is suffering from a TBI caused by external physical force or some other impairment, the district is required to provide the assessment at no cost to the parents, just as it would under any other disabling condition.

Other Considerations with Regards to Eligibility:

Attention Deficit Hyperactivity Disorder (ADHD)

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

- *Specific Learning Disability (SLD)* with a significant discrepancy between ability and achievement and a deficit in attention which is one of the five basic psychological processes; or
- *Emotionally Disturbed (ED)* when the lack of attention is causing a severe emotional condition so pervasive that it adversely affects educational performance; or
- *Other Health Impaired (OHI)* when ADHD is a chronic, acute health problem which causes a limited and/or heightened alertness to the educational environment and adversely impacts educational performance.

It may be beneficial for the Assessment Team to provide differential eligibility criteria (in assessment reports) to examine all three of the above criteria (SLD, ED, OHI) in order to rule-in or rule-out a category and assist the IEP team in documenting that these needs were fully explored.

Medical Diagnosis: ADHD, Autism, Other Medical Conditions, and/or Mental Health Disorders

Eligibility for special education and medical diagnosis are two different entities:

- Educational eligibility allows a student to access IDEA services and is determined by a school-based IEP team after school-based assessments are conducted.
- Medical diagnosis is a process conducted by a doctor or team of doctors to determine a medical need exists, which can include either a physical or a mental health disorder.

There is no requirement for medical documentation from a doctor in order for a student to become eligible for or continue to receive special education services, unless the IEP team deems it necessary.

If an IEP team suspects ADHD, autism, other medical conditions, and/or mental health disorders may be impacting a student's learning, the team should conduct a school-based assessment to look at the ways in which the suspected disability is manifesting at school and impacting the student's ability to learn.

In extremely rare circumstances, an IEP team may determine that additional medical documentation is required. If the school deems a medical diagnosis necessary to determine special education eligibility, the school would be liable to provide access to the medical diagnosis from the doctor along with responsible for the costs of the doctor's visits.

In order to access special education services, a student must have an assessment for special education conducted to examine how the student's learning is impacted by the disability. A doctor's recommendation, report, prescription, or letter is not sufficient to determine eligibility, but must be taken into account by the IEP team.

Accessing Related Services

In order for a student to access any related services, they must have an evaluation conducted by the appropriately credentialed specialist. The evaluation/assessment must identify that the student qualifies for the related service and the report must outline areas of need. The IEP team will then meet, discuss the assessment results, and develop present levels from the assessments results. The student's needs will be outlined in the present levels and those needs will drive goals and services. The goals should have baseline data to indicate present level of functioning. Services and goals should be updated at each annual IEP and re-evaluated at each triennial IEP. Should a service provider wish to exit a student from a related service, they should complete a full reevaluation to provide the IEP team with documentation that the related service is no longer necessary.



ANNUAL REVIEW AND RE-EVALUATION

Annual Review

The Individualized Educational Program (IEP) shall be scheduled for review by an IEP team at least once a year (determined by the month/day of the initial or annual IEP).

For students in residential placements, the case manager must conduct quarterly face-to-face meetings at the residential facility with the student to monitor the level of care and supervision and the implementation of the IEP accordance with state law.

For students placed in a community treatment facility, regular evaluations are necessary in order to determine continuing student needs and appropriate placement in the least restrictive environment.

In addition, a parent may request that an IEP review be conducted at any time. When the LEA/district receives such a request (preferably in writing), an IEP meeting must be held within 30 days.

It is necessary to hold an IEP meeting if the student is not making sufficient progress towards goals and objectives. Parents and members of the IEP team must be notified by established notification procedures. The IEP team may:

- Modify the IEP or program, including the provision of related services and other support services.
- Discuss appropriateness of current goals and modify as appropriate based on data and input from members of the IEP team.
- Review and discuss the appropriateness of the current educational program and/or placement.

Re-Evaluation (Triennial Reviews)

According to CFR Title 34 § 300.304, a reassessment of the pupil shall be conducted at least every three years or more frequently, if conditions warrant. As part of this re-evaluation, the IEP team shall review existing evaluation data, including evaluations and information provided by the parents of the student, current classroom-based assessments and observations, and teacher and related service providers' observations.

If an assessment is warranted for a triennial evaluation, then an assessment plan will need to be completed and sent to the parent for signature. The procedures for completing an assessment plan are detailed in the "Assessment Plan" section of this Procedural Guide.

The triennial evaluation process is explained in the section entitled "Assessment, Test Selection and Reports" in this Procedural Guide.

As part of the triennial evaluation process, if the student qualifies under Specific Learning Disability (SLD) the psychologist must also complete the "SLD, page 1" (listed in each student's future IEP in SEIS) during the IEP and signatures on this page must be obtained.

Review of Records vs. Complete Re-Evaluation

The IEP team must identify what additional information, if any, is needed to establish:

- The present levels of performance.
- The educational needs of the student.
- Whether the student:
 - Continues to have a disability.
 - Continues to need special education and related services.
 - Requires any additions or modifications to the educational program in order to meet his/her annual goals and participate in the general curriculum.

The form entitled “Triennial Re-eval”, located in the future IEP record in SEIS, may assist in documenting the decision making process for this determination.

According to EC§ 56381 (g), a formal IEP meeting is not required to make the decision on whether additional assessment is necessary, unless requested by the parent, or agreement can’t be reached.

A reassessment of the pupil shall be conducted if the LEA/district determines that the educational or related service needs, including improved academic achievement and functional performance of the pupil warrant a reassessment, or if the pupil's parents or teacher requests a reassessment.

If the team agrees to a review of records, the Assessment Plan should reflect this decision and a Prior Written Notice should be provided to confirm the decision with parents.

Assessment is required in the following situations:

- Upon parent request (document on assessment plan) (EC § 56381(a))
- When dismissal from special education is being considered (EC § 56381(h))
- If the student has displayed inconsistencies in cognitive assessment results as indicated by two prior psycho-educational assessments

Circumstances When Re-Evaluations May Be Necessary

The following circumstances are examples of conditions warranting more frequent re-evaluation:

- If a substantial change has been observed in the student’s academic performance or disabling condition.
- If the IEP team suspects that the student has an additional area of eligibility for Special Education or needs that have not been previously assessed/accurately assessed.
- A request for change in placement may trigger a re-evaluation, particularly when the new placement is more restrictive. This is suggested, but not required by IDEA. Assessment prior to a placement change will ensure that the student’s eligibility is accurate, that appropriate needs have been defined via past assessments, and that supports, goals and services reflect identified needs.
- Re-evaluation is required prior to exiting a student from continued Special Education services:
 - If an LEA/district believes that a student no longer requires special education or related services, the student must be re-evaluated in all areas of suspected disability. The district

El Dorado County Charter SELPA Procedural Guidelines

may exit the child from special education if, after a comprehensive evaluation, it is determined that the student does not require Special Education and/or related services to obtain meaningful educational benefit. Related services include speech, occupational therapy, counseling, behavioral supports, adapted P.E, etc.



CURRICULUM ADAPTATIONS

General Guidelines

Curriculum adaptations include accommodations, modifications, and supports that allow a child with a disability access to the general curriculum and assessments. LEAs/districts are responsible for ensuring that each teacher and provider is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP (34CFR 300.342 (b)(3)).

What are accommodations?

Accommodations are adaptations that enable a student with a disability to participate in educational programming and complete school work or tests with greater ease and success. Accommodations DO NOT fundamentally alter the curriculum or lower expectations or standards in instructional level, content or performance criteria. Accommodations are changes made to the curriculum in order to provide equal access to learning and equal opportunity to demonstrate what is known.

What are modifications?

Modifications are adaptations that provide a student with meaningful and productive learning experiences based on individual needs and abilities. Modifications DO fundamentally alter the curriculum or lower expectations or standards, in instructional level, content or performance criteria to meet the student's needs.

Adaptations to Assessments

Accommodations and modifications should not simply be applied at the time of testing as a means of support. In order to justify the use of accommodations/modifications during testing, a student should also have access to the needed supports during instruction in the classroom.

Grading when adaptations have been made to the curriculum

Because accommodations do not fundamentally alter the curriculum, student's grade should not reflect that accommodations have been made. Accommodations provide students with disabilities an equal opportunity to participate in the general education curriculum.

If modifications have been made to the curriculum of any course, it is important that the student's grade reflect the student's achievement in the modified curriculum, as long as modified grades are available to all students. However, any modifications to programming, instruction, and grading must be documented in the student's IEP and be directly related to the student's disability. To automatically give modified grades to all special education students would be discriminatory and potentially violate Section 504 of the Rehabilitation Act of 1973.

How to determine the appropriate adaptations to curriculum

The IEP team may use the *Nine Types of Curriculum Adaptations* (Diana Browning Wright, Teaching and Learning, 2005) matrix to determine the most appropriate adaptations required for a student with a

El Dorado County Charter SELPA Procedural Guidelines

disability to gain access to the general curriculum. Once the team has agreed upon the necessary adaptations, they need to be shared with teachers and service providers to ensure that the accommodations, modifications, and supports written into the child’s IEP are being implemented.

Nine Types of Curriculum Adaptations

<p style="text-align: center;">• * Quantity</p> <p>Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery.</p> <p><i>For example:</i> Reduce the number of social studies terms a learner must learn at any one time. Add more practice activities or worksheets.</p>	<p style="text-align: center;">* Time</p> <p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p><i>For example:</i> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p>	<p style="text-align: center;">* Level of Support</p> <p>Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure.</p> <p><i>For example:</i> Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors. Specify how to interact with the student or how to structure the environment.</p>
<p style="text-align: center;">* Input</p> <p>Adapt the way instruction is delivered to the learner.</p> <p><i>For example:</i> Use different visual aids, enlarge text, plan more concrete examples, and provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson.</p>	<p style="text-align: center;">• * Difficulty</p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p><i>For example:</i> Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</p>	<p style="text-align: center;">* Output</p> <p>Adapt how the student can respond to instruction.</p> <p><i>For example:</i> Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.</p>
<p style="text-align: center;">* Participation</p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p><i>For example:</i> In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap (kindergarten).</p>	<p style="text-align: center;">• Alternate Goals</p> <p>Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities.</p> <p><i>For example:</i> In a social studies lesson, expect a student to be able to locate the colors of the states on a map, while other students learn to locate each state and name the capital.</p>	<p style="text-align: center;">• Substitute Curriculum</p> <p>Provide different instruction and materials to meet a learner’s individual goals. When routinely utilized, this is only for students with moderate to severe disabilities.</p> <p><i>For example:</i> During a language lesson a student is learning toileting skills with an aide.</p>
<p><i>* This adaptation is an accommodation if the student can demonstrate mastery of the standard on an assessment. The key concept is: Will the student ultimately master the same material but demonstrate that mastery in alternate ways or with alternate supports? If standards are not fundamentally or substantially altered, then this adaptation is an accommodation to a learning or performance difference.</i></p> <p>• This adaptation is a modification if the student will not demonstrate mastery of the standard on an assessment. If routinely utilized, these adaptations are modifications and require individualized goals and assessment.</p>		
<p><small>Substantially altered by Diana Browning Wright with permission from Jeff Sprague, Ph.D. from an original by DeSchenes, C., Ebeling, D., & Sprague, J. (1994). Adapting Curriculum & Instruction in Inclusive Classrooms: A Teachers Desk Reference. ISDDCSCI Publication.</small></p> <p>Diana Browning Wright, <i>Teaching & Learning 2005</i></p>		



PROMOTION AND RETENTION OF STUDENTS WITH DISABILITIES

Why Retention?

A student may be recommended for retention in their current grade by a parent, teacher or administrator for numerous reasons including a failure to meet grade level promotion criteria, concerns regarding developmental maturity, behavioral challenges, or extended periods of absence. Prior to making a final determination it is essential to carefully consider the student's individual needs, previous and future opportunities for support, and the scope of potential academic, social and emotional outcomes the student may experience as a result of retention. In order to make well-informed student-centered decisions, school team members must also remain knowledgeable of research regarding retention outcomes for students.

There are additional crucial considerations when making retention decisions for students with exceptional needs for whom an Individualized Education Plan (IEP) has been developed. Those considerations, as well as general information regarding promotion criteria, retention research outcomes, and alternatives to retention will be provided in this section.

Research Related to Retention

Retention research consistently indicates negative implications for students at all grade levels and into early adulthood. Currently, there is no empirical evidence that repeating a grade yields a positive effect on long-term academic achievement or social-emotional adjustment. Although initial achievement gains may occur, research suggests that gains decline within two to three years after which retained students perform the same or worse than similar groups of promoted students. Additionally, students who have been retained may experience: increased behavioral problems, lower self-esteem, decreased attendance, and lower academic outcomes in reading, written language and math².

The National Association of School Psychologists (NASP)³ proposes multiple explanations for the negative effects associated with grade retention. Potential explanations include: the absence of specific remedial strategies to enhance social or cognitive competence, a failure to address risk factors, and/or stigmatizing consequences of being over-age for one's grade.

At the secondary level, a consistently high correlation between retention and drop-out rates has been found even when controlling for academic achievement levels, as well as increased risks of health-compromising behaviors. Lastly, longitudinal research provides evidence that retained students have a greater probability of poorer educational and employment outcomes during late adolescence and early adulthood.

Conversely, NASP indicates that retention is less likely to yield negative effects for students who have difficulty in school due to a lack of opportunity for instruction rather than lack of ability. This effect is only the case if the student is no more than one year older than his or her classmates and the reason for the lack of opportunity (i.e. attendance, health or mobility problems) has been resolved. Whether retained or promoted, it is strongly recommended that students receive specific remediation to address skill or behavioral deficits and encourage positive social, emotional and academic outcomes.

Promotion Criteria for Students with Disabilities

Local governing board adopted standards for promotion apply to students with disabilities; however, IEP teams may choose to recommend individualized promotion standards for students with significant disabilities for whom substantial modifications to the general curriculum are made and defined in the student's IEP. The Individuals with Disabilities Education Act (IDEA) requires that the IEP specify any alternative promotion standards or requirements which may be based on the student's progress on IEP goals.

Retention of Students with Disabilities

If a student with exceptional needs is recommended for retention, it is suggested that the IEP team meet to thoroughly consider the impact of the disability on the student's ability to access general curriculum and ensure that the student has been provided appropriate services, accommodations and/or modifications with fidelity. IDEA does not specifically address standards for retention or promotion of students with disabilities, therefore the decision to retain is not considered an IEP placement decision. That said, the decision to retain a student with an IEP should be carefully and cautiously considered. Input may be provided by IEP team members; however the final determination is often made by a school administrator in consultation with the parent(s).

According to the California Department of Education (CDE)¹, if a student with a disability fails to meet board-adopted or individualized promotion standards, the IEP team should reconvene immediately to consider the following. Additionally, documentation of these discussions should be included in IEP notes:

- Does the current IEP address the student's academic, linguistic, social, emotional, and behavioral needs?
- Are accommodations and modifications as indicated in the IEP appropriate?
- Were all the services required by the student to make progress in the general education curriculum appropriately identified in the student's IEP?
- Were the linguistic needs of English Learners appropriately identified?
- Did the student receive all the services identified in the IEP?
- Was the student's promotion standard appropriate and clarified in the IEP?
- Was Extended School Year (ESY) considered?

If the IEP team answered NO to any of the above questions, it is recommended that the student not be retained due to the district/LEA's failure to implement the IEP. The IEP may be amended to reflect any required changes in service needed to allow the student to receive educational benefit. It may also be appropriate to provide supplemental educational services. Supplemental educational services are not to be provided during the regular instructional day and may be offered during the summer, before school, after school, on Saturdays, or during intersession, or in a combination thereof.

If all questions above were answered YES, yet the student failed to meet board approved or IEP determined promotion criteria, it is also recommended that the student participate in supplemental educational services developed by the local board pursuant to Education Code 37252.8. The IEP team should ensure that all supports and related services required for the student to benefit from supplemental instruction are clearly documented. If the student still does not meet the board-adopted or individualized promotion standards after receiving supplemental instruction, an IEP meeting should be convened to determine if additional assessment is required in order to develop an appropriate plan

to support student progress¹. Team members may also wish to include a statement in the IEP notes to document their recommendation for or against retention based on needs related to the student's disability. However, final determination regarding retention will be the decision of the general education administrator in consultation with the parent(s).

Although a parent is unable to request a due process hearing to object retention or promotion decisions, they may choose to file for due process if a denial of FAPE had a direct impact upon the retention decision. For example, if a student did not receive the IEP services designed to assist in meeting the promotion standards, the student's parents could challenge the lack of services as a denial of FAPE. Therefore, careful review of the student's IEP and access to services which provide meaningful educational benefit is essential when a recommendation for retention is made.

Detailed information on pupil promotion, retention and related supplemental instruction can be found on the CDE Pupil Promotion & Retention Web page¹.

Alternatives to Retention

Schools are encouraged to consider a wide array of evidence-based strategies in lieu of retention. Specifically, NASP recommends that educational professionals²:

- Encourage parents' involvement in their children's schools and education through frequent contact with teachers, supervision of homework, etc.
- Adopt age-appropriate, culturally sensitive and linguistically appropriate instructional strategies that accelerate progress in all classroom settings.
- Incorporate systematic assessment strategies, including continuous progress monitoring and formative evaluation, to enable ongoing modification of instructional efforts.
- Provide effective early intervention academic and mental health programs.
- Consider development of a school-wide Multi-Tiered System of Supports (MTSS) to bolster both academic and behavioral progress for all students.
- Use student support teams to assess and identify specific learning or behavior problems, design interventions to address those problems, and evaluate the efficacy of those interventions regularly.
- Use effective behavior management and cognitive behavior modification strategies to reduce classroom behavior problems.
- Provide appropriate education services for children with educational disabilities, including collaboration between regular, remedial, and special education professionals.
- Offer extended year, extended day, and summer programs that focus on facilitating the development of academic skills as needed.
- Implement tutoring and mentoring programs with peer, cross-age, or adult tutors.
- Incorporate comprehensive school-wide programs to promote the psychosocial and academic skills of all students.

Resources:

¹ California Department of Education (2015). *Promotion, Retention and Grading FAQ*. <http://www.cde.ca.gov/>

² National Association of School Psychologists. Jimerson, Shane R. PhD, NCSP and Sarah M. Woehr, & Amber M. Kaufman, MA (2007). *Grade Retention and Promotion: Information for Parents*

³ National Association of School Psychologists (2003). *Position Statement on Student Grade Retention and Social Promotion*



PARENT PARTICIPATION

Parents are an integral part of the Individualized Education Program (IEP) development process. IDEA makes parents mandatory members of the IEP team and outlines a number of procedural safeguards to ensure the full and meaningful participation of parents in the IEP process. Each LEA/district must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting and are afforded the opportunity to participate.

Definition of a Parent under IDEA

The 2006 IDEA Part B regulations, (34 CFR §300.30) clarify that a parent is:

- A biological or adoptive parent of a child.
- A foster parent--unless state law, regulations, or contractual obligations with a state or local entity prohibit a foster parent from acting as a parent.
- A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the state if the child is a ward of the state).
- An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare.
- A surrogate parent who has been appointed in accordance with when a parent cannot be identified and the school district cannot discover the whereabouts of a parent.
- A surrogate parent may also be appointed if the child is an unaccompanied homeless youth, an adjudicated dependent or ward of the court under the state Welfare and Institution Code, and is referred to special education or already has an IEP. For additional information please see the section of this Procedural Guide titled, "Surrogate Parent."

Divorced Parents

When the parents of a child with a disability are divorced, the parental rights under the IDEA apply to both parents, unless a court order states otherwise. An LEA/district should obtain a copy of court decrees that might affect the parent's right to participate or make educational decisions for the child, and to ensure participation of both parents, if appropriate.

Notice of Meeting

Under IDEA, to ensure that one or both of the parents are present at the IEP Team meeting, LEAs/districts must:

- A. Provide notice of an IEP meeting to parents early enough to ensure that they have the opportunity to attend the meeting. (for further information, see "Meeting Notice" section of the Procedural Guide)
- B. Schedule the meeting at a mutually agreed upon time and location.

The notice of meeting must:

- A. Indicate the purpose, time, and location of the meeting and who will be in attendance (note: personnel should be listed by title, not actual name);
- B. Inform the parents of the participation of other individuals on the IEP Team who have knowledge or special expertise about the child;
- C. For a child with a disability, beginning no later than the first IEP to be in effect when the child turns 16 years of age (or younger if determined appropriate by the IEP Team), the notice also must:
 - Indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child;
 - Indicate that the LEA/district will invite the student; and
 - Identify any other agency that will be invited to send a representative.

Note: IDEA does not require a specific timeline requirement for parental notice of an IEP meeting. Ten school days is a customary period, based on a standard of reasonableness.

Meaningful Participation of Parents

The parents of a child with a disability must be afforded an opportunity to participate in meetings with respect to:

- A. The identification, evaluation, and educational placement of the child; and
- B. The provision of a free and appropriate education (FAPE) to the child.

If parent states in writing that they decline to participate in a meeting in which a decision is to be made relating to the educational placement of their child, the LEA/district must use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing.

LEAs/districts should consider the parents' concerns and suggestions and, to the extent appropriate, incorporate them into the IEP. LEAs/districts should consider the results of any independent educational evaluations and any information and reports submitted by the parents, and document these in the IEP.

Use of interpreters or other action, as appropriate

The LEA/district must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. It is advised that interpreters not serve dual roles on the IEP Team and that interpreters not be members of the IEP Team.

Parent Copy of Child's IEP

The LEA/district must provide the parent a copy of the child's IEP at no cost to the parent.

Conducting an IEP Team Meeting Without a Parent in Attendance

A meeting may be conducted without a parent in attendance only after multiple attempts by the LEA/district to schedule an IEP, and if the parent refuses to attend and communicates refusal to participate in the IEP process. The LEA/district should contact a SELPA Program Specialist for guidance.

The LEA/district should continue attempts to include the parent. The LEA/district should keep a record of attempts to arrange a mutually agreed on time and place, and offers to solicit parent participation, such as:

- Detailed records of telephone calls made or attempted and the results of those calls.
- Copies of correspondence sent to the parents and any responses received.
- Detailed records of visits made to the parent's home or place of employment and the results of those visits.



CONSERVATORSHIP

A conservatorship is granted in a court proceeding where a superior court judge appoints a responsible person (“conservator”) to care for another adult (“conservatee”) who cannot care for themselves and/or their finances.

A limited conservatorship is specifically available for the benefit of adults with developmental disabilities. A limited conservator has the authority to do only those things that are granted at the time of appointment by the local superior court.

A limited conservator (usually a family member) may have the authority to:

- Decide where the conservatee will live.
- Manage the conservatee’s social affairs.
- Manage the conservatee’s financial affairs.
- Examine the conservatee’s confidential records and papers.
- Sign a contract for the conservatee.
- Give or withhold consent for medical treatments.
- Make decisions regarding education and vocational training.
- Give or withhold consent to the conservatee’s marriage.
- Control the conservatee’s sexual contacts and relationships.

After the filing of a petition for limited conservatorship with the Superior Court of the county in which the proposed conservatee lives, a proposed limited conservatee is assessed at a Regional Center to determine if she is indeed developmentally disabled. The Regional Center submits a written report of its findings and recommendations in regard to the conservatorship to the court. While the Regional Center report is not binding, it provides the court with guidance about the appropriateness of the conservatorship. Additionally, the court appoints an attorney and an investigator to represent the disabled adult as a means to make certain that the proposed conservatorship is of merit. Note: a District may ask to see a copy of the court documents to ensure compliance with court orders.

When a student with disabilities reaches the age of 18 the local educational agency shall provide a notice of procedural safeguards to both the student and the parents of the student. All other rights accorded to a parent shall transfer to the student with disabilities. The local educational agency shall notify the individual and the parent of the transfer of rights prior to the student’s 17th birthday, pursuant to CA Education Code. The parent of a student who has been determined to be incompetent under state law may seek conservatorship of the student.



“AGE OUT” TIMELINES

Eligibility for special education services under the IDEA generally terminates on the date the student graduates with a regular high school diploma, or when the student reaches her 22nd birthday, whichever comes first. A student's receipt of an alternative diploma or a certificate of completion does not terminate her right to receive special education and related services under the IDEA.

Students with disabilities who have not received a regular high school diploma and are between the ages of 19 and 21 years, inclusive, must be enrolled in or eligible for a special education program prior to her 19th birthday in order to continue receiving special education services. Any student who becomes 22 years of age during the months of January to June, inclusive, while participating in a special education program may continue her participation in the program for the remainder of the current fiscal year, including any extended school year (ESY) program for students with disabilities.

Any student age 21 eligible to participate in a special education program shall not be allowed to begin a new fiscal year in a program if she becomes 22 years of age in July, August, or September of that new fiscal year. However, if a student is in a year-round school program and is completing her individualized education program in a term that extends into the new fiscal year, then the student may complete that term.

Any student who becomes 22 years of age during the months of October, November, or December while participating in a special education program shall be terminated from the program on December 31 of the current fiscal year (the fiscal year runs from July 1 to June 30), unless the student would otherwise complete her individualized education program at the end of the current fiscal year. For example, if a student has a 22nd birthday in November, but is on track to receive a high school diploma in June of the same fiscal year, he or she would not continue to receive services past June, which is the end of that fiscal year.



SURROGATE PARENT PROCEDURES

Definition of a Parent under IDEA

The 2006 IDEA Part B regulations, (34 CFR §300.30) clarify that a parent is:

- A biological or adoptive parent of a child.
- A foster parent--unless state law, regulations, or contractual obligations with a state or local entity prohibit a foster parent from acting as a parent.
- A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the state if the child is a ward of the state).
- An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare.
- A surrogate parent who has been appointed in accordance with 34 CFR 300.519 or 20 USC 1439 (a) (5) or when a parent cannot be identified and the school district cannot discover the whereabouts of a parent.

Definition of a Surrogate Parent

A “surrogate parent” is an adult appointed by a Local Education Agency (LEA)/district or Special Education Local Plan Area (SELPA) to represent a pupil aged 0-21, for the purpose of their Individualized Education Program (IEP) to ensure that the rights of the pupil to a Free Appropriate Public Education (FAPE) are protected, when the biological parents, or the parents as defined by IDEA, cannot be found, or the courts have removed their educational rights and those rights have not been assigned to another.

When to Appoint a Surrogate Parent

An LEA/district shall appoint a surrogate parent for a child in accordance with Section 300.519 of Title 34 of the Code of Federal Regulation (CFR) under one or more of the following circumstances:

- No parent (as defined in §300.30) can be identified;
- The public agency, after reasonable efforts, cannot locate a parent;
- The child is a ward of the state under the laws of the State or the adult student is a ward of the court and has been found to be incompetent;
- The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)); or
- The child is referred for an initial Special Education evaluation.

A child may need an interim surrogate parent when he/she is initially placed in a SELPA, in order to meet the requirements for an immediate educational placement, while the status or location of the child's parent is researched. These children may be living in:

- Foster home
- Private group home
- State hospitals and other health facilities Correctional facilities

- Residential treatment centers

Reasonable efforts to contact parents include, but are not limited to, the following measures:

- Documented phone calls
- Letters, certified letters with return receipts
- Documented visits to the parents' last known address
- The placement of an agency notice of a court order that terminates parents' rights

If the efforts above fail to locate the parent or to obtain parent status notification from the placing agency, an interim surrogate parent appointment may be necessary. A surrogate parent shall be appointed not more than 30 days after the LEA/district determines that a student needs a surrogate parent, California Government Code Section 7579.5 (a). This appointment will facilitate timely IEP review or establish consent for special education assessment, or both.

When a Surrogate Parent is Not Needed

The following are instances in which a surrogate parent does not need to be appointed.

- The parent's educational rights pertaining to the student have not been removed by a court.
- The parent maintains educational rights and has appointed their own educational representatives for their child.
- A court has appointed a guardian for the student.
- The student was voluntarily placed in a residential facility.
- The student is 18 years of age, or older, and he/she does not have a conservator or guardian, regardless of the individual's functional level.
- The student is an emancipated minor.
- The student is married.
- The student has a legal guardian.
- The student has someone "acting" as the child's parent such as a grandparent or other family member and the child resides with this person and is defined as a "parent" according to 34 CFR §300.30. For a complete description of the definition of a parent, please see above.

Who to Appoint as a Surrogate Parent

Individuals who may serve as surrogate parents include, but are not limited to, foster care providers, retired teachers or school district administrators, social workers, and probation officers who are not employees of the State Department of Education, the local educational agency, or any other agency that is involved in the education or care of the child. A public agency authorized to appoint a surrogate parent under this section may select a person who is an employee of a nonpublic agency that only provides non-educational care for the child. An individual who would have a conflict of interest, for the purposes of this section, means a person having any interest that might restrict or bias his or her ability to advocate for all of the services required to ensure that student has a free appropriate public education.

All individuals who are interested in serving as a surrogate parent shall be fingerprinted, trained, and provide documentation of a clear tuberculosis (TB) test prior to being appointed.

A person who otherwise qualifies to be a surrogate parent under this section is not an employee of the LEA/district solely because he or she is paid by the LEA/district to serve as a surrogate parent.

When appointing a surrogate parent, the LEA/district shall as a first preference, select a relative caretaker, foster parent, or Court-Appointed Special Advocate (CASA), if any of these individuals exists and is willing and able to serve. If none of these individuals are willing or able to act as a surrogate parent, the LEA/district shall select the surrogate parent. If the child is moved from the home of the relative-caretaker or foster parent who has been appointed as a surrogate parent, the LEA/district shall appoint another surrogate parent if a new appointment is necessary to ensure adequate representation of the child.

Responsibilities/Expectations of a Surrogate Parent

The surrogate parent shall serve as the child's parent for the purpose of the IEP process and shall have the rights relative to the child's education that a parent has under Title 20 (Commencing with Section 1400) of the United States Code and pursuant to Part 300 of Title 34 (commencing with Section 300.1) of the Code of Federal Regulations. The surrogate parent may represent the child in matters relating to special education and related services, including:

- Identification
- Assessment
- Instructional Planning and Development of the IEP
- Educational Placement
- Reviewing and Revising the IEP
- Other matters related to a free and appropriate public education (FAPE)

The surrogate parent serves as the child's parent and has parental rights relative to the child's education under Title 20 Section 1400 and part 300 of the Code of Federal Regulation. The surrogate parent should be culturally sensitive to the needs of the child.

Monitoring Surrogate Parents

If a surrogate parent is not performing the duties in an appropriate manner or if the surrogate has a conflict of interest then the LEA/district shall terminate the appointment and notify the SELPA of the concerns. The surrogate parent may represent the child until:

- The child is no longer in need of special education;
- The student reaches the age of majority;
 - The age of majority is the legally defined age at which a person is considered an adult, with all the attendant rights and responsibilities of adulthood.
- The biological parent is found, or the court restores educational rights to the parent.

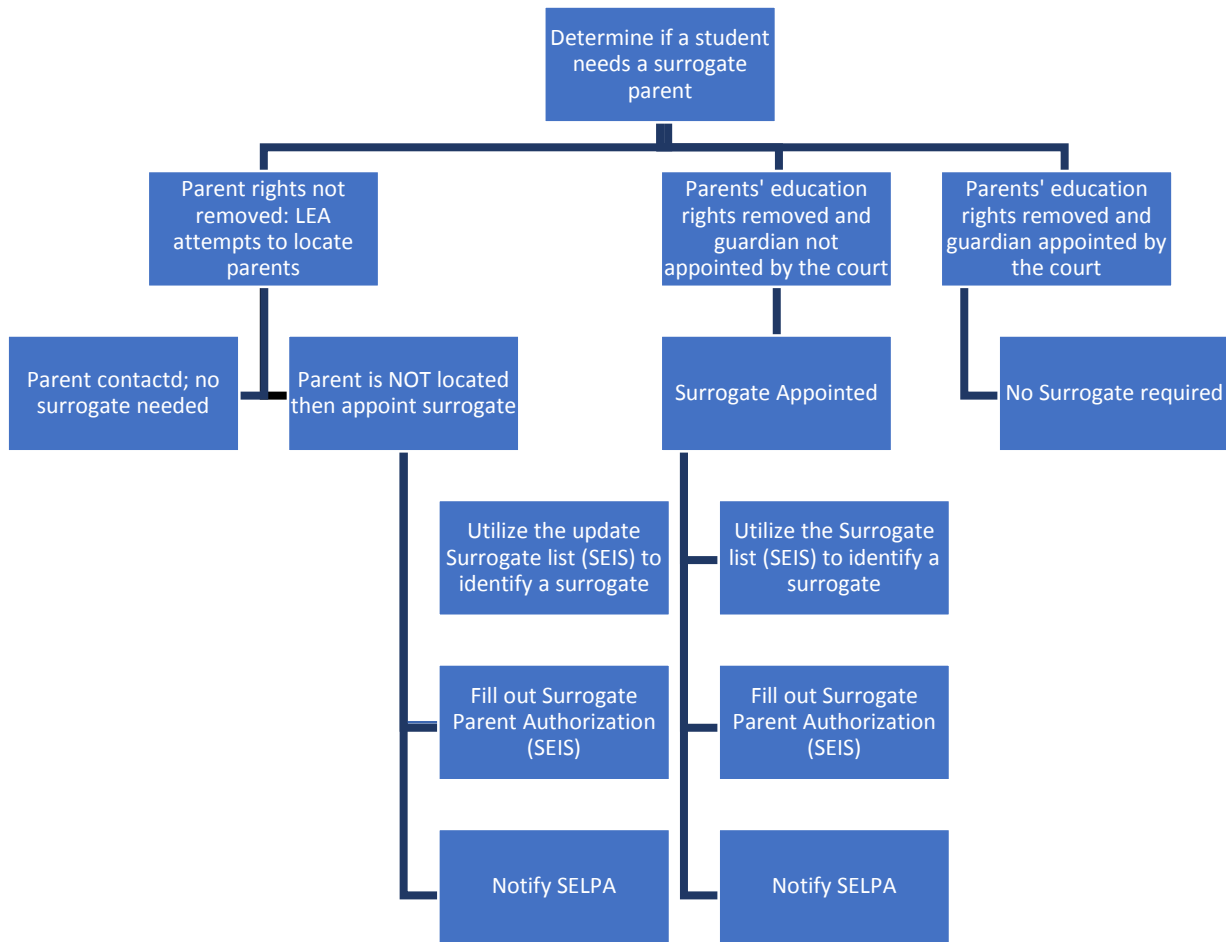
The LEA/district should inform the SELPA when a student is in need of a surrogate parent. The SELPA should also be notified when a surrogate is no longer representing a student.

Surrogate Parent Safeguards

A surrogate parent:

- Is held harmless by the State of California during execution of duties except when actions are found to be wanton, reckless or malicious.
- May inspect and have copies of all student educational records.
- Has permission to request changes when inappropriate or inaccurate information is contained in the student's records.
- Should be informed about assessment procedures, tests and all results.
- May seek an Independent Educational Evaluation (IEE).
- Shall participate fully in the planning of the student's IEP.
- Can decide if the proposed offer of FAPE is appropriate for the student by either signing or refusing to sign the IEP.
- Should receive progress reports and regular routine communications.
- May request a teacher conference, new evaluation or IEP as deemed necessary by the surrogate.
- Should be notified in writing when the school proposes any educational changes.
- May initiate due process proceedings.
- Should be informed if any due process proceedings have been initiated.
- Receives information about all other state and local agencies that provide services to special education students (California Education Code Section 56050(b)).

SURROGATE PARENT FLOWCHART





PARENTAL CONSENT AND PARENTAL REVOCATION OF CONSENT

Parental Consent

When the term consent or parental consent is used in IDEA, it has the same meaning as the term informed written consent. The following indicates that the parent has been fully informed regarding the action of the LEA/district for which parental consent is being requested:

- The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or through another mode of communication.
- The parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom.
- The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.
- If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

Revocation of Consent

A parent may revoke consent for continued provision of special education and related services at any time. The parent must provide a written statement revoking consent for special education and related services. Upon parent request, LEAs/districts may provide assistance in writing the revocation statement. A statement of revocation of consent must include the date, student's name and parent's signature. Revocation of consent applies to the entire IEP, not to just individual sections of the IEP.

A parent may also revoke consent for assessment after an assessment plan has been signed. A Prior Written Notice (PWN) must be sent once the revocation statement for assessment has been received.

Upon revocation of consent for continued special education and related services, the LEA/district:

- May not continue to provide special education and related services to the student, and must provide **Prior Written Notice (PWN)** before ceasing services that explains the change in the educational program that will result from the parents' revocation of consent. The provision of this notice gives parents the information and time to consider fully the ramifications of the revocation of consent. The PWN should include a copy of parental rights.
- May not use mediation or due process procedures in order to obtain a ruling that services may be provided to the student.
- Will not be considered to be in violation of the requirement to make Free and Appropriate Public Education (FAPE) available to the student because of a failure to provide further services.
- Is not required to convene an IEP team meeting or develop an IEP for the student.

Once an LEA/district has properly discontinued the provision of special education and related services, the student becomes a general education student, and the LEA/district may place the student in accordance with the placement procedures of the general education students. As with all general education students, if the student is not progressing in the general education setting or adequately accessing the general education curriculum, the LEA/district has the responsibility to fulfill Child Find requirements. Schools may also wish to consider evaluating the student for a 504 Plan.

If a parent changes his/her mind and later requests that the child be re-enrolled in special education, the LEA/district must treat this request as an initial evaluation. The LEA/district will need to do an initial evaluation for the student and determine eligibility before developing a new IEP. A student who reaches the age of majority and retains their educational rights may revoke consent of his/her special education and related services; the district must provide prior written notice to the adult student as noted above.

When Parents Do Not Agree

In the case of two parents in conflict, the written consent of only one parent with educational decision-making authority is necessary to revoke consent for a child's receipt of special education and related services. A Prior Written Notice should be sent to both parents.

As long as the parent has the legal authority to make educational decisions for the child, the school district must accept the parent's written revocation of consent. A subsequent disagreement by the other parent does not overturn the revocation. Further, a subsequent request for special education services does not overturn the revocation (unless the revocation is made by the parent who initiated the original revocation) and would initiate the initial assessment process.

Note: Neither the school district nor the objecting parent can use IDEA due process procedures to overcome a parent's written revocation of consent. The IDEA provides that a parent may file a due process complaint over actions by a public agency and not actions by another parent.



AGE OF MAJORITY

Age of majority is a term used to describe the time in life after which a person is legally no longer considered a child and becomes an adult in the eyes of the law. In California, the legal age of majority is 18 years.

When a child with a disability turns 18, all rights under state and federal special education law transfer from the parent(s) to the adult student (except in the case of a child with a disability who has been determined to be incompetent under California Law). At this point the student becomes responsible for all educational, medical, financial and legal decisions on their own behalf. This transfer of rights also applies to those students incarcerated in an adult or juvenile federal, state, regional or local correctional institution.

Per IDEA, an LEA/district must inform the parent(s) and special education student **before** the student turns 17 that all rights will transfer to the student on his or her 18th birthday. The Transition Plan section of the IEP includes a statement that must be filled out to document the discussion with the parent and student regarding the transfer of rights upon reaching the age of majority. This conversation typically occurs during an IEP meeting prior to the student turning 17 and should be documented in the notes of the IEP meeting. Both the student and the parent must be present at the meeting for the discussion to ensure all questions are answered, and that the student and parent clearly understand what is included in the transfer of rights.



INTERIM PLACEMENT

Whenever a student in special education transfers from one LEA/district to another, the LEA/district receiving the student shall:

- Request records from past LEA/district.
- If the previous LEA/district did not use SEIS, manually enter student information to create a new student record (SELPA minimum requirement is CASEMIS A&B tabs).
- Complete the “Interim Placement Form” (located in the SEIS Document Library) and give it to parents. Obtain parental signature. The special education services will begin on the first day of attendance. The LEA/district will provide the student with a Free Appropriate Public Education (FAPE), including services comparable to those described in the previously approved IEP.
- Current information, records, and reports from the prior LEA/district will be reviewed and utilized to develop an Interim IEP. Prior to the Interim (30 day) IEP meeting, the LEA/district will determine if any additional assessment is required in order to determine student’s educational needs and make program recommendations. If additional assessment is required, an assessment plan will be developed and parent signature obtained.
- An Interim (30 day) IEP meeting is held to review the placement/offer of FAPE (including review of goals, accommodations & modifications, services and educational environment, etc.) within 30 days of the student’s first day of instruction.
- At this Interim (30 day) IEP meeting the LEA/district will adopt the previously approved IEP or develop and implement a new IEP based on updated assessment results and/or review of records.

Additional resources (including easy-to-follow flow charts) on Interim Placements are available in the SEIS Document Library (under “Newly Joining Partners: Change of SELPA for schools that already existed”).



HOME-HOSPITAL INSTRUCTION, HOME INSTRUCTION AND INDEPENDENT STUDY

Ideally, all students would be educated with their peers within the school setting to the maximum extent possible. However, in the incidence that a student is unable to attend school due to a medical disability such as illness or hospitalization, an LEA/district may implement one of the following programs to meet the student's general and/or special education needs for the duration of their absence from the school setting: *Home-Hospital Instruction, Home Instruction or Independent Study*. The purpose of this section is to outline which instructional program in the home is most appropriate based on the student's educational program and level of need.

What is Independent Study?

The purpose of independent study is to provide an alternative education program that is available to all students across all grade levels. Independent study programs are voluntary and use alternative instructional strategies that respond to individual student needs and learning styles. Instruction may be provided in the home, on a school site, or virtually. While a student is participating in independent study, the LEA/district is responsible for the provision of general education as well as special education and related services as deemed appropriate by the IEP team.

Per CDE, examples of when independent study may be appropriate include students who have health problems, are traveling for a period of time, are parents, need to work, or are child actors. As a reminder, the option to take courses via independent study must be continuously voluntary. [EC Section 51747(c)(7); 5 CCR 11700(d)(2)(A)].

For students with Special Education services, Independent Study must be stipulated in the IEP and must be developed and approved prior to the placement of the student in independent study. For a student who has an IEP and wants to participate in independent study, a determination as to whether independent study is appropriate must be made within 30 days and written into the IEP. The offer of special education and related services must continue to be based on student need while enrolled in the independent study program and must not be decreased based solely on availability of student, staff and/or resources. The IEP must specify the appropriate content under the Individuals with Disabilities Education Act (IDEA) 34 Code of Federal Regulations (CFR) 300.302 including:

- The percentage of time the student will participate in independent study.
- The percentage of time to be spent in regular education, if any.
- The percentage of time the student will receive special education support.
- Discussions of the placement options and supports considered in developing an independent study program for a student with special needs.
- The academic goals and services that are unique to the needs of the special education student.
- The accommodations and related services needed to maximize access in an independent study placement.
- A plan that outlines the course of study as it relates to the independent study curriculum.

For additional information, please refer to the Independent Study Operations Manual by visiting: www.cde.gov/sp/eo/is/isoperationsmanual.asp

What is Home Instruction?

Home instruction is also referred to as *Homebound Instruction* or *Instruction in the Home* and is considered a placement on the continuum of services for special education students. If a student with an IEP is deemed unable to access their educational program due to a temporary or ongoing medical disability, the school is obligated to continue to provide a program of special education and related services to the student during that time.

Home Instruction is also an educational program option available to students with disabilities who are hospitalized for medical or psychiatric purposes or who cannot be educated in the public school setting due to significant health or behavioral needs which may not be temporary in nature.

Home Instruction: Eligibility, Services and Teacher Requirements

In order to qualify for Home Instruction, a student must have an Individualized Education Program (IEP) or Section 504 plan. Home Instruction may only be provided under the following circumstances:

- Student has been identified as having exceptional needs (IEP or 504)
- IEP team has recommended Home instruction
- IEP team recommendation is based on a medical report which:
 - Is from the student's attending physician, surgeon or psychologist;
 - States the diagnosed condition;
 - Certifies that student's condition prevents attendance in a less restrictive setting; and
 - Contains a "projected calendar date for student's return to school."
- **Note: As a reminder, procedures followed by the IEP team in developing an IEP for a home instruction student is the same as those followed for any other student with special education services. Therefore the IEP or 504 team decides duration and type of instruction needed to address student's unique needs (may be more than five hours per week of instruction). If Home Instruction is intended to be temporary, please include an end-date.*

Any home instruction program must be individually designed to assure that the student continues to make progress on goals and objectives. The law also requires that students have access to and make progress in the general education curriculum. Home Instruction may be provided over the summer if required to provide FAPE and may be provided in excess of five hours per week (as is the case with HHI) if required for the student to continue to progress on goals and objectives.

Equipment or technology necessary to enable the child to benefit from home instruction, to access and make progress in the general curriculum, or to ensure progress on IEP or 504 goals must be provided as part of FAPE.

Teacher providing Home Instruction shall contact student's prior teacher to determine:

- The course work to be covered;
- Books or other materials to be used; and
- Who is responsible for issuing grades and/or promoting the student?

For grades 7-12, school must determine:

- Hours earned toward course credit in each subject;
- Student's grade in each subject; and
- Who will issue credit or diploma as work is completed.

Home Instruction: Credentialing

Home Instruction services may include individual, small group, or virtual instruction and must be provided by a regular education teacher or a specialist with the appropriate teaching or related services credential. There is currently no law in California requiring a parent to be home during periods of instruction, however it may be within the best interest of the educator and student to schedule instruction while parents are home whenever possible.

What is Home and Hospital Instruction?

California state law affords all students enrolled in a public school the right to access the Home and Hospital Instruction (“HHI”) Program. The HHI Program serves students with temporary disabilities for whom it is impossible or unadvisable to attend regular classes, regardless of their disability status. For example, HHI may be appropriate when a general education student; is in the home or hospital for a temporary period due to pneumonia, a communicable disease, a broken a limb significantly impacting mobility, or is temporarily unable to attend school due to the death of loved one and subsequent emotional impact (with medical documentation of return date).

A temporary disability is defined as, “a physical, mental or emotional disability incurred while a student is enrolled in regular day classes or an alternative education program, and after which the student can reasonably be expected to return to regular day classes or the alternative education program without special intervention” (CDE HHI Program Summary website). A temporary disability does not include a disability for which a student is identified as an individual with exceptional needs pursuant to California Education Code (EC) Section 56026.

The primary outcome of HHI is to maintain a student at the student’s former level of performance while recovering from the temporary disability so as not to jeopardize the student’s future performance upon returning to a regular day class or alternative education program.

Home and Hospital Instruction: Eligibility and Services

The district where the home or hospital is located is considered the district of residence and is therefore required to provide HHI services. For example, if a student who attends a charter school in San Jose is hospitalized in Sacramento, the district in Sacramento where the hospital is located is considered the district of (temporary) residence and therefore required to provide HHI. If the student is admitted to a hospital or facility within the boundaries of the current district of residence, that district would be responsible for providing services.

If a student has a temporary disability pursuant to Education Code Section 48206.3, it is recommended that the charter school work with the district of residence to ensure that services are provided. Services are not provided over the summer or holiday breaks. Additionally, electives such as foreign languages or PE are typically not provided through HHI.

It is the primary responsibility of the parent or guardian of a student with a temporary disability to notify the LEA/district in which the student is deemed to reside of the request for Home and Hospital Instruction. In the case of a parent notifying a charter school of the request, it is recommended that the charter contact the district of residence immediately to discuss provision of general education services. Upon receiving notification of an HHI request from the parent, the district where the student resides (home or

hospital) must determine the appropriateness of HHI services within five days of the request. Determination of a temporary disability should be based on a physician’s written description of the disabling condition for which the student is unable to attend school.

The school must then begin HHI services within five days of determining eligibility. Within five days of beginning such services, the district must notify the prior school district that the student is receiving HHI and the date on which HHI services began. While out of school due to a temporary disability, a student may receive individual instruction provided to the student either in the home, hospital or other residential facility. A student may receive one clock hour of instruction per calendar day of school, up to five hours per week through the district of residence HHI program.

****As a reminder, if a student with an IEP is unable to attend school due to a temporary medical disability, the charter school where the student is enrolled continues to be responsible for provision of special education and related services during that time. General education supports would also be provided through the Home Instruction program as indicated in the IEP. Please refer to Home Instruction section above for further information.***

Home and Hospital Instruction: Credentialing

HHI shall be provided only by teachers with valid California teaching credentials who consent to the assignment. As a reminder, there is no provision in statute that specifically addresses instructional content; however, the goal of home or hospital instruction should be maintenance of the pupil's former level of performance while recovering.

Independent Study, HHI, HI: Quick Reference			
	Independent Study	Home-Hospital	Home Instruction
<i>Brief Description</i>	The purpose of independent study is to provide an alternative education program that is available to all students across all grade levels.	Serves general education students with temporary disabilities for whom it is impossible or unadvisable to attend regular classes.	Home Instruction is considered a placement on the continuum of services for special education students .
<i>Eligibility</i>	Independent study programs are voluntary. For students with Special Education services, Independent Study must be stipulated in the IEP and must be developed and approved prior to the placement of the student in independent study.	It is the primary responsibility of the parent or guardian of a student with a temporary disability to notify the LEA/district in which the student is deemed to reside of the request for Home and Hospital Instruction, or the student’s presence in a qualifying hospital. Medical documentation of need and return date is required.	In order to qualify for Home Instruction, a student must have an Individualized Education Program (IEP) or Section 504 plan. Placement in Home Instruction program is the joint decision of the IEP team. Please refer to section above for specific eligibility requirements.
<i>Reminder for all cases</i>	If a student with an IEP is unable to attend school due to a temporary or ongoing medical disability, the charter school where the student is enrolled continues to be responsible for provision of special education and related services during that time.		

El Dorado County Charter SELPA Procedural Guidelines

Independent Study, HI, HHI: Quick Reference, cont.			
	Independent Study	Home-Hospital	Home Instruction
<i>Function of General Education</i>	X	X	
<i>Function of Special Education</i>	X		X
<i>Timelines?</i>	<p>For a student who has an IEP and wants to participate in independent study, a determination as to whether independent study is appropriate must be made within 30 days and written into the IEP.</p>	<p>Upon receiving notification of an HHI request from the parent, the district where the student resides (home or hospital) must determine the appropriateness of HHI services within five days of the request. It is recommended that the charter school work with the district of residence to ensure that services are provided</p> <p>The school must then begin HHI services within five days of determining eligibility. Within five days of beginning such services, the LEA/district must notify the prior LEA/district that the student is receiving HHI and the date on which HHI services began.</p>	<p>If a parent requests Home Instruction based on medical documentation, or if Home Instruction is deemed appropriate due to another medical or mental health need, it is recommended that the IEP team respond to the request within five days by offering IEP dates for scheduling and/or IEP meeting notice to participants.</p> <p>Convene an IEP meeting as soon as possible to formally recommend Home Instruction, if applicable based on student need.</p> <p>Services begin upon receipt of the signed IEP. Include planning for transition to return to school, if applicable. IEP timelines apply.</p>

For additional information, please contact your SELPA Program Specialist.



SCHOOL SPONSORED NONACADEMIC AND EXTRACURRICULAR ACTIVITIES AND FIELD TRIPS

School Sponsored Nonacademic and Extracurricular Activities

Under both Section 504 and IDEA, LEAs/districts are responsible for providing students with disabilities equal opportunity to participate in school sponsored nonacademic services and extracurricular activities. LEAs/districts must ensure that each child with a disability is afforded an equal opportunity to participate with their nondisabled peers in school sponsored extracurricular services and activities to the maximum extent appropriate. Additionally, the LEA/district must take steps, including ensuring supplementary supports and services, generally determined by the IEP/504 team, are made available for that child in order to ensure that the child has equal access to participate in those school sponsored services and activities.

Under Section 504 an LEA/district is required to provide an individual with a qualifying disability the opportunity to benefit from the LEA/district's program equal to that of individuals without disabilities. Under Section 504 a person with a disability is one who:

- Has a physical or mental impairment that substantially limits one or more major life activities;
- Has a record of such impairment; or
- Is regarded as having such an impairment.

School Sponsored Nonacademic and Extracurricular Activities include, but are not limited to:

- Counseling services
- Athletics
- Transportation
- Health services
- Recreational activities
- Special interest groups, clubs, or before/after school daycare sponsored by the public agency
- Referrals to agencies that provide assistance to individuals with disabilities
- Employment of students, including both employment by the public agency and assistance in making outside employment available.

Simply because an individual is a "qualified" student with a disability does not mean that the student must be allowed to participate in any selective or competitive program offered by the LEA/district. An LEA/district that offers school sponsored extracurricular athletics (which include clubs, intramural or interscholastic athletics) may require a level of skill or ability of a student in order for that student to participate in a selective or competitive program, as long as the set criteria is non-discriminatory. Additionally, the LEA/district must afford students with a qualified disability an equal opportunity to participate in the school sponsored extracurricular athletics. This means making reasonable accommodations/modifications and providing the supports and services necessary to ensure equal opportunity, unless the LEA/district can show that by doing so would fundamentally alter the program or activity.

Field Trips

An LEA/district must afford students with disabilities an equal opportunity to participate in school sponsored field trips as well as supply the necessary supports or services in order for that student to participate in the field trip. In some cases, an IEP or 504 team or the LEA/district may determine that a student with a disability should not participate in a field trip. A determination as to whether a student with a disability can be denied the opportunity to participate on a field trip must be made on an individual basis. In these circumstances it is critical that the district provides sufficient documentation and evidence to support why the student was prohibited from attending the field trip.

An LEA/district cannot exclude a student with a disability from participating in a school sponsored field trip because of a lack of funds when such funding is made available for students in general education. Additionally, an LEA/district may not deny a student with a disability the opportunity to attend contingent upon parent supervision. Generally, an LEA/district may not require that a parent of a student with a disability accompany the student on a field trip when parents of non-disabled peers are not obligated to attend. Although a parent cannot be required to attend a field trip, they may certainly be invited to attend. In addition, an LEA/district may not deny a student with a disability the opportunity to attend a field trip as a result of the school's failure to provide the student equal notice about the planned field trip.

An LEA/district may only prohibit a student with a disability from attending a field trip under the following circumstances:

- If the purpose of the field trip is related to curriculum and the student with disabilities is not studying that curriculum (ie. a field trip to a local museum that is intended to supplement a social studies curriculum, but the student with the disability does not participate in the general social studies curriculum, the student may be excluded from the trip).
- If the school has applied behavior and attendance rules to students with disabilities, as long as they are applied equally to their non-disabled peers, and the student breaches the LEAs/district's behavior or attendance policy.
- If the LEA/district believes participation presents an unacceptable risk to the student's health or safety.



SERVING STUDENTS WITH DISABILITIES IN VIRTUAL & HYBRID LEARNING PROGRAMS

Education in an independent study program may be provided in an online virtual setting or through a hybrid of learning programs which may include a combination of online and in-person instruction. Charter schools that offer virtual learning opportunities, and other hybrid learning programs through independent study must enroll all students who meet the enrollment requirements set in their charter agreement, including both students with and without disabilities.

Independent Study

Independent study is provided as an alternative instructional strategy, not an alternative curriculum. In independent study programs, students work independently, according to a written agreement and under the general supervision of a credentialed teacher(s). While independent study students follow the LEA-adopted curriculum and meet the LEA graduation requirements, independent study offers flexibility to meet individual student needs, interests, and styles of learning.

The Independent Study Written Agreement (also known as the Master Agreement) outlines the course of study for each independent study student. A written agreement may include the following information:

- LEA name
- Student personal information
- Duration- length of the agreement that include a beginning and ending date of the agreement
- Objectives- subjects/course(s) and course value/credits that will be earned
- Method(s) of study- the student activities selected by the supervising teacher that the student will complete in order to meet the course objectives/outcomes
- Methods of evaluation that will be used to determine if the student met the subject/course objectives
- Information about the students requirements to report to their teacher(s)- frequency, location, and manner of reporting
- Resources for the student to accomplish subject/course objectives
- Policies on assignment completion and deadlines
- Statement to demonstrate that independent study is a voluntary program opportunity, and the quality and quantity; rights and privileges; resources and services for students that attend an independent study program

This written agreement must be agreed upon by the student, parent/caregiver/guardian, supervising teacher, and any other assisting person(s) responsible for the students program. A sample independent study written agreement developed by the California Department of Education can be found at <http://www.cde.ca.gov/sp/eo/is/>.

Independent Study Compared to Home School, and Home- Hospital Instruction

The following chart depicts and defines common terminology that is mistaken for independent study.

Home- Based Instruction (Independent Study)	Schooling at Home (Home School)	Home-Hospital Instruction
When a parent is a member of the educational team and facilitates the implementation of the master agreement. Teacher of record at the LEA serves as the instructor.	All instructional needs met solely by the family and independent of a LEA. Parent serves as the instructor.	Temporary service provided to help students maintain continuity of instruction during a period of temporary disability. District of residence provides general education instruction and Charter LEA provides special education instruction.
Follows the guidelines of the LEA’s independent study and master agreement.	Parent(s) must file a “private school affidavit” with CDE.	Instruction provided to a student in a hospital, health facility, or in the student’s home.
Independent Study=YES	Independent Study= NO	Independent Study= NO

Equal Enrollment for Students with Disabilities

Federal and state law prohibit any public school, including charter schools, from denying admission to any student on the basis of a disability, or the nature of or extent of a disability. To ensure legal compliance, it is recommended that the LEA adopt policies and procedures to address admissions of a student with a disability in an independent study program. These policies may include, but are not limited to, the following information:

- Specific information pertaining to the independent study written agreement
- Educational opportunities offered through independent study
- The maximum length of time which may elapse between the time an independent study assignment is made and the date by which the student must complete the assigned work
- An explanation that the student will have access to the same services and resources of the LEA in which they are enrolled, as is available to other students enrolled in the LEA
- The provisions of independent study and restrictions for providing independent study as an alternative curriculum, as program for temporarily disabled, and the exclusive method of course offerings for high school graduation
- Procedures to address the enrollment process for students with disabilities and the need for an IEP team decision for placement in an independent study program for a student with exceptional needs

For a sample independent study policy, please refer to the Charter SELPA SEIS document library at www.seis.org.

Because it is required by law that an LEA enroll all students with disabilities, and independent study placement is an IEP team decision, it is recommended that when a student with an IEP applies to enroll in a virtual or hybrid charter schools, as their own LEA for Special Education, that the LEA enrolls the

students. Then, during the 30 day interim IEP process (please refer to the interim placement section of the procedural guide), the IEP team reviews the IEP to determine whether or not independent study in a virtual or hybrid learning program is an appropriate offer of a free and appropriate public education (FAPE). If the IEP team determines that independent study is not an appropriate offer of FAPE, then the student will remain enrolled in the LEA and the LEA is responsible for funding an appropriate alternative placement. If the IEP team agrees, and determines that the independent study program is the appropriate placement for the student, it must be written into the IEP document and consented to by the parent/guardian of the student.

IEP Team Considerations

When developing an IEP for a student in a virtual or hybrid learning program, the IEP shall clearly demonstrate that the IEP team has considered the students individualized needs, alternative placement options and how the independent study program is able to provide the student with a FAPE in the least restrictive environment (LRE). The IEP placement recommendation should reflect the independent study virtual/hybrid learning educational program. The LEA shall consider the following information when developing the student's IEP:

- Assessments and the individual student needs including:
 - Social emotional
 - Behavioral
 - Social skill development of the student including needs for: social interaction, peer modeling, and generalization of skills learned with peers
 - If face to face assistance is required and how much
 - Accommodations and/or modifications
- IEP goals based on the students individual needs including progress on IEP goals which are individually monitored
- Services and supports that are required to meet the students' needs within the independent study program. This includes all related services such as, but not limited to, specialized academic instruction, occupational therapy, speech and language services, ERMHS services, behavior intervention services, assistive technology services, etc.
- Where and how special education services will be delivered- including the frequency, duration, how and where service minutes will be accessed by the student
- Assistive technology needed to access curriculum.
- Transportation (see transportation section of the procedural guide for additional guidance)
- Progress monitoring and program review to ensure that the independent study program continues to be appropriate and the student continues to receive educational benefit

It is important that the IEP team carefully investigate and identify student needs for socialization, language pragmatics, and emotional regulation to ensure all of the students' needs are being addressed in the independent study program. It is equally important that the IEP team have a discussion with the parent about parent responsibilities and level of parent involvement required for their child in the independent study program (for information on parent responsibilities refer to Chapter 7: Home-Based Independent Study section of the CA Dept. of Education Independent Study Manual located at <http://www.cde.ca.gov/sp/eo/is/documents/chapter7.pdf>).

Accommodations and Modifications

There are some basic accommodations and modifications not automatically provided to all students in traditional schools environments that are often characteristic of education provided in a virtual or hybrid learning program may be:

- Extended time on lessons and tests;
- Flexibility in start and end dates;
- Continuous means of communication;
- Parent communication of progress;
- Prepared notes/reviews;
- Clear rubrics;
- Appropriate placements by skill level;
- Working in a closely supported environment;
- Varied activity formats;
- Screen readers and talking browsers;
- Daily lesson planning with the student; and just-in-time remediation.

The IEP team shall consider which accommodations and modifications are necessary for the student to receive educational benefit. Curricular adaptations may be required in an independent study virtual and hybrid learning program for a student to access and make progress in their grade level curriculum to meet standards.

For additional information on accommodations and modifications, please refer to the curriculum adaptations section of the procedural guide.

Assistive Technology

In virtual education, the use of computer technology may increase the need for assistive technology. The following are a list of some assistive technologies that virtual programs may need to consider and document in the student's IEP:

- On-screen key boards
- Grammatical support tools
- Braille embosser and text to Braille conversion
- Animated signing characters (signing avatars)
- Switches
- Alternative mouse systems
- Word prediction
- Accessible online learning tools
- Alternative key boards
- Display- based personal data assistants
- Voice recognition systems

Continuum of Special Education Services

An LEA is required to provide a continuum of special education, related services, and placement options for students with IEP's. If an IEP team determines that an independent study program in a virtual school or hybrid learning program is **not** an appropriate placement for a student, the LEA must take steps to ensure that the student receives FAPE by being placed in the appropriate educational setting. This setting may be at an LEA-run program or provided by an outside service provider at cost to the charter LEA. These settings may be a local or district program, non-public school or residential facility. The student will remain enrolled in the Charter LEA and the Charter LEA will contract with the appropriate program through a master contract and individual service plan.

Charter schools are cautioned to use careful consideration when determining whether or not an independent study virtual learning or hybrid program is an appropriate placement for students with disabilities. Children with disabilities must not be placed in separate schools merely because of the availability of placement options, administrative convenience, or institutional barriers to providing related services rather than because of their individual needs (Letter to Johnson, OSERS 1988).

Virtual IEP Meetings

Parents are required members of the IEP team. LEA's have the obligation to provide a parent with the opportunity for meaningful participation in an IEP meeting. The LEA shall keep a record of attempts to arrange a mutually convenient IEP meeting and attempts to convince the parent to attend the IEP meeting. This record can include detailed logs of telephone calls or e-mails, IEP notice of meeting, copies of correspondence sent to the parents and any responses received, detailed records of visits made to the parents' home and the result of those visits.

The law dictates who must attend an IEP meeting, but does not prescribe where the meeting must be held. If the LEA has a central office that is geographically proximate to the student and convenient to the other team members of the IEP team, then the IEP meeting may be held in person at the central office. However, if this is not the case the LEA is responsible for providing capabilities for all IEP team members to meaningfully participate in the meeting, including making reasonable accommodations for parents' special needs under section 504 or the ADA.

Virtual IEP meetings can be held using computer software programs and services that allow attendees to log-in/call into the meeting from wherever they are located. Examples may include, but are not limited to, video conferencing (ie. Skype) or conference calling using a shared conference call phone line. If the parent is not comfortable with the technology, then the virtual school may need to send a staff member to the student's home to help the parent meaningfully participate in the virtual IEP meeting.

For additional information regarding independent study in virtual schools or hybrid learning programs for a student with an IEP, please contact your SELPA program specialist

For more information about independent study in California schools, refer to the Independent Study webpage on the California Department of Education's website at <http://www.cde.ca.gov/sp/eo/is/>.



EXTENDED SCHOOL YEAR

Defining Extended School Year Services

Extended School Year (ESY) services are special education and related services that are provided to a child with a disability during extended school breaks. These services are different from summer school. Summer school is an extension of the regular school year available to any student attending the school. ESY services are special education and related services that a student must qualify for and are in accordance with the student's IEP.

ESY services are not provided to enhance a student's education or to provide a student with the best possible educational program. Nor are ESY services to be provided as compensatory time or to help a student who has missed school. ESY services are required when determined to be necessary for a child to progress over time and to benefit from the IEP.

Legal Guidelines

34 CFR §300.106 states the following about ESY services:

- Each public agency must ensure that extended school year services are available as necessary to provide FAPE.
- Extended school year services must be provided only if a child's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child.
- In implementing the requirements of this section, a public agency may not limit extended school year services to particular categories of disability or unilaterally limit the type, amount, or duration of those services.

The ESY program shall be provided for a minimum of 20 instructional days per the California Code of Regulations (CCR §3043).

General Guidelines

The following general guidelines may apply when an IEP team is determining a student's need for ESY services. The case manager may use the "ESY Eligibility Worksheets" located in the student's future IEP on SEIS to document the IEP team's decision making process.

- The key question before the IEP team is whether the child needs ESY services in order to secure the minimum benefits of a free and appropriate public education during the regular school year.
- ESY services do not need to duplicate the services provided during the school year because the purpose is different (prevent regression rather than continued progression). A student may require ESY services in only one area (e.g. speech and language) but not in other areas (e.g. specialized academic instruction).
- When an IEP team discusses ESY services, they should consider the student's current placement in order to avoid placing the student in a more or less restrictive environment for ESY services.
- The determination of ESY eligibility must be based on empirical and qualitative data collected by the IEP team members for the student's individual skills.

- The IEP should clearly indicate a start date, end date, frequency and duration of the ESY services.

Regression and Recoupment

The two main criteria that need to be addressed to determine if a child qualifies for ESY services are the high probability that the child will regress without additional services during the summer and also, their inability to recoup that loss within approximately 4-6 weeks after the start of the school year.

All students will experience regression during the summer. The problem exists when a child will experience serious regression without the ability to recoup the loss. Regression refers to a decline in knowledge and skill that can result from an interruption in education; recoupment is the amount of time it takes to regain the prior level of functioning. The issue is whether the benefits derived by the child during the regular school year will be significantly jeopardized if he is not provided an educational program during the summer months.

Other Factors When Determining the Need for ESY Services

In *Reusch v. Fountain*, the court listed other factors in addition to regression and recoupment that the IEP team should consider in deciding if the child is eligible for ESY as a related service.

- The degree of progress toward IEP goals and objectives
- Emerging skills/breakthrough opportunities (e.g. Will a lengthy summer break cause significant problems for a child who is learning a key skill, like reading or speaking?)
- Interfering Behavior (e.g. Does the child's behavior interfere with his or her ability to benefit from special education?)
- Nature and/or severity of disability
- Special circumstances that interfere with child's ability to benefit from special education



GRADUATION OPTIONS FOR STUDENTS WITH DISABILITIES

Types of Graduation Options

The graduation options available to students are determined by LEA/district board policies and these options must be written into a school’s charter. This may include:

- A diploma based on the state mandated requirements,
- A diploma based on A-G requirements, or
- A charter school may set their own diploma requirements,
- A certificate of completion.

Students with disabilities must be given adequate notice of the requirements for the types of graduation options offered.

The following table shows a comparison of the different types of graduation options.

Subject Area	State Mandated Requirements for High School Graduation (EC 51225.3)	A-G Requirements (as approved by UC course approval process)	Certificate of Completion (EC 56390)
English	Three Years.	Four years.	Satisfactorily completed a prescribed alternative course of study approved by the district governing board and identified in the student’s IEP AND Satisfactorily met his or her IEP goals and objectives as determined by the IEP team AND Satisfactorily attended high school, participated in instruction, and met the objectives of the statement of transition services. NOTE: The above is a requirement of a
Mathematics	Two years, including Algebra I.	Three years, including algebra, geometry, and intermediate algebra. Four years recommended.	
Social Studies/ Science	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; 1/2 year of American government and civics, and ½ year of economics.	Two years of history/social science, including one year of U.S. history or 1/2 year of U.S. history and 1/2 year of civics or American government; and one year of world history, cultures, and geography.	
Science	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics. Three years recommended.	
Foreign Language	One year of either visual and performing arts, foreign language, or career technical education.	Two years in same language required. Three years recommended.	

El Dorado County Charter SELPA Procedural Guidelines

Visual and Performing Arts	One year of either visual and performing arts, foreign language, or career technical education.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	standard public school, but not of a charter school. A charter school can use this Ed. Code as a guideline for determining criteria for the board approved certificate of completion option.
Physical Education	Two years	Not Applicable	
Electives	Not Applicable	One year	

Termination of Special Education Services

The following table illustrates the guidelines around the termination of special education services. A prior written notice is required upon the termination of special education services for any of the below situations.

If student's 22nd birthday is between January and June, the student may continue through remainder of the fiscal year (school year and ESY ending July 1).	EC 56026(c)(4)(A)
If student's 22nd birthday is in July, August, or September of new fiscal year, then the student will not be allowed to begin a new fiscal year (school year and ESY ending July 1 of the current year).	EC 56026(c)(4)(B)
If student's 22nd birthday is during October, November, or December, student shall be terminated from program on December 31 of current fiscal year, unless student would otherwise complete his or her IEP at the end of the current fiscal year.	EC 56026(c)(4)(C)
Student graduates from high school with regular high school diploma.	EC 56026.1(a)

Certificate of Completion or Regular High School Diploma

The IEP team must determine which graduation option is most appropriate for the student, given the options made available by the LEA/district as determined by the governing board. Not all LEAs/districts offer a diploma based on the state mandated requirements; some choose to offer only diplomas based on A-G requirements or their own requirements as outlined in their charter. If the student is on track for earning a regular high school diploma, either A-G or state mandated, then the student has until the date indicated on the table above to complete this course of study. Students may not receive a diploma if they do not meet the requirements of the types of diplomas offered as determined by the LEA/district.

The LEA/district cannot deny a student a diploma based on their disability, but the student does not have a right to a diploma because of their disability either. The certificate of completion option is available to those students who are not able to complete the requirements for a regular high school diploma as offered by the LEA/district. These students are eligible for educational placement and services in accordance with their IEP until the date indicated on the above table. If the school is a charter school, the governing board of the LEA/district approves the requirements for the certificate of completion graduation option. In a standard public school, the certificate of completion option is in accordance with EC 56390 as stated above.

The graduation option chosen by the IEP team shall be documented clearly as part of the Transition Plan as well as marked on the Offer of FAPE- Educational Settings page of the IEP.

California High School Exit Examination (CAHSEE)

If the student has a current and valid IEP that indicates the student is scheduled to receive a high school diploma and has satisfied or will satisfy all state and local graduation requirements other than passing the CAHSEE, then an exemption or a waiver may be granted. In order to be able to qualify for a waiver or exemption from the CAHSEE the student is required to first take the CAHSEE in grade ten for the purpose of meeting the federal requirements under the Elementary and Secondary Education Act. Appropriate accommodations and modifications must be made available to students with IEPs and must be listed on the Test Accommodations/ Modifications page of the IEP.

- **Exemptions-** This is an exemption from the requirement of passing the CAHSEE in order to receive a high school diploma. The exemption from meeting the CAHSEE requirement will be in effect until June 30, 2015, unless the State Board of Education extends the implementation of the alternative means assessment one additional year.
- **Waivers-** If the student scores 350 or higher on the mathematics and/or ELA portion of the CAHSEE with the use of modifications, then the school may request a CAHSEE local waiver. At the parent or guardian's request, a school administrator shall submit a request for a waiver to the governing board. The charter governing board may waive the requirement to successfully pass one or both subject matter parts of the CAHSEE for an eligible student with a disability.

California High School Proficiency Examination (CHSPE)

The California High School Proficiency Examination (CHSPE) is a testing program established by California law (EC 48412). The passing of this test earns a student the legal equivalent of a high school diploma. The CHSPE consists of two sections: an English-language Arts section and a Mathematics section. If a student passes both sections of the CHSPE, the California State Board of Education will award a Certificate of Proficiency, which by state law is equivalent to a high school diploma (although not equivalent to completing all coursework required for regular graduation from high school).

If a student with an IEP takes and passes the CHSPE, the student is still eligible to receive educational placement and services in accordance with their IEP at the LEA/district until they meet the requirements of one of the graduation options offered by the LEA/district.

Graduation Checklist

When preparing a student with an Independent Education Plan (IEP) to graduate with a high school diploma, please ensure the IEP team has completed the following steps:

- Schedule an exit IEP meeting.
 - It is recommended that this meeting be held within the last 8-10 weeks of school.
- At the IEP meeting, complete the following:
 - Update Present Levels of Performance
 - Complete SEIS Post-Secondary Exit Page 1 and Page 2
 - Ensure the student's "Age of Majority" information has been discussed with the student and documented on the SEIS Individual Transition Plan page 2 form.

El Dorado County Charter SELPA Procedural Guidelines

- Send the parent/guardian a Prior Written Notice (PWN) confirming that the student has met the requirement to graduate with a high school diploma. The notice shall also specify federal law, Individuals with Disabilities Education Act (IDEA), states that students who receive a high school diploma are no longer eligible to receive a Free Appropriate Public Education (FAPE). As a result, the student's graduation is considered to be a change in placement and upon graduation from high school the student will no longer be eligible for special education related services. Lastly, the notice shall include contact information for the LEA, should the parent disagree with the determination.

- Provide the parent/guardian/student with a copy of the last signed IEP and the last triennial assessments.



SPECIAL EDUCATION TRANSPORTATION

Legal Requirements Regarding Special Education Transportation

Education Code Section 56040(a) states: "Every individual with exceptional needs, who is eligible to receive special education instruction and related services under this part, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her." Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education [34 CFR 300.34(a)]. Transportation as a related service includes travel to and from school and between schools, travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability [34 CFR 300.34(c)(16i-iii)].

LEAs/districts should not automatically assign students to transportation based on the students' disability without considering the students individual needs and the continuum of placements [Hopkinton (MA) Pub. Schs., [108 LRP 41626](#) (OCR 2007)].

For students with medical needs, 34 CFR 300.34(a)(ii) limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school.

Length of School Day, Related Services, Extracurricular Events

The use of alternative starting times for all special education students at a site can lead to program compliance concerns. Pupils receiving special education and related services must be provided with an educational program in accordance with their Individualized Education Program (IEP) for at least the same length of time as the regular school day for their chronological peer group, unless otherwise stated in a student's IEP. If a student is temporarily placed on a shortened day due to an IEP team decision, the LEA/district is required to offer transportation to the student to accommodate their modified schedule if that student is otherwise eligible for special education transportation. In addition, there may be occasions where the needs of the pupil require receiving therapy or some other related service that cannot be provided during the "established" school day. If it is determined by an IEP team that a student requires services outside the typical school day, the team must also consider whether transportation to and from the service is required. If provisions for "early" or "late" transportation are made for pupils within the general education program due to extracurricular events, provisions for equal opportunity to these events for pupils with exceptional needs who require special transportation must also be made.

Transportation in IEPs

Per legal mandate, the IEP team determines if transportation is required to assist a child with a disability to benefit from special education and related services, and how the transportation services should be implemented. The IEP document should describe the transportation services to be provided, including transportation to enable a child with disabilities to participate in nonacademic and extracurricular activities in the manner necessary to afford the child an equal opportunity for participation in those services and activities to the maximum extent appropriate to the needs of that child. The IDEA's Least Restrictive Environment (LRE) mandate applies to all aspects of special education and related services,

including the provision of transportation services. According to the comments and discussion preamble to the 2006 IDEA Part B regulations, the Education Department stated: "It is assumed that most children with disabilities will receive the same transportation provided to nondisabled children, consistent with the LRE requirements in [34 CFR 300.114](#) through [34 CFR 300.120](#), unless the IEP team determines otherwise." LEAs/districts should start with the presumption that a student with a disability will ride regular transportation with nondisabled peers, as long as such transportation is appropriate to meet the child's educational needs. Additionally, transportation is a related service under the IDEA, which means that it should be provided such that it enables a child with a disability to be as fully integrated as possible with nondisabled peers. Denial of parent participation in the IEP process, including decisions relating to the least restrictive environment for transportation, may result in a procedural violation that results in substantive harm to the student.

It is important to remember that all pupils, including those receiving special education instruction and services, are subject to the rules and policies governing regular transportation offerings within the LEA/district, unless the specific needs of the eligible pupil or the location of the special education program/service dictate that special education transportation is required.

Transportation Options

The IEP for any special education student must clearly specify how the child's transportation needs will be met. Regarding transportation as a related service, it is recommended that services be described in sufficient enough detail to inform the parties of how, when and from where to where transportation will be provided and, where arrangements for the reimbursement of parents are required, the amount and frequency of reimbursement. Transportation options may include, but not be limited to: walking, riding the regular school bus, utilizing available public transportation (any out-of-pocket costs to the pupil or parents are reimbursed by the LEA/district), riding a special bus from a pick up point, and portal-to-portal special education transportation via a school bus, taxi, reimbursed parent's driving with a parent's voluntary participation, or other mode as determined by the IEP team. The specific needs of the pupil must be the primary consideration when an IEP team is determining transportation services.

If a student with a disability is found eligible for specialized transportation and parents voluntarily elect to arrange for their own transportation, it is advisable that schools should document this fact in the IEP. Thorough documentation of this arrangement should include the following information:

- That the child is entitled to transportation;
- That parents are knowledgeable about their special education rights;
- That parents prefer to provide their own transportation without the involvement of the school district; and
- An explanation of how the reimbursement will be calculated.

The school also may seek to include a waiver of liability for injuries that result from parents using their own methods of transportation and attempt to obtain parents' signature to give legal effect to these provisions.

The IDEA does not specify the type of vehicles to be used for students who are disabled or the nature of the specialized equipment that is appropriate. The IEP team generally determines the choice and type of equipment. If decisions regarding these aspects of transportation will have an impact on the health, safety or welfare of the student or the educational program provided to the student, then parental input into

these decisions may be required. Safety is only one of many relevant considerations that go into making a determination about the appropriate equipment for transporting a student who is disabled. The following criteria should also be met in selecting assistive devices for students with disabilities:

- Functional assistance
- Whether an excessive amount of equipment is involved
- Normalcy of the child's appearance in using the device
- Family's acceptance of the device
- Child's acceptance of the device

While the student's IEP can specify the type of transportation or special equipment required, it usually may not mandate the selection of the company that will perform the service. Even in situations justifying parental leverage over the mode of transportation and types of equipment to be used in transporting a student with a disability, parents generally cannot compel the use of certain brand name vehicles or equipment, unless the device in dispute is the only one of its kind on the market and no substitutes would be reasonable under the circumstances. LEAs/districts generally have discretion in selecting the item to fit necessary specifications and criteria, provided the district's choices are equally as suitable as parental preferences.

Participation of Transportation Personnel and Administrators/ Designees in IEPs

Effective practice requires that procedures are developed for communication with transportation personnel and that transportation staff are present at IEP team meetings when:

- Student needs the use of adaptive or assistive equipment
- School bus equipment is required to be modified
- Student exhibits severe behavioral difficulties and a Behavior Intervention Plan (BIP) is to be implemented
- Student is medically fragile and requires special assistance
- Student has other unique needs

It is often beneficial to have transportation staff present at IEP team meetings for the purposes of planning, problem solving, and communication even if the above mentioned conditions are not met. It is up to an LEA/district to determine those IEP meetings at which it may be beneficial to have transportation staff attend.

It is recommended that administrative designees and case managers be familiar with the transportation options available locally prior to attending IEP meetings at which transportation may be identified as a necessary related service, in order to facilitate consideration of transportation options in the least restrictive environment at IEP meetings. An LEA/district may need to conduct research to identify transportation options that may be available to serve students.

Special Education Transportation Evaluation

Districts must evaluate the student's transportation needs prior to determining what services to provide. LEAs/districts should keep in mind that, in many instances, the results of the evaluation will be essential in designing appropriate transportation programs for students. For example, findings about motor skills, communication abilities, health, vision and hearing are not only important in the classroom, but they also

can impact the student's ability to access transportation and may present unique needs that do not arise among the general student population.

While some transportation requirements will remain constant, others may change in direct response to a student's physical or mental condition, as well as outside circumstances unrelated to the child's disability. Schools must stay responsive to such developments as they arise. Evaluation is important when considering changes in an existing transportation program. While the student need not be observed on the school bus or other form of transportation, school districts nevertheless have found personal observation to be extremely helpful in gauging the student's special education needs.

Medical evaluations of transportation needs may be necessary for some students. When a student suffers from a disability that makes him medically fragile, LEAs/districts have an obligation not only to accommodate him in the classroom, but also during transportation to and from school.

Key Considerations for Determining Transportation Need

The case-by-case determination of students' eligibilities for transportation should include consideration of a child's mobility, behavior, communication skills, physical needs, age, ability to follow directions, the distance the child will have to travel, the nature of the area, and the availability of private or public assistance. Issues in these areas may make it difficult for a student to get to and from school, and may create a need for special education transportation. Factors that may contribute to the consideration of special education transportation may include, but are not limited to:

- Medical diagnosis and health needs: consideration of whether long bus rides could affect a pupil's health (duration, temperature control, need for services, health emergencies); general ability and/or strength to ambulate/wheel; approximate distance from school or the distance needed to walk or wheel oneself to the school; consideration of pupil needs in inclement weather;
- Physical accessibility of curbs, sidewalks, streets, and public transportation systems;
- Consideration of a pupil's capacity to arrive at school on time, to avoid getting lost, to avoid dangerous traffic situations, and to avoid other potentially dangerous or exploitative situations on the way to and from school;
- Behavioral Intervention Plans (BIP) specified by the pupil's IEP and consideration of how to implement such plans while a pupil is being transported;
- Mid-day or other transportation needs as required on a pupil's IEP (occupational or physical therapy or mental health services at another site, community based classes, etc.) must also be taken into consideration when the IEP team discusses a pupil's placement and transportation needs;
- Extended school year services should be another consideration of a pupil's need for transportation if considered necessary to provide a free appropriate public education as specified in a pupil's IEP.

IEP Goals and Services to Increase Transportation Independence

The determination as to whether goals and objectives addressing transportation are required in a student's IEP depends upon the purpose of the transportation. If transportation is being provided solely to enable the student to attend school, no goals or objectives may be needed. However, if transportation is provided for some other purpose related to the student's education and the student receives instruction during the provision of the related service, then goals and objectives must be provided. For instance, if

services are being provided to increase a student's independence while in transit, goals and objectives would be necessary. When developing specific IEP goals and objectives related to the pupil's use of transportation, the IEP team may wish to consider a blend of transportation services as the pupil's needs evolve. Students may require ongoing assessment and refinement of IEP goals as transportation skills increase.

The 2006 IDEA Part B regulations continue the requirement of travel training for some students. Travel training is "instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to:

- A. Develop an awareness of the environment in which they live; and
- B. Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community."

The IEP team may wish to consider the travel training needs of some students for whom transportation is being considered as a related service.

Bus Suspension

Occasionally pupils receiving special education services are suspended from bus transportation. The suspension of a pupil receiving special education services from transportation can constitute a significant change of placement if the district:

- A. Has been transporting the student;
- B. Suspends the student from transportation as a disciplinary measure; and
- C. Does not provide another mode of transportation.

A significant change in placement requires a meeting of the IEP team to review the pupil's IEP.

An alternative form of transportation must be provided if transportation is specified in the pupil's individualized education program. During the period of any exclusion from bus transportation, pupils must be provided with an alternative form of transportation at no cost to the pupil or parent or guardian in order to be assured of having access to the required special education instruction and services.

Resources

CDE Special Education Transportation Guidelines: <http://www.cde.ca.gov/sp/se/lr/trnsprtgdlns.asp>



STATE SPECIAL SCHOOLS AND SERVICES

The State Special Schools & Services Division is a subdivision of the California Department of Education that provides services to deaf, hard-of-hearing, blind and visually impaired students in addition to offering LEA/district special education programs with assessment services, technical assistance and staff development.

State run schools for the deaf and schools for the blind also provide intensive, disability-specific educational services for pupils who are blind, visually impaired, deaf and hard of hearing pupils, or deaf-blind, age 3-22.

The Diagnostic Centers provide comprehensive assessments to special education students and staff development and training services to LEA/districts.

Referral to Special Schools and Services for Further Assessment

A referral to a Special School or the Diagnostic Center must follow the guidelines below.

- Prior to referring a pupil for further assessment to California Schools for the Deaf or Blind or to one of the Diagnostic Centers, assessments shall first be conducted at the local level within the capabilities of the LEA/district. Results of local assessments shall accompany the referral request. The reason for the referral shall be discussed with the parents. The LEA/district refers a student by submitting an application packet. Applications are reviewed by the Admissions Committee at the State School or Diagnostic Center to determine if the applicant meets the admissions criteria set forth in the California Code of Regulations, Title 5, Sections 17660-17663.
- The Schools for the Deaf and Blind, and the Diagnostic Schools shall conduct assessments pursuant to the provisions of EC 56320.
- A representative of the LEA/district shall participate in the staffing meeting and shall receive copies of the final report and recommendations. Conference calls may be acceptable forms of participation, provided that written reports and recommendations have been received by the LEA/district representative prior to the meeting.

Procedure for Referral to State Schools for Placement

The procedure for a referral is as follows:

1. Referrals to state special schools for placement shall be made only as a result of recommendations from the IEP team, upon determining that no appropriate placement is available in the local plan area. Parents have the right to appeal any decision of the IEP team, including whether their child should be referred to a state special school.
2. Whenever a referral for placement is being considered to one of the state special schools, the IEP team shall include a representative of the LEA/district.
3. If the IEP team (including the representative from the LEA/district) determines that a referral to a state special school is appropriate, a case manager shall be designated to coordinate the referral process.

4. As provided within EC 59300, the LEA/district of the parent or guardian of any pupil attending a state-operated school is responsible for 10% of the excess cost of the placement. The cost for a student placed less than a full year is prorated based on the number of days in attendance.

Review of Placement at State Special Schools

The LEA/district shall be notified of any upcoming review of students placed in state special schools. The LEA/district may request assistance from the County Office of Education (if appropriate) in attending the review, considering assessment results or any other activity needed.

Education Code Relating to State Schools

The California School for the Deaf is part of the public school system of the state except that it derives no revenue from the State School Fund, and has for its object the education of the deaf who, because of their severe hearing loss and educational needs, cannot be provided an appropriate educational program and related services in the regular public schools.

The Legislature finds and declares all of the following:

- It is essential for the well-being and growth of deaf and hard-of-hearing pupils that educational programs recognize the unique nature of deafness and ensure that all deaf and hard-of-hearing pupils have appropriate, ongoing, and fully accessible educational opportunities.
- It is essential that a deaf or hard-of-hearing pupil obtain an education in which special education teachers, psychologists, speech therapists, assessors, administrators, and other school and residential program personnel understand the unique nature of deafness and are trained to work with a deaf or hard-of-hearing pupil.
- It is essential that a deaf or hard-of-hearing pupil obtain an education in which his or her special education teachers are proficient in the primary language mode of that pupil.
- It is essential that a deaf or hard-of-hearing pupil obtain an education in which his or her parents are involved in determining the extent, content, and purpose of programs.
- It is essential that a deaf or hard-of-hearing pupil, like all pupils, have programs in which his or her unique vocational needs are provided for, including appropriate research, curricula, programs, staff, and outreach.
- Each deaf or hard-of-hearing pupil should receive an education that allows him or her to master a primary language.



BEHAVIOR INTERVENTION PLAN

What is a Behavior Intervention Plan (BIP)?

- A proactive plan to address problem/targeted behavior (that is impeding the learning of the student or others) by:
 - Identifying the hypothesized function of the problem behavior(s);
 - Describing positive changes to the environmental structure;
 - Defining supports and resources to be provided; and
 - Providing instructional strategies and materials to ensure student has access to his/her education and an alternative replacement behavior(s) that support classroom success.
- A guide for school site staff supporting the student
- A tool for focusing team members, establishing accountability for tasks, ensuring communication and consistent intervention implementation
- A document developed or revised by the IEP team based on the data and information gathered in the Functional Behavior Assessment (FBA) report and ongoing progress monitoring
- A BIP is a legal component of the Individualized Education Program (IEP) document (to be included in the numbered pages of the IEP document) that is revised based upon need or at minimum at student's annual IEP

When MUST a BIP be Developed or Reviewed?

- If a student is subjected to a disciplinary change of placement, and the conduct is found to be a manifestation of a disability.

When MIGHT a BIP be Developed or Reviewed?

- A student with a disability has been removed for more than 10 consecutive days from his current educational placement for a behavioral or disciplinary offense.
- In developing an IEP, the IEP team finds the child's behavior impedes his own learning or the learning of others—team may consider a BIP as one of the interventions to address behavior.
- A LEA/district must consider implementation of a BIP as a supplementary aide and service for a student whose behavior is disruptive to other students prior to changing his placement to a more restrictive setting.
- It is strongly recommended that all students under the Special Education designation of Emotional Disturbance (ED), Specific Learning Disability (SLD) (due to attention processing), Other Health Impaired (OHI) (due to ADHD) and Autism (AUT), who have behaviors that impede their learning or the learning of others, have a BIP developed to address the behavioral needs that impedes their learning (or the learning of others) and that align directly with their eligibility criteria for special education.
- Any time that a physical restraint is implemented to ensure student safety, the IEP team may need to meet to review the behavioral supports in a student's IEP and determine if an FBA and BIP need to be developed or reviewed.

- Should an IEP team determine that a student eligible under ED, OHI, SLD, or AUT; does not need a BIP, it is strongly recommended documentation (in IEP Notes) of the IEP teams rationale for how behaviors are being addressed via an IEP goal or alternative intervention.

Who May Develop a BIP?

According to 5 CCR §3065 (d) Behavior Intervention shall be designed or planned only by personnel who have:

- Pupil personnel services credential that authorizes school counseling or school psychology; or
- Credential authorizing the holder to deliver special education instruction; or
- License as a Marriage and Family Therapist certified by the Board of Behavioral Sciences, within the Department of Consumer Affairs; or
- License as a Clinical Social Worker certified by the Board of Behavioral Sciences, within the Department of Consumer Affairs; or
- License as an Educational Psychologist issued by the licensing agency within the Department of Consumer Affairs; or
- License in psychology regulated by the Board of Psychology, within the Department of Consumer Affairs; or
- Master's degree issued by a regionally accredited post-secondary institution in education, psychology, counseling, behavior analysis, behavior science, human development, social work, rehabilitation, or in a related field.

LEAs/districts are encouraged to make use of trained personnel on staff at their schools before considering contracting to an outside Non-Public Agency (NPA) to design or plan behavior interventions (such as FBAs/BIPs). School personnel provide an in depth understanding of the school's unique culture and resources that allow them to design or plan comprehensive behavior interventions. Should a school plan, design, implement, and modify behavior interventions and continue to fail to see documented progress on behavior goals tied to these interventions, they may then wish to consider hiring a California Department of Education (CDE) Certified NPA for additional guidance and support.

Who May Implement a BIP?

According to 5 CCR §3065 (e), to be eligible for certification to provide behavior intervention, including implementation of behavior modification plans, but not including development or modification of behavior intervention plans, a school shall deliver those services utilizing personnel who:

- Possess the qualifications (listed above) under "Who May Develop a BIP";

-OR-

- A person who is under the supervision of personnel qualified to develop a BIP (listed above) who also possess a high school diploma or its equivalent;

-AND-

Who has received the specific level of supervision required in the pupil's IEP.

What are the Key Components of a BIP?

LEAs/districts are required to complete the BIP form provided in SEIS. This document serves as a template which provides all the legal components of a BIP. For more information, you may also reference the Positive Environments Network of Trainers (PENT) "Desk Reference" (www.pent.ca.gov/).

What are the Steps in Developing a BIP?

1. Obtain written parent consent to conduct an FBA (see section of this manual titled, "Functional Behavior Assessment" for more details) and BIP.
2. Upon receipt of written parental consent, set IEP Meeting date to align with 60 day timeline for assessment.
3. Conduct FBA and compose written FBA report.
4. Information and data gathered in FBA assists IEP team in developing BIP.
5. Complete BIP forms located in SEIS and attach the FBA Report in SEIS.
6. When team develops a BIP, IEP goal(s) must be developed that are tied to the BIP (at least one goal should be tied to the BIP's Functionally Equivalent Replacement Behavior (FERB)).
7. As with all IEP goals, the IEP goal(s) tied to the BIP shall have a person responsible for providing support and service for goal(s) and monitoring student progress on goal.
8. All IEP goals related to the BIP should be listed in SEIS on the goals page.
9. Once a BIP has been developed the case manager shall document the following in SEIS:
 - A. Present Levels Page: Please indicate in the area of Social/Emotional/Behavioral all areas of need tied to the FBA/BIP.
 - B. Special Factors Page: "Does the student's behavior impede the learning of self or others" Please check "YES" box. If yes, please specify the behavior interventions, strategies and supports used and check the appropriate box for BIP and Behavior Goal.
 - C. Goals Page: Please develop goal(s) tied directly to the BIP to allow IEP team to monitor progress on the BIP.
 - D. Services/FAPE Page: Please include any Aids, Services, Program Accommodations/Modifications and/or Supports that are tied to the BIP. Please include any Special Education or Related Services that may be needed to provide support/service to the student related to the Goal. At the IEP meeting, present the draft BIP to the parent/guardian and the IEP signature page to request their consent to implement the agreed upon BIP.
 - E. Begin implementing BIP and all supports and services tied to BIP, including progress monitoring of BIP related goal(s).
 - F. Ongoing data collection related to the BIP goal(s) should be conducted regularly to determine if the BIP is effective and student is making progress on the goal(s).

How Should the BIP be Monitored for Effectiveness?

- Ongoing data collection should be conducted to evaluate the IEP goal(s) tied to the BIP.

- Data collection will help inform the IEP team to determine if the BIP is successful. If the data collected indicates that the student is not making progress on the IEP goal(s) tied to the BIP; the team should hold an IEP meeting to either update the BIP related goal(s) or revise the BIP or both.
- If the student meets IEP goal(s) tied to BIP and data indicates that the problem behaviors are no longer an area of need, the team may extinguish the BIP entirely at an IEP Meeting (document this in IEP Notes with rationale and data to support decision) or revise BIP to focus on continued area of needs or other/new behavior areas of need.
- BIP should be updated at annual IEP or at any point when team merits the need for revision based on lack of progress on IEP goal(s) tied to BIP or new behaviors need to be addressed. BIP Revisions should be done at an IEP team meeting.

BIPs and Least Restrictive Environment (LRE):

- BIP is a support that is used to help a student with behavioral problems to remain in the LRE. A student's BIP should not require them to earn access to general education setting or less restrictive placement.
- A student's BIP should not change their access to the placement provided on their IEP, if a BIP changes student placement it needs to be revised or placement options need to be revisited.

Can Students with a BIP be Disciplined?

A student's BIP does not serve to prevent the student from being disciplined, but rather serves as a way to prevent and respond to their behavioral needs. Should a student with a BIP engage in behaviors that merit disciplinary action (even suspension or expulsion) the school should first determine if all parts of the student's BIP were available and implemented with fidelity. If all components of the BIP were available and implemented and student still engaged in behavior meriting disciplinary action the LEA/district should discipline student and document disciplinary actions. The following points are guidance for disciplining students on BIPs:

- The school must ensure that any disciplinary action taken with respect to the student has no adverse effect on the goals and objectives of the IEP and is not applied in a discriminatory manner in violation of Section 504.
- Schools should document disciplinary infractions and school removals/suspensions. For more information on discipline of Special Education students please reference the section of this manual titled "Suspension, Expulsion, and Manifestation Determination."

For additional guidance on BIPs and Restraint and Seclusion, please see the section of this manual titled, "Behavioral Emergency Interventions".



SHORTENED DAY GUIDELINES

FAPE, LRE, and Educational Benefit

When considering shortening the day of any student receiving special education, an IEP team must be mindful of legal mandates regarding free appropriate public education (FAPE), least restrictive environment (LRE), and educational benefit. Under the IDEA, FAPE is defined as an educational program that is individualized to a specific child, designed to meet that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the child receives educational benefit (34 CFR §300.17). FAPE requires both access to the general curriculum and progress toward IEP goals and objectives as outlined in a student's IEP. Regarding LRE, IDEA establishes, "To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled," and "special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (34 CFR §300.114(a))." It is also mandated that student with disabilities participate with students without disabilities in nonacademic and extracurricular services and activities, including meals and recess periods, to the maximum extent appropriate to their individual needs. An IEP team is required to assure the IEP for each student constitutes a good-faith description of a free and appropriate public education in the least restrictive environment.

Consideration of shortened day

If supports exist that can allow a student to participate in classes and a regular school setting for a full school day, it is strongly recommended that those be offered in lieu of a shortened day in order to provide FAPE in the LRE and allow the student to receive educational benefit. Access and exposure to the general curriculum is maximized if a student is able to attend school for a full day. Opportunities for non-academic and extracurricular activities with non-disabled peers are reduced as well when the school day is shortened. It would not be possible in some cases to provide adequate interaction with non-disabled peers and progress toward social/ behavioral goals if a student does not participate in a full school day at a regular school setting. On the other hand, a placement must foster maximum interaction between disabled pupils and their nondisabled peers "in a manner that is appropriate to the needs of both (EC 56031; *Sacramento City Unified School Dist. v. Rachel H.* (9th Cir. 1994))." This suggests there could be instances in which the negative impact of a student on peers might be a consideration yielding a shortened day determination, though this would not occur often and would generally be time-limited.

It is recommended that any offer of a shortened day as FAPE should be brief and for specific purpose, and designed to meet a student's unique needs. It is often prompted by the recommendation of a physician through written request. A student's IEP should reflect team discussion of the continuum of services and placement including shortened day and any alternatives considered as appropriate. It is best practice for IEPs of students placed on a shortened day to include language regarding reintegration and return to full day and method/ criteria for determining reintegration to a less restrictive setting.

El Dorado County Charter SELPA Procedural Guidelines

When considering shortening the school day of a student based on his or her individualized needs, the following cautions should be considered:

- Removal limits still apply. Take care that shortened days are not equivalent to removals, which are subject to IDEA and education code. Sending a student home for a partial day based on behavior is not considered shortened day as an offer of FAPE. This would be considered a removal.
- Any IEP offering a shortened day needs to carefully document that services and placement are providing FAPE for the individual student in order to be defensible. Compensatory education may be determined appropriate if shortened days are not providing FAPE per a student's IEP.
- If a student is temporarily placed on a shortened day due to an IEP team decision, the LEA/district is required to offer transportation to the student to accommodate their modified schedule if that student is otherwise eligible for special education transportation.
- Make sure behavioral interventions don't deprive a student of necessary instructional time. A BIP should be crafted to minimize instructional disruption.
- Pay attention to unintended interruptions that can have unintended impact on instruction/progress. Bus coming late every day or parent dropping student late every day may be considered impact on FAPE that IEP team needs to address, *even when transportation is considered a parent obligation*.

Examples and non-examples of appropriate use of shortened day

Use of a shortened day to provide FAPE may be appropriate for limited students, in limited circumstances, and for limited periods of time. Examples of appropriate uses of shortened day could include, but are not limited to:

- For a student with a recent brain trauma who is currently in recovery
- Upon recommendation of physician of a student who is transitioning her to new seizure medications, and is requesting gradually increasing of length of the school day
- For a recently adopted student from another country who is experiencing transition difficulties when parents and therapist request a gradual transition to school
- For a student with school phobia, school refusal or selective mutism who is in treatment, when the student's therapeutic plan specifies a gradual transition to full day attendance with beginning and end dates specified

In many cases, a shortened day will not provide a student FAPE in the LRE and/or will not provide a student with educational benefit. In these instances, a full day must be offered to support the needs of a student. Shortened day should only be considered when such an offer of FAPE can address the unique needs of a child and not for other reasons, such as schedules mandated by teacher contracts, availability and/or convenience of transportation, difficulty with implementation, or limited funding. Inappropriate uses of shortened day may include, but not be limited to:

El Dorado County Charter SELPA Procedural Guidelines

- If the team knows the student cannot graduate due to missing credits as a result of an offer of a shortened day. Use of shortened day in this situation wouldn't meet criteria for allowing student to move from grade to grade, but could still occur on time-limited basis in limited circumstances with caution.
- In lieu of a full day program that could offer FAPE. An IEP team should not make an offer of shortened day if another public or non-public placement could provide a full-day learning experience to meet IEP goals and progress in general curriculum.
- In lieu of appropriate BIP or necessary behavioral supports
- Upon parent request alone. The team is obligated to offer and implement a legally compliant IEP, and thus must refuse a parent request if the team believes the shortened day does not constitute FAPE in an LRE and provide a student with an opportunity to receive educational benefit.
- When FAPE has yet to be determined. Indefensible rationales: "We knew he shouldn't attend school only one hour a day, but we didn't know what else to do so now we are shortening his day." "We can't have him at our school. He gets in too many fights in the afternoon. He's fine in the morning, so we will only have him on campus for the first three periods." Having parent come pick student up in these temporary situations would be considered removal, so caution is warranted.

Alternatives to shortened day

Creative problem solving by an LEA and IEP team may be necessary to identify solutions or service arrangements that meet the needs of students without shortening the school day as appropriate. Some alternatives to a shortened day could include:

- PE credit earned outside the school setting for an appropriate physical activity substitution. In an IEP meeting changes in staff, changes in rules for dressing out, a peer buddy, and other supplementary services could be considered as additional alternatives.
- Volunteer or paid work outside the school setting in addition to a shorter school day. In this case, volunteer or paid work could be included to address IEP goals (such as transition or social skills), and on the job experience credit may be granted.
- School based activities outside of class time, such as assisting staff, or onsite work experience (if supporting IEP goals).
- Part time school/ part time intensive educationally related mental health treatment. A day treatment component might be required to address the student's social-emotional needs. The IEP team would document the combination of placements as offering FAPE in the LRE.

If you have concerns or questions regarding the use of shortened day as an offer of FAPE, please contact your program specialist. As mentioned above, shortened day may be an appropriate offer of FAPE in limited circumstances, and care must be taken to assure that an offer of placement and services also provides a student educational benefit in the Least Restrictive Environment.



BEHAVIORAL EMERGENCY INTERVENTIONS

Limitations on the Use of Emergency Interventions

Emergency interventions may not be used in lieu of an appropriate Behavior Intervention Plan (BIP) that is designed to change, replace, modify, or eliminate a targeted behavior. In fact, emergency interventions may only be "used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm" to the student with a disability or others and that "cannot be immediately prevented" by a lesser restrictive response. Emergency interventions should be used as a last resort when the student is a danger to self or others and after all other preventative and reactive strategies in the student's BIP have been exhausted.

Approved Behavioral Emergency Interventions

The law continues to prohibit the use of both restraint and seclusion (except by agencies licensed and authorized to use such interventions). In addition, it prohibits the use of interventions that are designed or are likely to cause pain (such as electroshock) or that subject students to verbal abuse, humiliation or ridicule; that deprive students of any of their senses or of sleep, food, water or shelter or proper supervision; or that involve the use of noxious sprays or substances.

The following behavioral emergency interventions, included in "CPI Nonviolent Crisis Intervention" training, are approved by the EDCOE Charter SELPA for use by CPI (Crisis Prevention Institute) trained staff only. The CPI "Crisis Development Model" should be used to help prevent a student from escalating their behavior to the point of being a danger to self or others. The following guidelines should be used when implementing any and all behavioral emergency interventions:

- The following approved CPI "Personal Safety Techniques" may only be used **as a last resort, when the student is a danger to self or others:**
 - CPI Kick Block
 - CPI One-Hand Wrist Grab Release
 - CPI Two-Hand Wrist Grab Release
 - CPI One-Hand Hair Pull Release
 - CPI Two-Hand Hair Pull Release
 - CPI Front Choke Release
 - CPI Back Chose Release
 - CPI Bite Release
 - CPI Children's Control Pose (utilizing a trained CPI team member for a child who is significantly smaller than the trained adult)
 - CPI Team Control Position (utilizing at least two trained CPI team members)
 - CPI Transport Position (utilizing at least two trained CPI team members)
 - CPI Interim Control Position (utilizing at least two trained CPI team members)
- Prone restraints (laying face down) of any type are not approved by SELPA, and are not a part of CPI training. Force shall never exceed what is reasonable and necessary under the circumstances, and the duration of the intervention shall not be longer than is necessary to contain the dangerous behavior.

- Behavioral emergency interventions may not include:
 - Any intervention that is designed to, or likely to cause physical pain, including, but not limited to, electric shock
 - An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual
 - An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities
 - An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma
 - Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention
 - Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room
 - An intervention that precludes adequate supervision of the individual
 - An intervention that deprives the individual of one or more of his or her senses

Behavior Emergency Report

Parents/guardians shall be notified within one school day whenever a behavioral emergency intervention is used that is defined above under the “Approved Behavioral Emergency Interventions” section. The LEA/district also immediately complete Behavioral Emergency Report (BER) Form (form located on CDE’s website) documenting the details of the incident and whether or not the student has a BIP. The BER must be submitted to a designated, responsible administrator (within the LEA/district) and placed in the student’s file.

Obligation to Schedule and Convene an IEP Meeting When Emergency Interventions are Used

Anytime a Behavioral Emergency Report (BER) is written regarding a student who does **not** have a BIP, the designated responsible administrator shall:

- Within two days, the administrator must schedule an IEP team meeting to review the BER.
- The IEP team shall decide if a Functional Behavioral Assessment (FBA) and/or Interim BIP is needed.
- The IEP team must document its reasons if it decides not to perform the FBA or develop an Interim BIP.

Anytime a BER is written regarding a student who has a BIP, any incident involving a previously unseen, serious behavior problem or where a previously designed intervention is not effective, should be referred to the IEP team to review and determine if the incident constitutes a need to modify the BIP.

CPI Nonviolent Crisis Intervention Certification & Training Guidelines

- EDCOE Charter SELPA offers training to staff members to become CPI certified. The initial training is a one-day course taught by CPI certified instructors. Staff members who attend will be taught

how to deescalate student behaviors by using the “CPI Crisis Development Model” and how to implement the “Safety Techniques” that are approved by CPI.

- In order to remain certified, LEA/district staff members who have taken the initial training must take the half-day “CPI Refresher” course annually.
- LEA/Districts are encouraged to review the “Risks of Restraint” (see CPI Training Manual) and practice the CPI Safety Techniques on a weekly basis to ensure that their staff will continue to provide the safest interventions possible.
- Should a staff member become injured in the course of implementing a Safety Technique, they should refer to their LEA/district’s policy on reporting injuries.
- Staff members who attain the CPI certification need to notify their LEA/district if they become unable to perform a CPI Safety Technique.
- Only staff members who have current CPI certification should be engaging in “Approved Behavioral Emergency Interventions.”
- An LEA/district shall assume responsibility for tracking staff who are trained and need to update their training.



SUSPENSION, EXPULSION AND MANIFESTATION DETERMINATION

Disciplinary Removals of Less Than 10 Days

A LEA/district may remove a student with a disability who violates a code of student conduct from his/her current placement to an appropriate interim alternative educational setting, another setting or suspension, **as long as the removal does not constitute a change of placement** (34 CFR 300.536).

Determining a Change of Placement

A change of placement occurs if:

- The removal is for more than 10 consecutive school days; or
- The child has been subjected to a series of removals that constitute a pattern due to:
 - A series of removals total more than 10 school days in a school year;
 - The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
 - Additional factors, such as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

In-School Suspensions

An in-school suspension occurs when the LEA/district suspends a student during the course of the school day without the student leaving the school campus. Federal policy guides that in-school suspension does not count as a student's removal from their current placement if the LEA/district affords the student the opportunity to continue to:

- Appropriately participate in the general curriculum;
- Receive the services specified on the student's IEP; and
- Participate with nondisabled peers to the same extent.

Disciplinary Removals of 10 Days or More

If a student's removal from his/her current placement exceeds ten days in an academic school year, the removals qualify as a change in placement and the LEA/district shall conduct a Manifestation Determination (MD) meeting within ten days of the decision to change the student's placement.

Manifestation Determination Meeting

Meeting Attendees:

The following individuals shall be in attendance at the manifestation determination meeting:

- Parent(s)/guardian(s)
- LEA/district
- All relevant members of the IEP team as determined by the parent and the LEA/district.

Purpose

The Manifestation Determination (MD) meeting is held to evaluate a student's misconduct, determine whether the misconduct is a manifestation of the student's disability, and determine if the student's Individualized Education Program (IEP) was being fully implemented at the time of the misconduct.

In order to accomplish this purpose, the MD meeting attendees shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents (34 CFR 300.530). In addition, the El Dorado County SELPA recommends that the MD team review all current educationally related assessments (including health and medical information) and, if determined necessary, propose additional assessments to the IEP team for their consideration.

After completing a full review of all relevant information, the manifestation determination meeting attendees shall answer to the following two questions:

1. Was the conduct in question caused by the student's disability (medical or educational) or did it have a direct and substantial relationship to the disability?
2. Was the conduct in question the direct result of the LEA/district's failure to implement the IEP?

If the MD meeting attendees answer "no" to both questions above, the determination is made that the behavior was not a manifestation of the disability.

If the MD meeting attendees answer "yes" to either or both questions above, the determination is made that the behavior was a manifestation of the disability.

The SELPA recommends that MD meeting attendees utilize and complete the "Manifestation Determination" form located in the student's SEIS profile. In addition, although it is not legally required, some LEA/districts may choose to have their school psychologist compile a MD report to help the IEP team review all data and answer the MD questions.

MD Team Determines Misconduct is a Manifestation of the Student's Disability

If the MD team determines that the misconduct is a manifestation of the student's disability the student shall return to the placement from which the student was removed and an IEP meeting shall be convened.

The IEP team shall then do one of the following:

- Conduct a Functional Behavioral Assessment (FBA), unless the LEA/district had conducted a FBA before the behavior that resulted in the change of placement occurred, and implement a Behavioral Intervention Plan (BIP) for the child; or
- If a BIP already has been developed, review the plan and modify it, as necessary, to address the behavior.

MD Team Determines Misconduct is not a Manifestation of the Student's Disability

If the MD team determines that the misconduct was not a manifestation of the student's disability, then the student is subject to the same sanctions for misconduct as a child without a disability.

Expulsions

If the manifestation determination meeting attendees determine that the misconduct was not a manifestation of a student's disability and the student is properly expelled from the LEA/district, the student must continue to receive a Free and Appropriate Public Education (FAPE).

The offer of FAPE shall provide educational services so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP. Please note: The LEA/district need not replicate all services and instruction the LEA/district would have offered the student had s/he remained in the public school setting.

In addition, the student shall receive, as appropriate, a Functional Behavioral Assessment (FBA) and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur (34 CFR 300.530).

Prior Written Notice

On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the LEA/district must notify the parents of that decision (via a Prior Written Notice), and provide the parents with a copy of their procedural safeguards.

Special Circumstances

School personnel may remove a student to an Interim Alternative Educational Setting (IAES) for no more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

- Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a LEA/district;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a LEA/district; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a LEA/district.

After the student's removal, the LEA/district shall conduct a Manifestation Determination (MD) meeting.

Student Not Yet Found Eligible

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of student conduct, may be entitled to a manifestation

determination meeting if the LEA/district had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred (34 CFR 300.534(a)).

A LEA/district shall be deemed to have knowledge that a student is a student with a disability if before the behavior that precipitated the disciplinary action occurred; one or more of the following took place:

- The parent of the student expressed concern in writing to administrative or instructional personnel of the LEA/district that the student is in need of special education and related services
- The parent of the student requested an evaluation of the student
- The teacher of the student, or other personnel of the LEA/district, expressed specific concerns about a pattern of behavior demonstrated by the student to the director of special education or to other supervisory personnel of the LEA/district (34 CFR 300.534)
- LEA previously assessed the student and the student did not qualify for special education services; or student did qualify for services and parents declined them
- LEA referred student for special education testing to establish initial eligibility, but parent refused evaluation and/or services.

For additional information regarding these circumstances and recommended action by the LEA/district, please contact your SELPA Program Specialist.

WHEN?

- *A student is removed from current educational setting for **10** or more days=
- *A student has been subjected to a series of removals equaling **10** or more days and that constitute a pattern (including in/out of school suspension and expulsion)=

Manifestation Determination Meeting

To Do: Schedule MD Meeting, contact SELPA, use SEIS Forms, and take MD Meeting Notes

MD MEETING

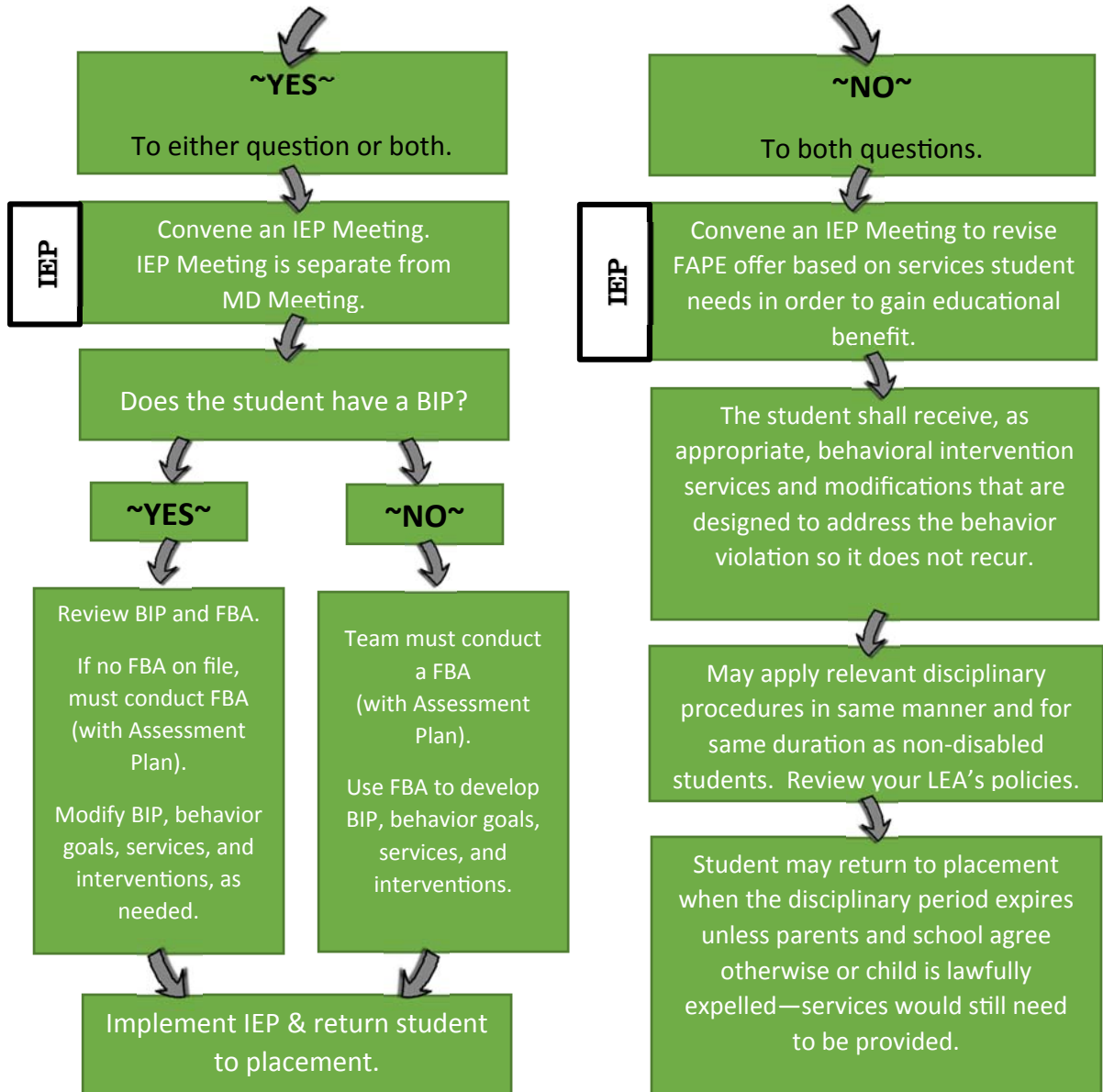
Manifestation Determination Meeting:

Must answer 2 Key Questions based on relevant information

1. The conduct in question was caused by or had a direct and substantial relationship to the student's disability?
2. The conduct in question was the direct result of a failure to implement the IEP?

*Form located in SEIS titled "Manifestation" in student forms

MANIFESTATION DETERMINATION FLOW CHART





NON-PUBLIC SCHOOLS AND NON-PUBLIC AGENCIES REFERRAL PROCEDURES

Non-Public Agency Referral Procedures

A Non-Public Agency (NPA) is a private, nonsectarian establishment or individual that provides related services necessary for a pupil with exceptional needs to benefit educationally from the pupils' individualized education program. This does **not** include an organization or agency that operates as a public agency or offers public service, including, but not limited to, a state or local agency, an affiliate of a state or local agency, including a private, nonprofit corporation established or operated by a state or local agency, a public university or college, or a public hospital.

Often, a LEA/district may not have the number of special education students enrolled at their school site to warrant employing a full-time special education provider. As a result, the LEA/district may choose to enter into a Master Contract with a Non-Public School (NPS)/Non-Public Agency (NPA) for the purpose of providing special education and/or related services to students with exceptional needs.

The "SELPA NPS/NPA Guidelines" document further defines best practices for entering into a master contract with a NPS/NPA and highlights additional resource documents. The Guidelines can be obtained through the SEIS document library.

Non-Public School Referral Procedures

A Non-Public School (NPS) means a private, nonsectarian school that enrolls individuals with exceptional needs pursuant to an individualized education program and is certified by CDE. It does not include an organization or agency that operates as a public agency or offers public service, including, but not limited to, a state or local agency, an affiliate of a state or local agency, including a private, nonprofit corporation established or operated by a state or local agency, or a public university or college. A nonpublic, nonsectarian school also shall meet standards as prescribed by the Superintendent and board.

Any member of an Individualized Education Program (IEP) team, including the parent/guardian, may make a recommendation that the IEP team consider placement in a residential or non-public day school.

When this occurs, the LEA/district shall hold an IEP meeting as soon as possible but no later than thirty days of the date that a change in placement was recommended. IEP meeting attendees shall include:

- The parent(s)/guardian(s)
- A Special Education Local Plan Area (SELPA) representative
- A representative from the LEA/District's mental health provider or LEA/district school psychologist/counselor
- A general education teacher, special education teacher
- LEA/district administrative designee
- Other LEA/district staff that may provide input regarding the student's present levels

Should an IEP team member unexpectedly request placement at an NPS (in-state or out-of-state) during an IEP meeting, the team should:

El Dorado County Charter SELPA Procedural Guidelines

- Note the specifics of the request in the IEP notes;
- Note why the request is being made and by whom;
- Indicate that further data will be gathered, possibly through formal assessments; and
- Schedule an IEP team meeting at a future date in order to determine if NPS placement is appropriate.

Please contact your SELPA Program Specialist to coordinate scheduling this IEP meeting at a mutually agreeable date and time.



UNILATERAL PLACEMENTS

How is Placement generally defined?

- a) Specific educational placement means that unique combination of facilities, personnel, location or equipment necessary to provide instructional services to an individual with exceptional needs, as specified in the IEP, in any one or a combination of public, private, home and hospital, or residential settings.
- b) The IEP team shall document its rationale for placement in other than the pupil's school and classroom in which the pupil would otherwise attend if the pupil were not disabled. The documentation shall indicate why the pupil's disability prevents his or her needs from being met in a less restrictive environment even with the use of supplementary aids and services.

(CCR §3042)

What is a Unilateral Placement?

A Unilateral Placement occurs when a parent believes that their child's current educational placement is denying the child FAPE and makes a decision to place the child in a private placement (where they believe FAPE can be achieved) against the agreement of the IEP Team. Parent either notifies LEA/district of this Unilateral Placement at the last IEP meeting before the placement was made, or via a letter 10 business days prior to the Unilateral Placement change.

May students who are parentally placed in private schools participate in publicly funded special education programs?

Students who are enrolled by their parents in private schools may participate in publicly funded special education programs. The LEA/district must consult with private schools and with parents to determine the services that will be offered to private school students. Although LEAs/districts have a clear responsibility to offer FAPE to students with disabilities, those students, when placed by their parents in private schools, do not have the right to receive some or all of the special education and related services necessary to provide FAPE.

(20 USC 1415[a][10][A]; 34 CFR 300.137 and 300.138; EC 56173)

If a parent of a student with exceptional needs who previously received special education and related services under the authority of the LEA/district enrolls that student in a private elementary school or secondary school without the consent of or referral by the local educational agency, the LEA/district is not required to provide special education if the LEA/district has made FAPE available. A court or a due process hearing officer may require the LEA/district to reimburse the parent or guardian for the cost of special education and the private school only if the court or due process hearing officer finds that the LEA/district had not made FAPE available to the student in a timely manner prior to that enrollment in the private elementary school or secondary school, and that the private placement is appropriate.

(20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56175)

When may reimbursement be reduced or denied?

When parents believe a LEA/district is denying their child FAPE, they may remove the child to a private placement, but they do so at “their own financial risk.” Parents may be financially responsible for the private placement if a court later finds that the LEA/district provided an appropriate FAPE. The court or hearing officer may reduce or deny reimbursement if parent(s) did not make the student available for an assessment upon notice from the LEA/district before removing the student from public school. Parents may also be denied reimbursement if they did not inform the LEA/district that they were rejecting the special education placement proposed by the LEA/district, including stating their concerns and intent to enroll the student in a private school at public expense.

Notice to the LEA/district must be given either:

- At the most recent IEP team meeting attended before removing the student from the public school, or
- In writing to the LEA/district at least ten (10) business days (including holidays) before removing the student from the public school.

(20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56176)

When may reimbursement not be reduced or denied?

A court or hearing officer must not reduce or deny reimbursement to parent(s) if they failed to provide written notice to the LEA/district for any of the following reasons:

- The school prevented parent(s) from providing notice
- Parent(s) had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of the requirement to notify the LEA/district
- Providing notice would likely have resulted in physical harm to the student
- Illiteracy and inability to write in English prevented them from providing notice, or
- Providing notice would likely have resulted in serious emotional harm to the student

(20 USC 1412[a] [10] [C]; 34 CFR 300.148; EC 56177)

What steps may the LEA/district consider when informed of a Unilateral Placement change?

- Ensure that all related service providers, case managers, and LEA/district Special Education staff are aware of the Unilateral Placement and suspend providing services.
- Provide parents with a Prior Written Notice (PWN) indicating that services provided by the LEA/district will be suspended based on parent’s Unilateral Placement decision.
- Invite parents to an IEP Meeting to discuss Unilateral Placement (preferably within 10 days of when parent provided notice).
- Contact your SELPA Program Specialist.
- Contact your legal counsel.



STUDENT RECORDS

The Special Education Information System (SEIS) is a virtual database that holds electronic versions of each student's IEPs. Not all LEAs/districts use this system. SEIS can only be accessed by authorized users who have a username and password. SEIS is a highly secure database and information is accessible to only a limited number of users per LEA/district. A student's original IEP documents (original hard copies) serve as the legal document, with SEIS serving as a management system for record keeping. Original hard copies of students' IEPs should be printed out and stored in students' confidential file(s).

For more detailed instructions and guidance on SEIS, please contact your SEIS Program Technician at EDCOE or visit the Document Library located within SEIS (www.seis.org).

Safeguards:

- Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information.
- All personnel collecting or using personally identifiable information must receive training or instruction regarding the state's policies and procedures under 34 CFR 300.123 and 34 CFR part 99 (Family Educational Rights and Privacy Act).
- Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

LEA/districts shall establish, maintain and destroy pupil records as authorized by law. Parents have the right to inspect, and review education records relating to their children that are collected, maintained, or used by the agency.

Mandatory Permanent Records

Mandatory permanent records are those records which the schools have been directed to compile by California statute authorization or authorized administrative directive. Each LEA/district shall indefinitely maintain all mandatory permanent pupil records or an exact copy thereof for every pupil who was enrolled in a school program within that LEA/district. The mandatory permanent pupil record or a copy thereof shall be forwarded by the sending LEA/district on request of the public or private school in which the student has enrolled or intends to enroll. Such records shall include the following:

- Legal name of pupil
- Date of birth
- Method of verification of birth date
- Sex of pupil
- Place of birth
- Name and address of parent of minor pupil
 - Address of minor pupil if different than the above

- An annual verification of the name and address of the parent and the residence of the pupil
- Entering and leaving date of each school year and for any summer session or other extra session
- Subjects taken during each year, half-year, summer session, or quarter.
- If marks or credit are given, the mark or number of credits toward graduation allows for work taken
- Verification of or exemption from required immunizations
- Date of high school graduation or equivalent

Mandatory Interim Pupil Records

Mandatory interim pupil records are those records which schools are required to compile and maintain for stipulated periods of time and are then destroyed as per California statute or regulation. Such records include:

- A log or record identifying those persons (except authorized school Personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible pupil, or a dependent adult pupil, or an adult pupil, or the custodian of records.
- Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
- Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
- Language training records
- Progress slips and/or notices as required by Education Code Sections 49066 and 49067
- Parental restrictions regarding access to directory information or related stipulations
- Parent or adult pupil rejoinders to challenged records and to disciplinary action
- Parental authorizations or prohibitions of pupil participation in specific programs
- Results of standardized tests administered within the preceding three years.

Permitted Records

Permitted records are those pupil records which districts may maintain for appropriate educational purposes. Such records may include:

- Objective counselor and/or teacher ratings
- Standardized test results older than three years
- Routine discipline data
- Verified reports of relevant behavioral patterns
- All disciplinary notices.

NOTE: The records of students who were assessed but did not qualify for special education aren't required to be kept. However, they can be of assistance in the event of any future evaluation, and may provide evidence that a school fulfilled their Child Find obligations.

Required Notification to District of Residence When Student Leaves a Charter School

A charter school must notify the superintendent of the school district of the pupil's last known address within thirty (30) days if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason (CA Education Code §47605(d)(3)). Additionally, upon request, charter schools are obligated to provide the LEA/district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. LEAs/districts should maintain a standard notification letter that may be used for this purpose, thereby ensuring compliance with this legal requirement. A sample letter, named Notice of Student Expulsion or Disenrollment, may be found in the SEIS document library.

Confidential Special Education Records

The following guidelines apply to confidential special education records.

Access

Special education records are subject to the same privacy and access right as other mandatory records. In addition, parents have the right to examine all school records of their child that relate to the identification, assessment, and educational placement of the child. Even though records may be stamped "confidential" or contain sensitive information, the parent or eligible student has full right of access. Parents have the right to receive copies within **five business days** of making the request, either orally or in writing. A public educational agency may charge no more than the actual cost of reproducing the records, but if this cost prevents the parent from exercising their right to receive the copies, the copies shall be reproduced at no cost to the parents.

The Family Educational Rights and Privacy Act (FERPA) requires that LEAs / districts inform parents that they have the right to:

- Inspect and review the student's education records
- Seek amendment of the student's records that they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.
- Consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.
- File a complaint with the Family Policy Compliance Office (FPCO) alleging the LEA's / district's failure to comply with the requirements of FERPA.

The LEA/district will not permit access to any child's records without written parental permission except as follows:

- LEA/district officials and employees who have a legitimate educational interest including a school system where the child intends to enroll
- Certain state and federal officials for audit purposes
- A pupil 16 years of age or older, having completed the 10th grade who requests access to their own records

The LEA/district may release information from the student's records for the following:

- In the event of emergency and/or when the knowledge of such information is necessary to protect the health or safety of the child and/or others
- To educational organizations (i.e. the California Department of Education) to the extent necessary for the organization's function

- To officials and/or employees of private schools or school systems in which the child is enrolled or intends to enroll

Confidentiality of Records

All procedural safeguards of the Individuals with Disabilities in Education Act (IDEA) shall be established and maintained. A custodian of records must be appointed by each LEA/district to ensure the confidentiality of any personally identifiable student information. This is usually the case manager, but may be another person who has been trained in confidentiality procedures. The custodian of records is responsible for ensuring that files are not easily accessible to the public. Files shall be located in a secure area. Records of access are maintained for individual files, which include the name of party, date, and purpose of access. (California Education Code §49064).

If an agency or person provides a written report (i.e. assessment reports and protocols) for the school's information, it becomes a part of the pupil's record and therefore becomes available to the parent upon request. If emails are electronically or physically maintained, they become part of the pupil's record and therefore becomes available to the parent upon request. Test protocols are considered to be a part of a pupil's confidential file. Protocols must be maintained in a pupil's confidential file and copies provided to the parent upon request.

Transfer of Records

When a student transfers from one school to another, records should also be transferred in accordance with state and federal law. California schools are not required to obtain parent permission to forward records. In fact, they are required to forward records to any California school of new or intended enrollment "within five (5) days." Records cannot be withheld for nonpayment of fees or fines (EC 49068). Mandatory permanent pupil records must be forwarded to all schools and a copy must be retained by the sending LEA / district. Private schools in California are required to forward mandatory permanent pupil records.

School personnel must have parental permission to communicate with outside providers about students. The family will need to provide consent through a written exchange of information to authorize transfer of records, verbal and/or email communications, etc., as appropriate. The Family Educational Rights and Privacy Act (FERPA) stipulates different guidelines to schools when communicating about students than the Health Insurance Portability and Accountability Act (HIPAA), with which medical providers are more familiar.

Special Education Record Request Process

When a parent requests copies of a student's special education records, please use the following process to guide your response:

1. Parents have the right to request records verbally or in writing per California Education Code § 56504.
2. If a parent's written request is received, the LEA/district shall date stamp the request. If the parent makes a verbal request, the LEA/district shall have a process in place to document the date of the request and the specific files requested.

El Dorado County Charter SELPA Procedural Guidelines

3. The special education director/coordinator and/or LEA/district site administration should be informed of the request so they may assist with this process.
4. Provide parents with requested student records within 5 business days without exception. If your school receives a record request the day before a holiday break, you must provide the records within 5 business days, regardless of your school break.
5. Once you have provided copies, document how the records requested were provided to the parent (if mailing, it is recommended to use certified mail that provides you with a return receipt).
6. Use the form titled "Special Education Records Request Process" to document the date sent, person who sent the records, and what files/records were included. If possible, obtain parent's signature to indicate the records requested were received. The form is located in the SEIS document library.



INDEPENDENT EDUCATIONAL EVALUATIONS

Introduction

The following guidelines will provide special education administration and staff with an overview of the federal and state laws surrounding Independent Educational Evaluations (IEE) and recommended best practices when working with parents and assessors when the LEA/district has received a request for an IEE.

Definitions

- “Independent educational evaluation” means an evaluation conducted by a qualified examiner who is not employed by the responsible LEA/district.
- An IEE can only be conducted in areas previously evaluated by the local education agency (LEA). Should a parent request that an IEE be conducted in an area not previously assessed by the LEA, the LEA may consider this a request for new assessment and provide the parent/guardian with an assessment plan.
- “Public expense” means that the LEA/district either pays for the full cost of the evaluation or ensures that the evaluation or evaluation components are otherwise provided at no cost to the parent.
- A “parent” is defined as the following:
 - A biological or adoptive parent of a child
 - A foster parent if the authority of the biological or adoptive parents to make educational decisions on the child's behalf specifically has been limited by court order. (C.F.R. 34, 300.30(b)(1) or (2)).
 - A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child, including a responsible adult appointed for the child. (Sections 361 and 726 of the Welfare and Institutions Code)
 - An individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative, with whom the child lives, or an individual who is legally responsible for the child's welfare
 - A surrogate parent who has been appointed. (Section 7579.5 or 7579.6 of the Government Code, Section 300.519 of Title 34 of the Code of Federal Regulations, and Section 1439(a)(5) of Title 20 of the United States Code)

When May a Parent/Guardian Request an IEE?

A parent/guardian has the right to obtain an independent educational evaluation (IEE) for their child at their own expense at any time (34 CFR 300.502(a)(1)).

The parent/guardian of a student with a disability has the right to obtain an independent educational evaluation at public expense, subject to the provisions of federal and state law, when the parent disagrees with an assessment obtained by the LEA/district within the last two years (34 CFR 300.502(b)(1) and (d)(2)(A), California Education Code Sec 56329(b), and (OAH Case No. 2012051153)).

A parent/guardian may request one IEE in response to each area of evaluation completed by the LEA/district within the last two years.

Procedures for Sharing a “Parent-Initiated IEE”

When a parent/guardian obtains an IEE at private expense, the results of the evaluation, if shared with the LEA/district, shall:

- Be considered by the LEA/district, if it meets agency criteria, in any decision made with respect to the provision of a free, appropriate, public education (FAPE) to the student; and
- May be presented as evidence at a due process hearing regarding the child.

Responding to a Request for an IEE at Public Expense

Once a parent/guardian has requested an IEE at public expense, the LEA/district must provide the parent/guardian with a copy of their Procedural Safeguards *and* either:

- Provide the parent/guardian with the IEE Information Packet for Parents (located in the SEIS Document Library) which provides information about where an IEE may be obtained, the agency criteria applicable for IEEs, and expense information (34 CFR 300.502(a)(2)); or
- Prior Written Notice (PWN) indicating that an IEE is not appropriate and initiate a due process hearing to show that LEA/district’s evaluation is appropriate.

The LEA/district may request that the parent/guardian explain why s/he objects to the LEA/district’s evaluation or specific areas of evaluation. However, the LEA/district may not require the parent/guardian to provide an explanation and may not unreasonably delay providing the IEE at public expense.

Providing Prior Written Notice (PWN)

When the LEA/district is responding to a parents request for an IEE, whether granting or denying the request, the LEA/district shall provide the parent with a Prior Written Notice (PWN) and a copy of their Procedural Safeguards.

Obtaining Written Consent to Conduct an IEE

In circumstances in which the LEA/district is granting the parent’s request for an IEE, the LEA/district shall provide the parent/guardian with PWN, their Procedural Safeguards, and the SELPA IEE Parent Information Packet (SEIS Document Library).

Agency Criteria for Conducting an IEE

According to federal regulations, the criteria under which the IEE is obtained at public expense, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the LEA/district uses when it initiates an evaluation (34 CFR 300.502(e)(1)).

The LEA/district may not impose conditions or timelines related to obtaining an IEE at public expense (34 CFR 300.502(e)(2)).

Location

The IEE shall be administered by an evaluator in the same type of educational setting as that used by the LEA/district in providing similar evaluations including, but not limited to, classroom observations (California Education Code Section 56329(c)).

Guidelines for Determining Qualifications

All assessments shall be completed by persons competent to perform the assessment as determined by the LEA/district (California Education Code Section 56322).

The IEE shall be administered by an evaluator who holds equivalent certifications, licenses, or other qualifications that would be required of the LEA/district staff to provide similar evaluations.

Independent evaluators shall have the following minimum credentials issued by the appropriate agency or board with the State of California:

Type of Assessment	Minimum Qualifications
Academic Achievement	Credentialed Special Education Teacher Licensed Educational Psychologist Pupil Personnel Services Credential
Adaptive Behavior	Licensed Educational Psychologist Pupil Personnel Services Credential
Adaptive Physical Education	Credentialed Adapted Physical Education Specialist
Assistive Technology	Certified or Licensed Speech/Language Pathologist Occupational Therapist Certified Assistive Technology Specialist
Auditory Acuity	Licensed Educational Audiologist Clinical or Rehabilitative Services Credential Language, Speech and Hearing and Audiology Credential
Auditory Perception/Auditory Processing	Language, Speech and Hearing and Audiology Credential Clinical or Rehabilitative Services Credential Education Specialist Instruction Credential: Deaf and Hard-of-Hearing Licensed Educational Psychologist Pupil Personnel Services Credential
Functional Behavioral Assessment	Credentialed Special Education Teacher Pupil Personnel Services Credential Licensed Marriage and Family Therapist Licensed Clinical Social Worker Licensed Educational Psychologist Board Certified Behavior Analyst
Cognitive	Licensed Educational Psychologist Pupil Personnel Services Credential

El Dorado County Charter SELPA Procedural Guidelines

Health	Licensed Physician Registered Nurse School Nurse Services Credential
Motor	Licensed Physical Therapist Registered Occupational Therapist Adaptive Physical Education Specialist
Occupational Therapy	Licensed Occupational Therapist
Orientation and Mobility	Clinical or Rehabilitative Services Credential Education Specialist Instruction Credential: Physical and Health Impairment
Physical Therapy	Licensed Physical Therapist
Social/Emotional	Licensed Educational Psychologist Licensed Clinical Social Worker (LCSW) Licensed Marriage and Family Therapist Pupil Personnel Services Credential
Transition/Vocational	Credentialed Special Education Teacher Adult Education Credential with a Career Development Authorization Pupil Personnel Services Credential
Visual Acuity/ Developmental Vision	Licensed Optometrist Licensed Ophthalmologist Education Specialist Instruction Credential: Visual Impairments
Functional Vision	Education Specialist Instruction Credential: Visual Impairments

A parent/guardian shall have the opportunity to demonstrate that unique circumstances justify a waiver of any of the criteria listed above as defined by the LEA/district.

A parent/guardian may also request a list of suggested IEE evaluators who meet the LEA/district agency criteria, but the parent/guardian is not required to select from the list provided.

Conflict of Interest

The LEA/district should ensure there is no conflict of interest between the evaluator and service provider. After completing an IEE, it is not recommended that the independent evaluator or their agency provides the service(s) recommended to the IEP team.

IEE Cost Determination

The cost determination for an IEE shall be comparable to the costs incurred by the LEA/district when it uses its own employees or contractors to complete a similar assessment. Such costs shall include:

- Observations;
- Administration and scoring of assessments;
- Report writing; and
- Attendance in person, or by phone, at the IEP meeting in which the IEE is presented.

As a result, the El Dorado County Charter SELPA would recommend that the LEA/district determine a reasonable cost ceiling for each evaluation listed on page 3 and 4 of this section. The SELPA would recommend that the ceiling be determined by averaging the cost of the following three assessors:

- The cost of an assessment provided by a LEA/district employee;
- The cost of an assessment provided by a neighboring LEA/district; and
- The cost of an assessment provided by a private service provider, with appropriate qualifications, within a reasonable distance from the LEA, usually 40 miles.

A parent/guardian shall have the opportunity to demonstrate that unique circumstances justify a financial waiver of any of the cost determination criteria listed above as defined by the LEA/district.

Payment of IEE Costs

- IEE Obtained at Public Expense:
 - The LEA/district shall issue payment to the independent evaluator for the cost of conducting the IEE following the LEA/district's receipt of the following:
 - A written IEE assessment report prepared by the independent evaluator containing all necessary assessment and eligibility sections. The report shall be received by the LEA/district and the parent five days prior to the IEP meeting;
 - The original assessment protocols utilized to conduct the IEE shall be provided to the LEA/district; and
 - Detailed invoice(s), including dates of assessment, observation(s), and hourly rates.
- Unilaterally Obtained IEE at Private Expense:
 - A parent/guardian is requested, but is not required, to notify the LEA/district prior to obtaining a unilateral IEE. Regardless, if a parent/guardian obtains an IEE at private expense, the parent's request for payment and/or reimbursement shall be received by the LEA/district within a reasonable time after receipt of the results of the completed IEE.

Once a parent/guardian has requested that a unilaterally obtained IEE be paid for by the LEA/district, the LEA/district must provide the parent/guardian with a copy of their Procedural Safeguards *and* either:

- Initiate a due process hearing to show that the LEA/district's evaluation is appropriate; or
- Provide the parent/guardian with the El Dorado Charter SELPA IEE Information Packet (SEIS Document Library), which provides information about where an IEE may be obtained, the agency criteria applicable for IEEs, and proceed with consideration of the LEA/district's obligation to pay for the independent evaluation.

If the LEA /district proceeds with consideration to pay for the unilaterally obtained IEE, the LEA/district shall:

- Review and consider the parent/guardian's request for payment;
- Ensure the request was made within a reasonable time after receipt of the results of the evaluation; and
- Ensure all criteria discussed in this policy are met and the required documents (assessment report, original assessment protocols and invoice(s)) have been received.

Evaluations Ordered by Hearing Officer:

- If a hearing officer orders an IEE as part of a hearing, the cost of the evaluation must be at the LEA/district expense, unless otherwise specified by the Hearing Officer.

Criteria for Accessing Private Insurance

When private insurance will cover all, or a portion of, the costs of the IEE, the LEA/district may request that the parent/guardian voluntarily have their insurance pay the costs of the IEE covered by their insurance. However, parents will not be asked to have private insurance cover the costs of an IEE if the process would result in a financial cost to the parent/guardian including but not limited to:

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

IEE Assessment Results

The results of the IEE, whether obtained at public or private expense, will be considered by the IEP team when making a determination regarding the student’s eligibility for special education and related services, educational placement, and other components of the student’s educational program as required by federal and California special education laws and regulations.

However, the results of an IEE will not control the IEP team’s determinations and may not be considered if not completed by a qualified professional, as determined by the LEA/district.

IEE LEA & Independent Evaluator Service Agreement

The SELPA recommends that the LEA complete a service agreement with the independent evaluator to ensure clarification regarding terms of the agreement. A sample agreement is available in the SEIS Document Library for review and use.



LOCAL COMPLAINT PROCEDURES

LEAs/districts may at times receive complaints from parents or guardians regarding special education. LEAs/districts are required to have a local complaint process in place. Below are guidelines to assist LEAs/districts on the requirement.

LEAs/districts are required to adopt policies and procedures for the investigation and resolution of complaints of alleged violation of federal or state laws governing educational programs. Local policies shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination remains confidential as appropriate. LEAs/districts shall submit their policies and procedures to the local governing board for adoption.

Each local educational agency shall include in its policies and procedures the person(s), employee(s) or agency position(s) or unit(s) responsible for receiving complaints, investigating complaints and ensuring LEA/district compliance. The local educational agency's policies shall ensure that the person(s), employee(s), position(s) or unit(s) responsible for compliance and/or investigations shall be knowledgeable about the laws/programs that he/she is assigned to investigate.

The LEA/district may provide a complaint form for persons wishing to file a complaint to submit. However, a person is not required to use the complaint form furnished by the LEA/district in order to file a complaint.



CALIFORNIA DEPARTMENT OF EDUCATION COMPLAINT AND INVESTIGATION PROCEDURES

A California Department of Education (CDE) or “state” complaint is a formal request to the CDE to investigate allegations of noncompliance with special education laws, federal or state, and may be filed by either an organization or individual(s). It is the responsibility of the CDE to ensure that LEAs/districts abide by laws pertaining to special education while meeting the educational needs of students with disabilities. A complaint must be filed within one year of the alleged violation. [34 CFR 300.151].

IDEA regulations require state educational agencies such as the CDE to:

- Adopt written procedures for resolving complaints
- Include remedies for the denial of appropriate services
- Specify minimum requirements for state’s complaint procedures
- Contain procedures for complaints related to due process hearings
- Include procedures for filing a CDE complaint
- Specify the timeline for filing a complaint
- Provide model complaint forms. [34 CFR 300.151-153 and 34 CFR 300.509][U.S.C. 1221e-3 and 20 U.S.C. 1415(b)(8)]

Who May File a Complaint?

Individuals, including parents, students, teachers, and agency representatives, may file a complaint with CDE. Organizations may file complaints as well. The party filing the complaint must forward a copy of the complaint to the LEA/district or public agency serving the child at the same time the party files the complaint with CDE. [34 CFR 300.153(b) and 300.153(d)]

What are the Required Elements of a Complaint?

A complaint must be submitted in writing and include the following:

- A statement that the LEA/district has violated special education law
- Facts on which such statements are based
- Signature and contact information for the complainant
- Child’s name, address, and school if alleged violations are student specific
- Proposed resolutions [34 CFR 300.153(b) and 300.153(d)]

Where Must a CDE Complaint be Filed?

CDE complaints may be sent by mail or fax to:
California Department of Education
Special Education Division
Procedural Safeguards Referral Service (PSRS)
1430 N Street, Suite 2401
Sacramento, CA 95814-5901
Fax: 916-327-3704

What are the Elements of a Complaint Investigation?

Once an individual has filed a complaint with the CDE, an investigator will contact the complainant and the LEA/district in the complaint. The investigator will gather facts about the allegations through interviews and document reviews.

Based on documentation/information collected, the investigator will prepare a complaint investigation report which will contain the following:

- Allegation summary
- General investigation procedures
- Applicable law and regulation
- Finding of facts
- Report conclusions (compliance or noncompliance)
- Corrective actions and timelines, if applicable

The CDE will send a copy of the investigation report to the complainant, the LEA/district and the parent (if different from the complainant).

A complaint investigation is completed within 60 days of receipt of the complaint by CDE; however the 60 day timeline may be extended under certain circumstances.

What if Noncompliance is Found?

If the complaint investigation yields a finding of noncompliance, the investigation report may include corrective actions, including requiring an LEA/district to:

- Convene a new IEP meeting
- Conduct further assessments
- Submit plans outlining proposals to correct violations and prevent future ones
- Initiate personnel training in the area(s) of violation(s)
- Provide compensatory education or reimbursement
- Review and revise procedures and practices
- Participate in monitoring and reporting activities

What if There is Disagreement with Investigation Findings?

The CDE has an appeals process in which any party involved in the complaint may request reconsideration. In order to initiate the appeal process the party in disagreement with the investigation findings shall submit a written reconsideration request to the CDE within 35 calendar days of receiving the investigation report.

What Can an LEA/district Do to Facilitate a Complaint Investigation?

- Cooperate with any complaint investigation and provide any requested documentation in a timely manner
- Submit all documentation regarding the complaint.

El Dorado County Charter SELPA Procedural Guidelines

- Offer a resolution session (alternative dispute resolution (ADR)) to address resolve concerns that prompted the complaint. This step is voluntary. For more information, please reference the section of this guide titled, "Due Process."

Failure to respond may result in a finding and remedy in favor of the complainant.

Please contact your SELPA program specialist for additional information regarding the complaint process and investigation procedures. You may also contact the California Department of Education (CDE).



DUE PROCESS AND MEDIATION

What is Due Process?

The El Dorado County Charter SELPA is committed to supporting LEAs/districts in assessment, identification, and placement of students with special needs in the appropriate and least restrictive environment. LEAs/districts are required by IDEA 2004 to follow procedures to provide access to due process and the protections conferred by procedural safeguards, which are required by federal law. Under IDEA, due process hearings are a principal vehicle for resolving disputes between parents of children with disabilities and LEAs/districts concerning identification, evaluation, placement or provision of Free and Appropriate Public Education (FAPE) [34 CFR 300.511]. Parents, students who have reached the age of majority, and LEAs/districts may request a due process hearing.

When May Due Process be Filed?

A parent or guardian, adult student and the LEA/district involved may initiate the due process hearing procedures under any of the following circumstances:

- There is a proposal to initiate or change the identification, assessment, or educational placement of the child or the provision of a free appropriate public education to the child;
- There is a refusal to initiate or change the identification, assessment, or educational placement of the child or the provision of a free appropriate public education to the child;
- The parent or guardian refuses to consent to an assessment of the child;
- There is a disagreement between a parent or guardian and a local educational agency regarding the availability of a program appropriate for the child, including the question of financial responsibility [34 CFR 300.148]. If programs and services are not provided according to the IEP, the parent may file a complaint with the California Department of Education (CDE).

What are Due Process Protections?

Due process protections include the option of a mediation conference, the right to examine pupil records, and the right to a fair and impartial administrative hearing at the state level before a person knowledgeable in the laws governing special education and administrative hearings. Specific procedures and timelines are delineated in the following pages.

How is a Request for Due Process Hearing Filed and What Must it Contain?

To initiate a due process hearing, a parent, adult student, or LEA/district files a written request with the Office of Administrative Hearings (OAH). Under the IDEA there is no right to a due process hearing without a valid complaint. In order to be considered valid, a due process complaint must contain:

- A. The child's name, address and school of attendance;
- B. A description of the problem with specific related facts; and
- C. A proposed resolution with specific related facts.

The requesting party must also submit a copy of the hearing request to the other party. The hearing must be completed and a decision reached within 45 days of receipt of the request, unless a continuance has been granted. Timelines for due process begin when the party named in the complaint receives the complaint from the filer. If both parties agree to a mediation conference, it is held and completed within 15 days of receipt of hearing request. If parties proceed to a due process hearing, it is held and completed within 30 days of the mediation conference. To file for mediation or a due process request, contact:

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

A due process request shall be deemed sufficient unless the party receiving it notifies OAH in writing that the complaint does not meet the requirements. LEAs/districts may file a motion to dismiss those complaints that do not meet requirements per IDEA. Such motions must be filed within 15 days of receipt of the complaint. If the LEA/district chooses not to file a motion to dismiss based on the contents of the complaint, it is assumed that the LEA/district accepts the complaint as is, and an LEA/district may be forced to defend an incomplete complaint at a due process hearing. Therefore, it is important that the LEA/district evaluate each new complaint as it is received. A party may amend a due process complaint only for two reasons:

1. The other party consents in writing to the amended complaint
2. OAH grants permission for the amended complaint. Due process timelines start over with an amended complaint

What Happens After a Due Process Request is Filed?

Once a valid due process request is received from a parent or adult student, the LEA/district must, within 10 calendar days of receipt, provide a written response to the complaint. It is important that the LEA/district abide by this requirement to respond within the timeline. The response from the LEA/district to the parent shall include all of the following:

- An explanation of why the agency proposed or refused to take the action raised in the due process hearing request
- A description of other options that the individualized education program team considered and the reasons why those options were rejected
- A description of each assessment procedure, assessment, record, or report the agency used as the basis for the proposed or refused action
- A description of other factors relevant to the proposed or refused action of the agency. [34 CFR 300.508(e)(1)]

Once an LEA/district receives a request for due process hearing from the Office of Administrative Hearings (OAH) they should notify the SELPA office immediately. OAH does not inform the SELPA of due process requests, so it is important to date stamp the date of receipt and fax a copy to the SELPA immediately upon receipt. The SELPA can assist an LEA/district with responses to parent(s)/guardian(s) and/or OAH. If a resolution session is required, staff from the El Dorado County SELPA may serve as a neutral facilitator.

The LEA/district is required to convene a resolution session, sometimes called an alternative dispute resolution session (ADR), within 15 days of their receipt of a due process complaint. As soon as an LEA/district receives notice of a request for a due process hearing, they should fax a copy to the SELPA so that the SELPA, LEA, and parent can coordinate a resolution session. Attendees at a resolution session may include the parent(s)/ guardian(s), LEA representative(s) who has the authority to make decisions, and the facilitator. The purpose of this session is to foster early resolution of the concerns prompting the request for due process hearing. The meeting shall not include an attorney of the LEA/district, unless the parent is accompanied by an attorney. If a parent brings an attorney, that attorney is not entitled to recover fees from the LEA/district for attending the resolution session. The resolution session is similar to mediation, but without the assistance of a formally trained mediator. Any information discussed at that meeting is confidential, and the outcome of the resolution session shall be a legally binding settlement agreement if the parent(s) and LEA/district reach agreement regarding the concerns that prompted the request for a due process hearing.

The El Dorado County Charter SELPA implements a local process in alternative dispute resolution (ADR) as an alternative to formal mediation and fair hearing. Due process includes the conducting of a resolution session, and the SELPA uses the alternative dispute resolution process to this end. This ADR process is facilitated by SELPA personnel who have received training in the ADR process, seeks to build positive relationships, encourages flexibility and creative problem solving, and promotes a sense of ownership in the outcome. This process does not preclude the option of formal mediation or fair hearing, but is offered as a positive alternative. For more information on the ADR process, contact the SELPA office at (530) 295-2462. Nothing in the due process procedures described in this chapter is to be construed as prohibiting or preventing the parent and the LEA/district from meeting informally and resolving any issue(s) of concern. It is encouraged that solutions be reached at a local level whenever possible. A facilitated IEP may also be suggested and/or attempted prior to moving forward with more formal avenues to resolve disagreements.

Mediation

Mediation a voluntary process through which parties seek mutually agreeable solutions to education disputes with the help of an impartial mediator. Parents or LEAs/districts may seek “mediation only” (without request for a due process hearing), or they may participate in mediation as an element of due process. Mediation cannot be used to delay a parents’ right to a due process hearing. A parent or an LEA/district may file a request for mediation.

Mediation Only

A parent or LEA/district may request a Mediation Only conference. Requests for Mediation Only are filed with the Office of Administrative Hearings (OAH), and copy of the request must be provided to the LEA/district at the same time the request is filed with OAH. Both the parent and the LEA/district must voluntarily agree to participate. Attendees at a Mediation Only session should include the parent(s), LEA representative(s) who has the authority to make decisions, and a mediator. An interpreter may be required if a parent requests one. A parent or an LEA/district may be accompanied and advised by non-attorney representatives. Attorneys or other independent contractors used to provide legal advocacy services may not participate in the Mediation Only conference.

A Mediation Only conference is scheduled by an OAH Administrative Law Judge (ALJ) within fifteen (15) days of receipt of the request, and at a time and place reasonably convenient to both parties. If a resolution is reached, both parties execute a legally binding written agreement, which also states that conference discussions are confidential and may not be used in any subsequent request for due process hearing. If the issues fail to be resolved to the satisfaction of all parties, the party who requested the Mediation Only conference has the option of filing a request for due process hearing. The mediator may assist the parties in specifying any unresolved issues to be included in the hearing request.

Mediation and Due Process Hearing

Each party in a request for due process hearing shall be notified by the California Department of Education (CDE) and offered a formal mediation as a means of resolving the complaint. Should the parties agree to mediate, written confirmation shall be sent indicating the time and place of the mediation conference. A mediation session must be held within 15 days of filing a request for due process hearing.

Attorneys and advocates are permitted to participate in mediation conferences scheduled upon the filing of a request for due process hearing. A qualified, impartial mediator is appointed when mediation is agreed upon. This person must be trained in effective mediation techniques. During the mediation session, the neutral mediator facilitates communication between the parent(s) and the LEA/district. All parties are involved in the decision making.

If mediation yields an agreement by both parties, the mediation results are documented in a binding settlement agreement and signed by the involved parties. All discussions in mediation sessions are automatically confidential and cannot be used as evidence in any subsequent due process hearing or civil proceeding. The mediator confirms that the agreement is consistent with all applicable laws and regulations.

A copy of the mediation agreement is sent to each party involved. The compliance status of the LEA/district will revert to noncompliance if they do not perform the provisions of the mediation agreement within the time specified.

If mediation (either Mediation Only or mediation as part of a request for due process hearing) does not yield an agreement by both parties, either party may move forward with the formal due process hearing request.

Elements and Timeline of a Request for Due Process Hearing

- I. Initiation of Due Process Hearing
 - A. If a parent desires a due process hearing to dispute any educational decision by an LEA/district covered under due process guidelines, parent shall submit a written hearing request to Office of Administrative Hearings (OAH) and the LEA/district. If a hearing request is submitted by a parent or adult student directly to an LEA/district, the request must immediately be forwarded to the Office of Administrative Hearings. OAH letter confirms receipt of request, and informs parent and LEA/district of dates of mediation conference, and due process hearing.
 - B. LEA/district determines if they believe request for due process hearing meets requirements of IDEA 2004, which include:
 - a. Child's name, address and school of attendance;

El Dorado County Charter SELPA Procedural Guidelines

- b. A description of the problem with specific related facts; and
- c. A proposed resolution with specific related facts

If a request for due process hearing is determined by the LEA/district to be valid, the LEA/district must, within 10 calendar days, provide a written response to the complaint to the parent which specifically addresses:

- a. Why the action subject to dispute was proposed or rejected;
- b. Includes a description of the other options considered and the reason for rejection;
- c. The basis of the action; and
- d. All relevant factors related to the decision

LEA/district may file a motion to dismiss the request for due process hearing if the LEA/district deems the complaint to be insufficient.

- C. An administrator or designee may meet informally with parents as soon as possible after receipt of request for due process hearing to address concerns raised in the request. An IEP team meeting may be scheduled as necessary to discuss concerns and any potential changes to FAPE based on the needs of the student and the concerns which resulted in the request for due process hearing.
- D. If concern(s) remain(s) unresolved, the administrator or designee may inform parent:
 - a. The LEA/district would like to participate in a resolution session;
 - b. The LEA/district would like to move forward to mediation;
 - c. The LEA/district waives the mediation conference and is proceeding directly to the due process hearing before a State Hearing Officer.

II. Resolution Session

- A. The LEA/district is required to offer a resolution session (Alternative Dispute Resolution (ADR)) to be held within 15 days of their receipt of the request for due process hearing. When the LEA/district files for Mediation Only or a due process hearing, a resolution session is not required to be offered, but may still be scheduled.
- B. If agreement is reached at the resolution session within the timeline, OAH must be notified to remove the matter from hearing. Sample forms may be found at:
<http://www.documents.dgs.ca.gov/oah/SE/Forms/OAH%2069,%20rev.%2003-10.pdf>
<http://www.documents.dgs.ca.gov/oah/SE/Forms/OAH%2068,%20rev.%2007-08.pdf>
- C. An IEP meeting may be scheduled as needed to document any changes to the IEP document agreed upon in the resolution session.
- D. If concern(s) remain(s) unresolved after the resolution session is held, the administrator or designee may inform the parent that either:
 - a. The LEA/district will participate in a mediation conference; or
 - b. The LEA/district waives the mediation conference and is proceeding directly to the due process hearing before a state hearing officer.

III. Mediation Conference

- A. A mediation conference will be held if the parent and/or LEA/district do not waive the conference. The parents and LEA/district have the right to request a mediation conference at any point during the hearing process.

El Dorado County Charter SELPA Procedural Guidelines

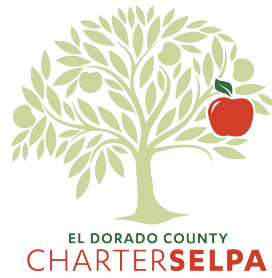
- B. If the parties attending mediation come to agreement, the decisions are documented in a mediation agreement. Attorneys and advocates are permitted to participate in mediation conferences.
- C. An IEP team meeting is scheduled as soon as possible to incorporate pertinent agreement elements into the IEP.
- D. If concern(s) unresolved through mediation, OAH lists unresolved issue(s) as the basis for due process hearing and sets hearing date and place convenient for both parties.

IV. Due Process Hearing

- A. A due process hearing must be completed within 30 days of the mediation conference or within 45 days of receipt of request for due process hearing if the mediation conference is waived.
- B. OAH assigns a state hearing officer who is knowledgeable of administrative hearing procedures.
- C. All evidence (written documentation and list of witnesses) shall be exchanged by parent and LEA/district 5 days prior to due process hearing. The party requesting the due process hearing shall not be allowed to raise issues that were not raised in the request for due process hearing, unless the other party agrees otherwise.
- D. During the hearing proceedings, the student is to remain in his or her last agreed upon educational placement, including agreed upon services and setting, unless the LEA/district and the parent agree otherwise.
- E. Hearing proceedings will be recorded verbatim and both parties will be given access to the recording. All testimony shall be given under oath or affirmation. A hearing is conducted in English with an interpreter provided when necessary. The decision of the OAH hearing officer shall be written in English and, as appropriate, the primary language of parent and mailed to both parties involved in the hearing. Both parties are given notice of rights and an explanation of the procedure for appealing the hearing decision to a court of competent jurisdiction
- F. An LEA/district must continue to meet IEP timelines and FAPE obligations during the period of any due process proceedings and until resolution is reached. This means that an LEA/district must continue to offer FAPE by convening IEP meetings during due process proceedings, even though the parents may not consent.
- G. If an LEA/district does not intend to appeal the decision made in due process hearing, it should implement the decision as soon as possible, and in any event, within a reasonable amount of time.



EDCOE CAC PARENT HANDBOOK, ENGLISH



El Dorado County Charter SELPA



COMMUNITY ADVISORY COMMITTEE

El Dorado County Charter Special Education Local Plan Area (SELPA)
www.edcocharterselpa.org

David M. Toston,
Associate Superintendent
Revised August 2012

EL DORADO COUNTY CHARTER SELPA MISSION STATEMENT

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

Welcome

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

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

Distribution Plan

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

Advocacy

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

Table of Contents

Individuals with Disabilities Education Act	5
Special Education Placement Process at a Glance.....	6
Response to Intervention (RtI).....	7
Referral for SST or Assessment to Determine Eligibility	8
Section 504.....	9
Sample Letter – Requesting a Student Study Team (SST) Meeting.....	11
Sample Letter – Referral for Special Education	112
Assessment Plan Development.....	13
Sample Assessment Plan.....	14
Sample IEP Agenda	17
Individualized Education Plan (IEP) Process or Timeline	18
Available Special Education Programs/Services	20
Educational Setting.....	21
Transition	23
Procedural Safeguards	24
Due Process and Parents’ Rights	26
Alternatives to Due Process	28
Complaint.....	28
Confidentiality of Information.....	29
Parents’ Record Keeping	30
What Is the Role of the CAC?	31
Glossary of Terms.....	41

Individuals with Disabilities Education Act (IDEA)

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

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

Special Education Placement Process at a Glance

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

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

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

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

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

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

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

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

Response to Intervention (RtI)

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

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

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

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

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

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

Referral for SST or Assessment to Determine Eligibility

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

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

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

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

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

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

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

Section 504

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

Definition of Disability

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

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

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

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

Definition of Major Life Activity

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

Charter LEA Responsibility

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

Reasonable Accommodations

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

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

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

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

Date

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

Dear Mr. Green:

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

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

Sincerely,

Bev Blue

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

Sample Letter – Referral for Special Education

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

Date

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

Dear Mr. Green:

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

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

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

Sincerely,

Bev Blue

cc: Director of Special Education

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

Assessment Plan Development

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

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

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

The assessment process has two major purposes:

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

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

Sample Assessment Plan

(Updated October 2010)

Page ____ of ____

El Dorado County CHARTER SELPA ASSESSMENT PLAN

Initial Annual Triennial Transition Interim Other _____

To Parent or Guardian of _____ Date ____ / ____ / ____

District _____ School _____ Grade _____ Birthdate ____ / ____ / ____

Primary language _____ English proficiency/CELDT Level _____

Referred by:

 Parent (Signature)

 Nurse (Signature)

 Teacher (Signature)

 Sp Ed Teacher (Signature)

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

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

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

I do not consent to the proposed assessment described above.

I would like the following assessment information to be considered by the IEP team: _____

Parent/Guardian Signature _____ Date ____ / ____ / ____

Address: _____

Phone Number: (____) _____

Comments: _____

NOTE: Prior Written Notice is attached if this is an initial evaluation.

IEP Team Meeting

Upon completion of the assessment, a meeting will be held to review the results and determine special education eligibility. If the student is found eligible, the team will develop an IEP (Individualized Education Program) which is designed to plan what areas will be targeted for intervention and how such an intervention will actually be carried out. Before your child receives any special education services, this program must be developed at the IEP team meeting. You have the right and are encouraged to present information during the IEP team meeting for use in developing the most appropriate (individualized) IEP for your child. You are encouraged to request in writing the assessment results, blank IEP forms to familiarize yourself with the documents, and other information pertinent to the IEP prior to the IEP team meeting. As a reminder, you may invite someone to attend the meeting with you, such as CAC representative or other support person.

A number of items make up the IEP. They include:

- Statements of the child's level of educational performance/needs provided by parents and staff;
- Statements of yearly goals and short-term educational objectives;
- List those individuals responsible for helping to accomplish the objectives;
- Criteria and evaluation procedures for measuring the achievement of the educational objectives;
- A statement of the specific special education programs, the related services needed by the student, and the degree of participation anticipated in the general education program;
- The date that special education service(s) will begin and how long the service(s) should continue; and
- Determination of participation in state and district-wide assessments.

The parent(s) or guardian will be asked to give written approval of the newly developed IEP at the IEP meeting. You are not required to sign the IEP at this time. A system to measure progress for the student will be developed and reviewed at least yearly. The parent(s) or guardian must give permission before a change in educational placement or program of the student is implemented.

The student's program is a cooperative effort between the school, the home, and the student. Communication between home and school should be continued after the IEP team meeting takes place. Requests for informal conferences with the student's teachers, requests to visit the student's classroom, notes or phone calls are all ways of learning about the child's program and performance.

It is the team's right and responsibility to request an IEP team meeting or review at any time.

If your child does not qualify for special education services, he or she may still be eligible for services under Section 504 of the Rehabilitation Act of 1973. For additional information regarding Section 504, please contact your Charter LEA.

Sample IEP Agenda

Agenda for (student's name) Annual (or triennial) IEP on (date)

1. Welcome/Start Up

Introductions
Purpose/Expected Outcomes
Agenda Overview
Child/Parent Rights
Establish Time Parameters

2. Present Levels of Performance/Eligibility and Transition for Students 16 Years and Older

Complete Transition Paperwork in conjunction with Present Levels, Goals and Services
Student Strengths/Preferences/Interests
Parent Concerns
Review of Reports (General Education, Specialists, and other agencies, if applicable)
Review of Progress on Current Goals/Objectives
Statement of Eligibility/Non-eligibility (if appropriate to this meeting)

3. Special Factors

Assistive Technology?
Low Incidence?
Blindness or Visual Impairment?
Deaf or Hard of Hearing?
English Learner?
Behavior?
Areas of Need
Participation in State/District-wide Assessments

4. New Goals/Objectives Based on Current Needs

5. Offer of Program/Services Based on Goals/Objectives

Service Delivery Options
Supplementary Aids, Services and Other Supports for School Personnel, or for the Student, or On Behalf of the Student
Accommodations/Modifications
Special Education and Related Services
Extended School Year?

6. Offer of Educational Setting

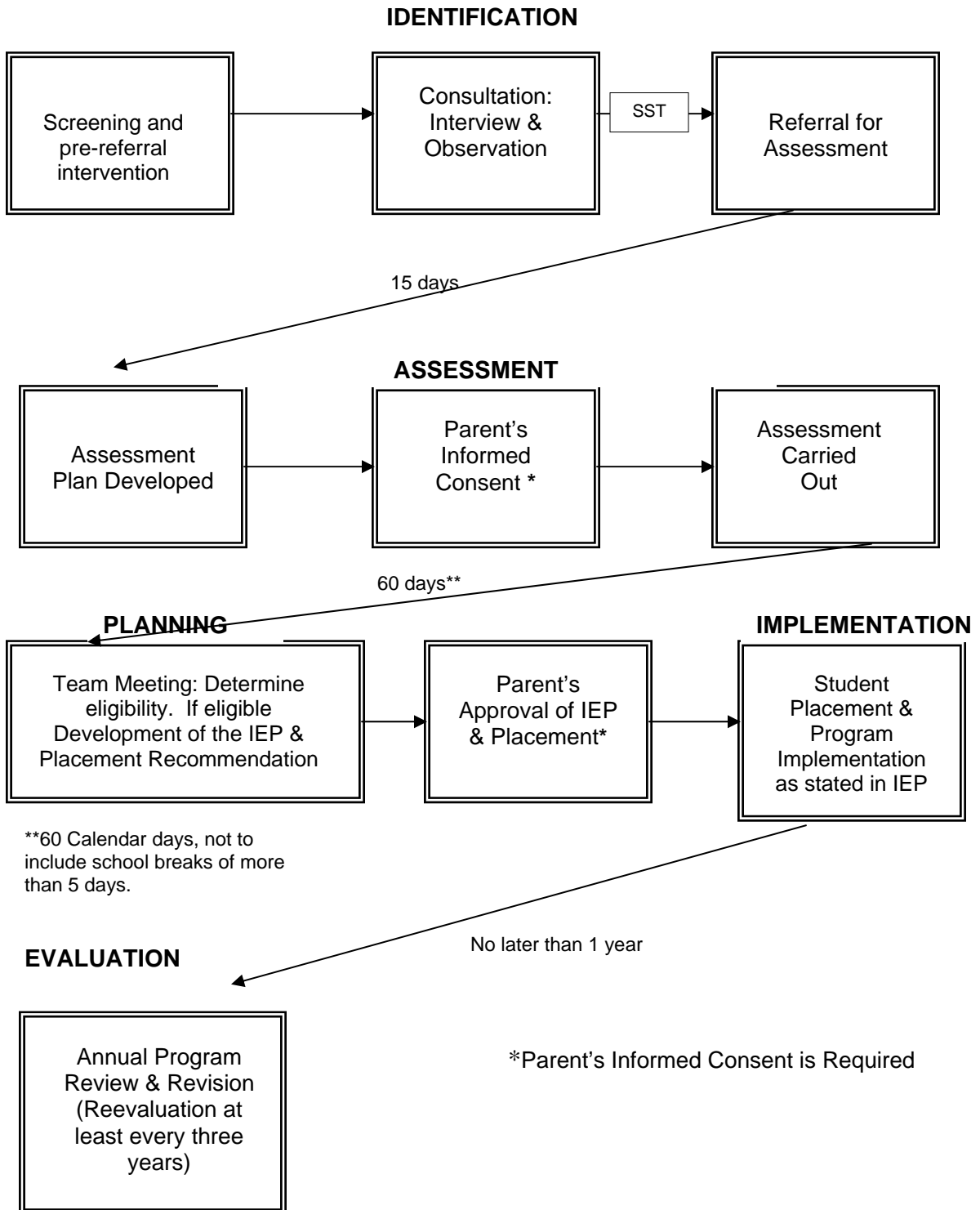
% of time in/out of general education classes/*rationale for time out of general education*
Other Agencies including County Mental Health involved?
Promotion Criteria
Progress Monitoring/Progress Reporting
Special Education Transportation?
Graduation Plan (if appropriate)

7. Ending

Confirm Agreements
Signatures
Follow-up

Individualized Education Plan (IEP) Process or Timeline

This flow chart is intended to be used as a brief overview of the IEP process. For more detailed information, consult the individual sections in this parent handbook.



Available Special Education Programs/Services

The Charter LEA Special Education Department provides a range of special education programs and services for eligible students in grades kindergarten through twelfth grade. Please note: Eligible students are able to continue to receive special education and related services in their IEP until they receive their high school diploma -OR- they reach the age of 22.

Students receiving special education and DIS related services will be educated with general education students to the maximum extent appropriate. They will be integrated as much as possible in school activities and general classroom activities as determined by the IEP team. If separate facilities and services for your child are necessary, they will be comparable to those provided for general education students.

Special education and DIS related services will be provided on behalf of your child, without cost, except for those fees that are charged to general education students. Services will be provided in an appropriate setting as close to their homes/home school as feasible. When transportation to a more distant school, class or center is necessary, such transportation is to be provided without cost to the student.

LEAST RESTRICTIVE EDUCATIONAL ENVIRONMENT

“Least restrictive environment” is the placement or program which can best meet an individual student’s needs and does so with a minimum loss of contact with general education curriculum, programs and students.

Below lists suggested considerations for an IEP team to deliberate when determining a student’s least restrictive environment:

- The Individuals with Disabilities Education Act (IDEA) has a strong preference for educating students with disabilities in the general education classroom with appropriate aids and services.
- What supplementary aids and services would ensure that the student’s IEP can be appropriately implemented in the general education classroom?

Please note: Placement in the general education classroom is the first option the IEP team must consider for all students. If the IEP team decides that the student can be educated satisfactorily in the general education classroom, then the general education classroom placement is the LRE for that student.

- The IEP team may decide that the student cannot be educated satisfactorily in the general education classroom; even when appropriate aids and services are provided. The IEP team must then consider other placements and/or services.
- A full continuum of program options must be available within the Charter LEA to the extent necessary to ensure FAPE. These might include: specialized academic instruction within general education classes, resource specialist program, special day class, special schools, home instruction, and instruction in hospitals and institutions.

- The IEP team decides which of these other services is best for the student, given the student's individual needs and the importance of being educated, to the maximum extent appropriate, with students who do not have disabilities.

Educational Setting

Charter LEA members offer a range of special education programs to meet the instructional needs of students with disabilities which are described below. For additional information regarding the special education programs which are offered at your Charter LEA, please contact the site directly (see contact information on the back page of this document).

Response to Instruction and Intervention (RtI2)

The Response to Instruction and Intervention (RtI2) model supports tiered intervention used to identify students who are experiencing academic difficulty early on. *Please note:* RtI2 is a general education responsibility.

In addition, the data collected during the RtI2 process may be used, in part, by local education agencies to determine if a student may be eligible for special education services.

Education Specialist/Resource Specialist Program

The education specialist/resource specialist program provides a range of services to students with mild to moderate disabilities. The education specialist/resource specialist program focuses on assisting students in accessing the grade level academic curriculum. Each student receives specially designed instruction and support services in areas of specific need as indicated on his or her Individual Education Program (IEP).

Special Day Class (SDC)

The special day class program provides services to students who require a higher level of individualized support(s) and service(s) than can be provided in the general education and /or educational specialist/resource specialist program.

State Special Schools

State Special Schools and services are operated by the State of California for the deaf, blind, and neurologically impaired. The schools are available for complete diagnostic workups and may be considered as placement for certain individuals with extraordinary needs. For additional information, please visit the following website: [State Special Schools and Services Division \(CDE\)](#)

Non-Public, Non-Sectarian Schools Services

Nonpublic, nonsectarian school services are available to individuals who are identified as emotionally disturbed (ED) through the local education agency's assessment procedures and the IEP team recommends placement in a residential non-public school.

Home and Hospital Services

The purpose of home and hospital instruction is to provide instruction to a student with a temporary disability in the student's home, in a hospital, or other residential health facility, excluding state hospitals. For additional information, please visit the following website: [Home and Hospital Instruction \(CDE\)](#)

Designated Instruction Services (DIS)

Designated Instruction Services (DIS), also known as related services, support students in benefiting from his/her special education program and accessing the general education curriculum. Based on your child's individual assessed need(s), the following services may be specified in student's Individual Education Program (IEP):

- Instruction and services in language and speech development and remediation
- Audiological services
- Interpreters for the deaf
- Instruction and services in mobility and instruction
- Instruction and services in home and/or hospital
- Adaptive Physical Education (APE)
- Physical or occupational therapy
- Low vision services and therapy; orientation and mobility services; Braille
- Specialized driver training instruction
- Counseling and guidance services
- Psychological services other than assessment and development of the IEP
- Parent counseling and training
- Health and nursing services
- School social work services
- Specially designed vocational education and career development
- Supplemental instruction and services including individual and small group instruction
- Recreation services
- Transportation
- Specialized services for low-incidence disabilities, e.g., reader, transcribers, and/or vision and hearing services.

Transition

The definition of transition has evolved over the past few years. Nationally, it has been perceived as a period of time which includes high school, graduation, post-secondary education/training options, adult services, and the initial years of employment. The Individuals with Disabilities Education Act (IDEA, 2004), offers the following definition:

The term “transition services” means a coordinated set of activities for a student with a disability that—

(A) is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to *facilitate the child’s movement from school to post-school activities*, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation (Section 602, emphasis added);

(B) is based upon the individual child’s needs, taking into account the student’s preferences and interests; and

(C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and a functional vocational evaluation.”

Individual Transition Plan (ITP)

The ITP is an articulated, interagency educational plan designed to facilitate a student’s move from school to employment and quality adult life. The Individualized Education Plan/Individualized Transition Plan (IEP/ITP) addresses critical aspects of a student’s transition, including employment goals, residential placement, guardianship, transportation, independent living, and income support. The essential steps for developing transition plans in the IEP are:

1. Identify the student’s post-school goals or interests;
2. Describe the student’s strengths and present levels of academic achievement and functional performance;
3. Develop measurable postsecondary goals;
4. Describe the transition services needed; and
5. Update the transition plan annually at a minimum.

An ITP shall be done in conjunction with an IEP meeting prior to when the student is 16 years old and support the development of appropriate goals for the student.

[Transition to Adult Living, An Information and Resource Guide](#), contains comprehensive information regarding legal requirements, best practices, preparatory experiences, family involvement and recommendations for preparing students for related to transitions.

Procedural Safeguards (Parent's Rights)

The law requires that local education agencies establish procedures to protect the rights of special education students and their parents or guardians; these procedures are called Procedural Safeguards.** Procedural Safeguards also pertain to those serving as surrogate parents and students between the ages of 18-22 who are receiving special education services. Procedural Safeguards are described throughout this handbook as they relate to the different topics discussed; however, these rights are summarized below:

- Parents have the right to give or refuse consent before their child is initially evaluated or placed in a special education program for the first time;
- Parents have the right to inspect and review all of their child's educational records;
- Parents have the right to obtain an independent educational evaluation (IEE) of their child (per SELPA policy);
- Parents have the right to receive prior written notice on matters regarding the identification, evaluation, educational placement, or the provision of FAPE for their child;
- Parents have the right to request a due process hearing on these matters, which must be conducted by an impartial hearing officer;
- Parents shall notify the State Educational Agency (SEA) or the Local Educational Agency (LEA), as the case may be, when they intend to file a due process complaint.
- Parents have the right to appeal the initial hearing decision to the State Educational Agency (SEA) if the SEA did not conduct the hearing;
- Parents have the right to have their child remain in his or her current educational placement, unless the parent and the agency agree otherwise, while administrative or judicial proceedings are pending (this provision has come to be known as the "stay-put" provision);
- Parents have the right to bring civil action in an appropriate State or Federal court to appeal a final hearing decision;
- Parents have the right to request reasonable attorney's fees from a court for actions or proceedings brought under IDEA (under certain circumstances);
- Parents shall notify the Charter LEA when they intend to remove their child from the public school and place the child in a private school at public expense (10-day notice rule).
- States must now have a voluntary mediation or resolution session process in place, as a means of resolving dispute between LEAs and parents of children with disabilities.
- Specific requirements have been added to the law regarding the disciplining of children with disabilities. Under certain circumstances, such as the child bringing a weapon to school or a school function, the child may be removed from his or her current educational placement and placed in an interim alternative educational setting or suspended or expelled from school.
- **Please refer to the El Dorado County Charter SELPA's "Notice of Procedural Safeguards and Parents' Rights" at the end of this handbook.

Procedural Safeguards Cont.

Parent Revocation of Consent for Special Education and Related Services

The Individuals with Disabilities Act gives parents (or the adult student) the right to revoke their consent for the student to receive special education and related services. Consent can be revoked without any recourse from the district. A written statement of revocation shall be provided to the Charter LEA; however, the parent/adult student is not required to state a reason. The Charter LEA may inquire as to the reason but, by law, the parent/adult student is not obligated to respond. Revocation may not be effective retroactively.

Upon receipt of your written request revoking consent for special education and related services, the Charter LEA is required to provide you with Prior Written Notice (PWN) acknowledging your revocation of special education and related services. The PWN must also include the date on which all related services will cease. This date must be within a reasonable time and the Charter LEA may not postpone ceasing services.

Additionally, the Charter LEA may not require the parent/adult student to attend a meeting to discuss the revocation. The Charter LEA may not file for due process or dispute resolution to delay your request. Upon the cessation of services, your child will be considered a general education student for all purposes, including discipline, graduation and state testing requirements. However, under the regulations, the Charter LEA will not be considered in violation of providing the student with a free, appropriate public education (FAPE) by this revocation.

Please note: Procedural safeguards (with the exception of Child Find requirements provided under IDEA) will no longer be available to your child. Accommodations and modifications provided to your child under the IEP process will also be discontinued. The Charter LEA is not required to amend your child's records to remove any references to your child's prior receipt of special education and related services.

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

Due Process and Parents' Rights

Due process is a right guaranteed by the Constitution of the United States and federal and state laws and regulations. In regard to special education, "due process" assures that both school agencies and parents have the right to request a hearing to resolve disagreements relative to the appropriateness of the special education program and service(s) offered or being provided to an individual child.

A due process hearing ensures that specific procedures and timelines are followed whenever there is a significant proposed change in a child's individual education program and the change is challenged. Issues which may be included for consideration under the due process hearing concept are limited to:

- Identification of your child for special education eligibility;
- Assessment of your child;
- Educational placement of your child; and/or
- The provision of a free appropriate public education (FAPE) for your child.

It is the intent of the Legislature that parties involved in special education disputes be encouraged to seek resolution through mediation *prior* to filing a request for a due process hearing. It is also the intent of the Legislature that these "voluntary prehearing request mediation conferences" be an informal process conducted in a non-adversarial atmosphere to resolve issues relating to the identification, assessment, or educational placement of the child, or the provision of a free, appropriate public education to the child, to the satisfaction of both parties. Therefore, attorneys or other independent contractors used to provide legal advocacy services shall not attend, or otherwise participate in any alternatives to the hearing, or in the "prehearing request mediation conferences". Participating in a mediation conference is not, however, a prerequisite to requesting a due process hearing. Willingness to do so may be indicated to the Special Education Hearing Office at the Office of Administrative Hearings by requesting a "Mediation Only" conference.

Due process procedures include a resolution session, a mediation conference, and an administrative hearing at the state level. Parents are assured specific rights in connection with the due process procedures, including the right to waive the mediation conference. Either the parent or school district may submit a written request for a due process hearing to the:

Office of Administrative Hearings
Attn: Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231

Phone: (916) 263-0880; Fax: (916) 376-6319

The following information must be provided by you or your representative as a part of your request:

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

State law requires that either party filing for a due process hearing must provide a copy of the written request to the other party. (20 USC 1415[h]; EC 56505[d] and [j]).

Opportunity for the LEA to Resolve the Complaint

Once the written request is received, the Office of Administrative Hearings (OAH) will then schedule a hearing date, within thirty (30) days of the date the due process hearing request is filed. A mediation conference, however, is encouraged, and the parties involved in the prehearing mediation conference must agree to extend the time for completing the hearing.

Please note: This is different from the “voluntary prehearing request mediation conference”, even though it is also called “mediation”. In this situation, attorneys or other advocates are allowed to attend and participate. The due process hearing must be completed within forty-five (45) days; or for good cause, the OAH may extend the forty-five (45) day time limit, but only if the party who requested the hearing is agreeable to the extension.

Parents Rights, in relation to the due process hearing, are:

- Parents have the right to examine and receive copies of any documents contained in your child’s file;
- Parents have the right to be accompanied at the hearing by a representative(s) of your choosing;
- Parents have the right to give or withhold permission for placement of the child; and
- Parents have the right to be advised and represented by counsel and/or by individuals with special knowledge or training related to problems of disabled children.

In accordance with the “Handicapped Children’s Protection Act of 1986”, attorney fees may be recoverable under certain circumstances (P.L. 99-372).

If either party disagrees with the decision of the Hearing Officer, they may appeal to a court of competent jurisdiction.

For more detailed information, consult your Charter LEA or the El Dorado County Charter Special Education Local Plan Area (SELPA) office at 530.295.2462.

Alternatives to Due Process

At times, there may be disagreement between parents and the Charter LEA regarding the special education program and/or services for students with disabilities. The El Dorado County Charter SELPA believes very strongly in positive, effective communication that is student-focused. In situations where parents are concerned about potential disagreements, they have several dispute resolution options to use for support. If a solution cannot be reached in communication with the Charter LEA, please proceed with one or more of the following suggested actions:

- Call your district's parent CAC representative. You can obtain the name and telephone number from your child's special education teacher or the El Dorado County Charter SELPA office at 530.295.2462.
- Contact the Charter LEA Special Education Director and/or Program Specialist. Please see the list of contact on the last page of this form.
- Contact an El Dorado County Charter SELPA Program Specialist at 530.295.2463. The El Dorado County Program Specialist can provide information regarding procedural laws and options for alternative methods for solving problems at the child's school and/or district.
- Request a facilitated IEP meeting. A facilitated IEP meeting is one with a clear agenda and special focus which identifies the area(s) of concern. The meeting is facilitated by a trained, neutral person, usually from outside the Charter LEA.
- Request an Alternative Dispute Resolution (ADR) meeting. An ADR meeting provides the opportunity to support enhanced communication between the parties by hearing the concerns, which are "in dispute". Both parties participate in crafting a mutually satisfying resolution.

Complaint

Call the Procedural Safeguards and Referral Service at 800.926.0648, if you have a complaint. The complaint procedure is used to allege a matter which, if true, would constitute a violation of federal or state law or regulation governing special education and related services, including allegations of unlawful discrimination. A parent may allege a violation by the Charter LEA of federal or state law or regulation by filing a written complaint with the Charter's Director. If relief is not found, a complaint may be filed with the Superintendent of Public Instruction by calling the Complaint Management Unit of the California Department of Education at the number referred to above.

Confidentiality of Information

Each local educational agency has an obligation to protect the confidentiality of personally identifiable information regarding special education students. “Personally identifiable information” includes:

- The name of the child, the child’s parents, or other family members
- The address of the child
- The child’s student number
- A list of personal characteristics
- Any other information that would make it possible to identify the child with reasonable certainty

Access to Records

As parent(s) or guardian(s), you have the right to inspect and review any education records relating to your child. A child who is eighteen (18) years of age or older has the same right to review records. With your approval, your representative may also look at the records.

If you want to look at your child’s records, please make a verbal or written request to the Charter LEA. Access to the records must be granted within five (5) business days of your request. The agency may charge a small and reasonable fee if you ask for a copy of the records. If you are financially unable to pay this fee, it may be waived. You may also make reasonable requests for explanations and interpretations of the records.

Amendment of Records

If you believe that the information contained within the education record is inaccurate or misleading or that it violates the privacy or other rights of your child, you may request that the educational agency amend the information in the student’s record.

All such requests are referred to the Director/Superintendent who will meet with the parent and the employee who wrote the material or will designate a representative to do so. Following the meeting, the Director/Superintendent or designee may direct that all, part, or none of the challenged material be removed.

If the parent is dissatisfied with this decision, you may, within thirty (30) days, appeal the decision in writing to the Governing Board of the Charter LEA.

The Board, within thirty (30) days, is required to meet in closed session with the parent, the employee who wrote the material, and the Director/Superintendent to review the actions taken.

The Board may sustain the actions of the Director/Superintendent or modify them completely or partially, and order the Director/Superintendent to take corrective action. *Please note:* The actions of the Governing Board are final and all records of the proceedings are kept in a confidential manner.

If the Governing Board's decision is unfavorable to the parent, the parent may submit a written statement of their objections to the material. The statement will be included in the pupil's record.

Destruction of Records

Mandatory permanent records are not destroyed but are kept on file permanently for all students. Personally identifiable information about students may be retained permanently unless the parents request it be destroyed.

Parents' Record Keeping

As the parent of a child with special needs, you will gather a tremendous amount of information about your child from various professionals and service agencies. Record keeping is not mandatory for parents of children with disabilities, but good records prove to be helpful in day-to-day contacts.

It may be helpful to have information on the following categories:

- Family History: May include child's birth date, place of birth, parent's name, address, phone number and family history.
- Developmental History of the Child: May include mother's health during pregnancy and any unusual circumstances at the birth of your child. May also include milestones and at what age your child reached them.
- Medical History and Reports: May include information on the child and family health history, nature of serious illnesses and operations, record of the child's immunization, and medications taken.
- Educational History: May include names and dates of schools attended, copies of IEPs, test results and progress reports.
- Services Received from Other Agencies: May include copies of records from any other agencies with which you have had contact.
- Correspondence: Keep copies of all correspondence written by you and received by you.

What Is the Role of the CAC?

Parents comprise a majority of the membership of the Special Education Community Advisory Committee, and of these members, the majority must be parents of children receiving special education services.

Members of local PTCs or PTAs, special education teachers, general education classroom teachers and other school personnel, disabled students, and/or representatives of related public and private agencies may also be represented.

The Special Education Community Advisory Committee is advisory to the Special Education Local Plan Area (SELPA). The primary responsibilities and activities of the CAC include, but need not be limited to:

- Advising the administration of the Special Education Local Plan Area (SELPA) and the Director/Superintendent of the Charter LEA regarding the development and review of programs and services;
- Informing and advising Special Education Local Plan Area (SELPA) staff regarding community conditions, aspirations, and goals for individuals with special needs;
- Making recommendations and suggestions for annual priorities to be addressed;
- Assisting in parent education and in recruiting parents, volunteers, and agencies who may contribute to the implementation of the Local Plan;
- Encouraging community awareness and involvement in the development and review of the Local Plan;
- Supporting activities on behalf of individuals with special needs; and
- Facilitating communication between schools, parents and the community.

Participation in the CAC meetings helps keep members well informed about current programs and legislation, and facilitates closer communication and better understanding of the mutual goals of school administrators, faculty, parents, and the community.

The El Dorado County Charter Special Education Local Plan Area (SELPA) office hosts the Special Education Community Advisory Committee meetings online using the web-based Blackboard Collaborate program. If you would like to request meeting log-in information, please contact the Patti Mercer @ 530.295.2462.

CAC meetings are open to anyone and we encourage your participation.

MEETING TIMES AND LOCATIONS

Regular meeting times and locations shall be established by the CAC, with all meetings open to the public. CAC shall meet as frequently as necessary, but not less than three times between September and June. Special meetings of the CAC or subcommittees may be scheduled by the chairperson when necessary. A notice and agenda of all regularly scheduled meetings shall be posted for review prior to the meeting.

VOTING

A quorum shall exist when the majority of the Charter LEAs who have appointed members have representatives present. A quorum is defined as a minimum number of members in an assembly, society, board of directors, etc., required to be present before any valid business can be transacted.

A simple majority of a quorum is necessary to conduct usual business.

IMPLEMENTATION OF CAC RESPONSIBILITIES

Members of the Community Advisory Committee have the responsibility to assist in the development and implementation of the Local Plan and to set priorities for special education programs operations by:

- Actively participating and providing input at regularly scheduled CAC meetings;
- Maintaining contact with the LEA special education staff regarding special education programs, provided by the LEA, to gain insight of local needs;
- Periodically reporting CAC activities to LEA Governing Boards; and
- Serving on standing and special committees of the CAC.

Community Advisory Committee members assist with parent education by:

- Organizing and participating in parent support groups;
- Developing and distributing informational materials of interest to parents (e.g. SELPA Parent Handbook);
- Organizing, attending and participating in local, regional and state CAC workshops and conferences; and
- Emphasizing the importance of regular school attendance in public relation activities supported by the CAC.

Community Advisory Committee members promote community involvement activities by organizing and participating in community events and participating in public relations efforts.

CAC Representatives

For information regarding the El Dorado County Charter Community Advisory Committee (CAC), please call the El Dorado County Charter SELPA office at 530.295.2462 or contact your Charter LEA Special Education Director at the number listed below:

El Dorado County Charter SELPA Members 2012-2013

Charter School Name	Special Education Contact	Telephone Number
Academy of Personalized Learning	Jean Hatch	(530) 247-6933
ACE Charter Schools	Sam Duell, Assistant Principal	(408) 295-6008
ACE Charter		
ACE Charter High		
Alpha: Blanca Alvarado Middle	Paige Abramson Hirsch	(408) 455-9242
Alliance College Ready Public Schools	Rebecca Boss, Program Specialist	(626) 390-6318
Christine O’Donovan Middle Academy		
College-Ready Academy High School #16		
College-Ready Academy High School #11		
College-Ready Middle Academy #7		
College-Ready Middle Academy #4		
College-Ready Middle Academy #5		
Dr. Olga Mohan High		
Environmental Science & Technology High		
Gertz-Ressler High School		
Health Services High School		
Heritage College-Ready Academy High School		
Huntington Park College-Ready Academy High School		
Marc and Eva Stern Math and Science		
Media Arts and Entertainment HS		
Richard Merkin Middle School		
William and Carol Ouchi High School		
ASPIRE Public Schools	Sue Shalvey, SpEd Director	(510) 434-5034
SBC-ASPIRE Alexander Twilight		
SBC-ASPIRE Alexander Twilight Secondary Academy		
SBC-ASPIRE Alexander Twilight College Preparatory Academy		

ASPIRE Antonio Maria Lugo Academy		
ASPIRE Benjamin Holt College Prep Academy		
ASPIRE Berkley Maynard Academy		
ASPIRE California College Preparatory Academy		
ASPIRE Capitol Heights Academy		
ASPIRE Centennial College Prep Academy		
SBC-ASPIRE Junior Collegiate Academy		
ASPIRE College Academy		
SBC-ASPIRE APEX Academy		
ASPIRE East Palo Alto Charter School		
ASPIRE East Palo Alto Phoenix Academy		
ASPIRE Eres Academy		
ASPIRE Huntington Park		
ASPIRE Langston Hughes Academy		
ASPIRE Lionel Wilson College Prep Academy		
ASPIRE Millsmont Elementary		
ASPIRE Golden State College Preparatory Academy		
ASPIRE Monarch Academy		
SBC-ASPIRE Port City Academy		
ASPIRE River Oaks Academy		
ASPIRE Rosa Parks Academy		
ASPIRE Summit		
SBC-ASPIRE Titan Academy		
ASPIRE University Charter School		
ASPIRE Vincent Shalvey Academy		
ASPIRE Vanguard College Preparatory Academy		
Bayshore Preparatory Charter School	Dana Lenahan, SpEd Coordinator	(760) 471-0847
California Virtual Academies	Laura Terrazas, Dean of Students	(831) 479-1723
CAVA @ Kern		
CAVA @ Kings		
CAVA @ San Mateo		
Clayton Valley Charter High School	Pat Middendorf, SpEd Director	(925) 682-3800
Coastal Academy	Cori Coffey, SpEd Director	(760) 631-4027
Community Learning Center Schools, Inc.		
Alameda Community Learning Center	Carrie Blanche, SpEd Director	(510) 521-7542 x109
Nea Community Learning Center	Nancy Welt, SpEd Director	(510) 748-4008 x123

Community School for Creative Education		(415) 378-2743
SBE-Dixon Montessori Charter		(707) 451-3881
SBE- Doris Topsy-Elvord Academy	Marvin Smith, Executive Director	(562) 630-6096
SBE-Edison Charter Academy	Shawn Whitney, Coordinator	(510) 205-9461
Education for Change	Lihi Rosenthal	(510) 326-3844
Achieve Academy		
ASCEND		
Cox Academy		
Lazear Elementary		
Learning Without Limits		
World Academy		
Eleanor Roosevelt Community Learning Center	Angela Mills, Edu. Specialist	(559) 592-9160
Envision Schools	Sabrina Yacoub, SpEd Director	(510) 451-2415
Envision Academy for Arts & Technology		
Envision City Arts & Technology High School		
Envision Metropolitan Arts & Technology High School		
Envision Impact Academy of Arts & Technology		
FAME Charter	Cerrene Cervantes	(510) 687-9111
Fathers Heart Charter School	Edwin Colon, Director	(760) 835-1308
Five Keys Charter Schools, Inc.	Jennifer Zamora	(415) 734-3310
Five Keys Adult School (SF Sheriffs)		
Five Keys Charter (SF Sheriffs)		
Five Keys Independence High School (SF Sheriffs)		
Flex Charter Schools		
SBE-San Francisco Flex Academy	Royce Conner, Principal	(415) 762-8800
Silicon Valley Flex	Jean Southland, Principal	(415) 710-6759
Fortune School	Susan Nisonger, Co-Principal	(916) 924-8633
Hardy Brown College Prep	Howanda Lundy, Principal	(916) 924-8633
William Lee College Prep	Susan Nisonger, Co-Principal	(916) 924-8633
Gilroy Prep	Sharon Waller	(831) 235-0484

Golden Lakes Charter	Pete Fogarty, Principal	(209) 852-9563
Howard Gardner Community Charter	Shannon Richardson, Executive Director	(619) 395-3214
Ingenium Schools		
SBE-Barack Obama Charter School	Chaleese Norman, Principal	(424) 203-0890
SBE-Ingenium Charter	Sharon Soeller, Coordinator	(818) 746-3522
iLead Lancaster Charter School	Gris Ibarra	(661) 609-1489
Inland Leaders Charter School	Corey Loomis, SpEd Director	(909) 446-1100
John Adams Academy	Eli Johnson, Principal	(916) 267-8999
KIPP Bay Area Schools	Julie Mattoon, SpEd Director	(510) 465-5477
KIPP Bayview Academy		
KIPP Bridge Charter School		
KIPP Heartwood Academy		
KIPP King Collegiate		
KIPP San Francisco Bay Academy		
KIPP San Jose Collegiate		
KIPP Summit Academy		
Leadership Public Schools	Joe Pacheco, Director of Student Services and Special Education	(408) 937-2723
LPS College Park (Oakland)		
LPS Hayward		
LPS Oakland		
LPS Richmond		
LPS San Jose		
Learn 4 Life Concept Schools	Dr. Pat Hill, SpEd Director	(661) 456-0598
Alta Vista Public Charter		
Ambassador Phillip V. Sanchez Public Charter		
Antelope Valley Learning Academy		
Crescent Valley Public Charter		
Crescent View South Charter School		
Crescent View West Charter High School		
Desert Sands Charter High School		
Diego Hills Charter High School		
Diego Valley Charter High School		
Mission View Public School		
Vista Real Charter High School		

SBE-Lifeline Education Charter School	Jeanette Andrews, Director	(310) 605-2510
SBE-Mission Preparatory	Jane Henzerling	(650) 452-4244
North Woods	Jean Hatch	(530) 247-6933
North Woods Discovery II		
Oakland Military Institute College Preparatory Academy	Dara Northcroft, Director of Instruction	(510) 594-3924
Oakland School for the Arts	Sarah Notch	(510) 873-8800
one.Charter	Gabriel Perez	(213) 709-5404
Pacific Technology Schools (Magnolia Foundation)	Kelly Hourigan	
SBC-Pacific Technology School Orangevale		(916) 293-8611
SBC-Pacific Technology School Santa Ana		(714) 557-7002
Paragon Collegiate Academy	Lisa Reese, Principal	(530) 742-2505
Redding School of the Arts II	Jean Hatch	(530) 247-6933
SBE-River Montessori Elementary Charter	Kelly Mannion, Executive Director	(707) 364-8254
Rocketship Public Schools	Genevieve Thomas, Regional Director	(310) 279-6676
Rocketship Discovery Prep		
Rocketship Los Suenos		
Rocketship Mateo Sheedy		
Rocketship Mosaic		
Rocketship Seven Elementary		
Rocketship Si Se Puede		
Rocketship Six Elementary		
Rocklin Academies		(916) 632-6580
Rocklin Academy Meyers		
Rocklin Academy Turnstone		
SBE-Western Sierra Collegiate Academy		

San Diego Charter Schools Special Education Consortium	Cindy Atlas, Executive Director	(619) 564-0209
Einstein Academy		
Albert Einstein Academy Charter Middle		
Arroyo Paseo Charter High School		
Darnall Charter School		
Gompers Preparatory Academy		
Harriet Tubman Village Charter		
Keiller Leadership Academy		
King Chavez Preparatory Academy		
King Chavez Community High School		
King Chavez Academy of Excellence		
King Chavez Primary Academy		
King Chavez Athletics Academy		
King Chavez Arts Academy		
KIPP Adelante		
Learning Choice Academy		
Magnolia Science Academy San Diego		
Magnolia Science Academy San Diego 3		
McGill School of Success		
Preuss School UCSD		
Urban Discovery Academy Charter		
San Joaquin Building Futures	Sheila Goulart, Director	
Santa Clarita Valley International Charter School	Gris Ibarra	(661) 609-1489
St Hope Public Schools	Jaclyn Moreno, Director SpEd	
		(916) 275-5800
Oak Park Preparatory Academy		
PS7		(916) 649-7850
Sacramento Charter High School		
Stockton Collegiate International	Katherine Luu, Admin. Special Education	(209) 390-9861
Stockton Collegiate International Elem.		
Stockton Collegiate International Secondary		
Summit Public Schools	Linda Odde	(650) 773-2438
Summit Public School: Rainier		
Summit Public School: Tahoma		
Sunrise Middle School	Teresa Robinson, Director	(408) 206-4779

SBE-Synergy	Cheryl Townsend, Director	(707) 315-1309
Tri Valley Learning Corporation		
SBE-Livermore Valley Charter School	Stephanie Pavlenko, Resource Specialist	(650) 867-5052
SBE-Livermore Valley Charter Preparatory High	Lauren Kelly, Principal	(925) 456-9000
Urban Montessori Charter	Amanda Klein	(415) 637-2785
Yu Ming Charter	Laura Ross, Principal	(415) 999-7180

If you need additional assistance beyond your local charter or would like to request general information regarding special education program(s) and service(s) within the El Dorado County Charter Special Education Local Plan Area (SELPA); you may contact the SELPA at 530.295.2462 or visit the SELPA website at www.edcocharterselpa.org

El Dorado County Charter SELPA

Contact Information:

Office Phone: 530.295.2462
Office Fax: 530.676.4337
Mailing Address: 6767 Green Valley Road, Placerville, CA 95667
Physical Address: 3932 Ponderosa Road, Suite 200, Shingle Springs, CA 95682

Staff Members:

David Toston, SELPA Executive Director.....dtoston@edcoe.org
Amy Andersen, Charter SELPA Director.....aandersen@edcoe.org
Dubravka Tomazin, Program Specialist.....dtomazin@edcoe.org
Tamara Clay, Program Specialist.....tclay@edcoe.org
Steve Pedego, Program Specialist.....spedego@edcoe.org
Sadie Pinotti, Program Specialist.....spinotti@edcoe.org
Kathleen Hall, Administrative Program Assistant.....khall@edcoe.org
Angela Chance, Program Technician.....achance@edcoe.org
Deanna Santana, Administrative Support.....dsantana@edcoe.org
Pamela Garcia, Administrative Support.....pgarcia@edcoe.org
Patti Mercer, Administrative Support.....pmercerc@edcoe.org
Dani Aposhian, Administrative Support.....daposhian@edcoe.org

Glossary of Terms

Adapted Physical Education: An individual program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program.

Advocate: Anyone who supports the cause of a person with disabilities or group of people with disabilities, especially in legal or administrative proceedings or public forums.

Attention Deficit Hyperactivity Disorder (ADHD): Diagnostic category of the American Psychiatric Association for a condition in which a child exhibits developmentally inappropriate inattention, impulsivity, and hyperactivity.

Auditory Processing: The ability to understand and use information that is heard, both words as well as other non-verbal sounds.

Autistic: A term applied to children who exhibit the characteristics of autism, a severe disorder characterized by the inability to communicate through meaningful speech and the inability to develop relationships with other persons due to withdrawal.

Behavior Disorder: A disability characterized by behavior that differs markedly and chronically from current social or cultural norms and adversely affects educational performance.

Behavior Intervention Plan: Effective May 20, 1993, any student with an Individualized Education Program (IEP) who exhibits a serious behavior problem that significantly interferes with the implementation of the goals and objectives on the student's IEP must have a behavioral intervention plan (BIP) developed by an IEP team with a behavioral intervention case manager. The behavioral intervention plan must now become a part of the IEP under Sections 3001 and 3052 in Title 5, California Code of Regulations. These sections mandate that attempts to change serious and pervasive behavior problems result in lasting positive changes; provide greater access to community, social and public events; that the behavioral interventions do not cause pain or trauma, and that the interventions respect the dignity and privacy of the individual. In the event of a behavioral emergency, procedures are now defined which govern the range of responses to that emergency.

Behavior Modification: The systematic application of procedures derived from the principles of behavior (e.g., reinforcement) in order to achieve desired changes in behavior.

Behavioral Objectives: A precise measurable statement of what the pupil is expected to achieve, including the conditions under which the pupil will achieve and the criteria for measuring the achievement.

Glossary (*continued*)

Behavioral Support Plan: IDEA requires the IEP team to address “behavior that impedes his or her learning or that of others” (IDEA Section 614(d)(2)(B)), and the Federal Regulations further point out that “positive behavior interventions, strategies and supports” are to be considered supplementary aids and supports if needed. A Positive Behavior Support Plan is recommended for a student who is experiencing difficulty with behavioral issues even after positive supports are put into place in the least restrictive environment. It is designed to be an earlier, intervention than a Behavior Intervention Plan (BIP) in California Education Code. (Hughes Bill)

Case Management: A service that assists student/clients to obtain and coordinate community resources such as income assistance, education, housing, medical care, treatment, vocational preparation, and recreation.

Cerebral Palsy: Motor impairment caused by brain damage, which is usually inflicted during the prenatal period or during the birth process. Can involve a wide variety of symptoms and range from mild to severe. It is neither curable, nor progressive.

Department of Rehabilitation: A state agency that purchases services, through the Vocational Rehabilitation and Habilitation Services programs, which address work-related aspects of a person’s development.

Designated Instruction and Services (DIS): DIS services, also known as related services, are specialized instruction and/or support services identified through an assessment and written on an IEP as necessary for a child to benefit from special education (e.g., speech/language therapy, low vision services, vocational specialist, etc.)

Disability: Technically, refers to the reduced function or loss of a particular body part or organ. In practice, disability is often used to describe a mental or physical impairment that restricts one’s ability to function.

Down Syndrome: A chromosomal anomaly that often causes moderate to severe intellectual disability along with certain physical characteristics such as large tongue, heart problems, poor muscle tone, and a broad flat bridge of the nose.

Due Process: Set of legal steps and proceedings carried out according to established rules and principles; designed to protect an individual’s constitutional and legal rights.

Dyslexia: An impairment in reading ability or partial ability to read; often associated with cerebral dysfunction or minimal brain dysfunction. An individual with this condition does not understand clearly what he/she reads. A more generic term for learning problems including dyslexia is learning disability.

GLOSSARY (*continued*)

Emotional Disturbance (ED): One or more of a set of characteristics which adversely affect educational performance; characteristics include an inability to learn which cannot be otherwise explained; an inability to build or maintain interpersonal relationships; inappropriate behaviors or feelings; depression; or school phobia.

Free Appropriate Public Education (FAPE): A free appropriate public education is one provided by the public elementary or secondary school, which includes general or special education and related aids and services that are 1) designed to meet the individual educational needs of persons with a disability as adequately as the needs of a non disabled person are met, and 2) based upon adherence to evaluation, placement and procedural safeguard requirements

Fetal Alcohol Syndrome (FAS): A condition sometimes found in the infants of alcoholic mothers; can involve low birth weight, developmental delay, cardiac, and/or limb, and other physical defects.

Habilitation: The process through which individuals are assisted in acquiring and maintaining skills which enable them to cope more effectively with their personal needs and circumstances of their environments, and to strive to reach their full physical, mental, and social potential.

Hearing Impaired: Describes anyone who has a hearing loss significant enough to require special education training, and /or adaptations; includes both deaf and hard of hearing conditions.

Inclusion: Full inclusion refers to the inclusion of a student with special needs in an age appropriate general education classroom at the student's neighborhood school. The student moves with peers to subsequent grades. All related services are provided in the general education classroom through a collaborative approach, except where privacy is an issue. Curriculum may be district core curriculum as for the other students or modified core curriculum to provide physical assistance, adapted content and /or material, multi-level curriculum, curriculum overlapping (same activity, same goals) or substitute curriculum.

Individualized Educational Plan (IEP): A written educational program developed by the local education agency for each child with a disability. An IEP must contain:

- the child's present levels of educational performance
- annual and short-term educational goals
- the specific education program and related services that will be provided to the child
- the extent to which the child will participate in general education program with non-disabled children

GLOSSARY (*continued*)

Individualized Family Services Plan (IFSP): A requirement of PL 99-457, Education of the Handicapped Act Amendments of 1986, for the coordination of early intervention services for infants and toddlers with disabilities. Similar to the IEP in that is required for all school-age children with disabilities whose families wish to receive Early Start (special education) services in California.

Individualized Program Plan (IPP): An annually reviewed record of program and service needs provided by Regional Centers (e.g., respite care, behavior management training, etc.).

Individualized Services Plan (ISP): A plan offered to parents whose children qualify for special education services under IDEA, but who decline special education services in the public schools. Speech and language and vision services are offered in an ISP for those students who qualify within the El Dorado County SELPA.

Individualized Transition Plan (ITP): An articulated, interagency educational plan designed to facilitate a student's move from school to employment and a quality adult life. The IEP/ITP addresses critical aspects of a student's transition, including employment goals, residential placement, guardianship, transportation, independent living, and income support. An ITP must be done in conjunction with an IEP for all students who are 16 years of age and above.

Integration: Integration refers to the inclusion and interaction of students with special needs in an age appropriate general education program and/or classroom from which they are able to derive educational benefit in a variety of areas including social skills and interactions, communication and language skills, classroom skills, independent living/vocational skills, and academic skills. Integration is an on-going process related to the individual needs of students.

Intellectual Disability: Federal law defines intellectual disability as "...significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance."

Learning Disability (LD): A lack of achievement compared to ability in a specific learning area(s) within the range of achievement of individuals with comparable mental ability. Most definitions emphasize a basic disorder in psychological processes involved in understanding and using spoken or written language.(See *Specific Learning Disability*.)

Least Restrictive Environment (LRE): A concept expressed by the courts in the 1970's, mandating that each person with a disability should be educated or served in the most "normal" setting and atmosphere. This led to the concept and practice of mainstreaming.

GLOSSARY (*continued*)

Legally Blind: Visual acuity of 20/200 or less in the better eye after the best possible correction with glasses or contact lenses, or vision restricted to a field of 20 degrees or less. Acuity of 20/200 means the eye can see clearly at 20 feet what the normal eye can see at 200.

Mainstreaming: A term referring to the predefined period of time during which a special education student participates in general education activities, either academic or non academic (e.g., math, reading, lunch, recess, and art).

Mental Illness: A condition that results in deviant thinking, feeling and behavior to a degree that causes difficulty in adjusting to life.

Occupational Therapist: A professional who plans and/or delivers instructional activities and materials to help children and adults receive educational benefit from special education goals.

On-the-Job Training: A method of teaching students with disabilities specific work skills by assigning them to employment on competitive jobs for part of a day or sometimes a full day.

Orthopedic Impairment: Any disability caused by disorders of the musculoskeletal system.

Physical Therapist: A professional trained to help people with disabilities develop and maintain muscular and orthopedic capability.

Program Specialist: A Program Specialist is a specialist who holds a valid special education credential, health services credential, or a school psychologist authorization, and who has advanced training and related experience in the education of individuals with exceptional needs and a specialized, in-depth knowledge of special education services.

Regional Occupational Center/Program (ROC/P): The concept of ROC/Ps originated with Senate Bill 1379 and was enacted into law by the California Legislature in 1963. These centers and programs are intended to provide vocational and occupational instruction related to the attainment of skills for the upgrading of existing skills so that trainees are prepared for gainful employment.

Rehabilitation: A social service program designed to teach a newly disabled person basic skills needed for independence.

Rehabilitation Department: Department of Rehabilitation is a state agency that purchases services through the Vocational Rehabilitation and Habilitation Service programs, which address work-related aspects of a person’s development.

GLOSSARY (*continued*)

Resource Specialist Program (RSP): Students placed in this program may be “pulled out” of the general classroom for special assistance during specific periods of the day or week and are taught by credentialed special education Resource Specialists or Instructional Assistants, or they may be given assistance (push-in) within the General Education classroom.

Section 504: Under the Rehabilitation Act of 1973, this section prohibits discrimination against persons with disabilities in employment and other fields. A set of regulations (Federal Register, May 4, 1977) was established in an effort to assure their civil rights.

Special Day Class (SDC): A self-contained classroom in which only students who require special education instruction for more than 50% of the school day are enrolled.

Special Education: The individually planned and systematically monitored arrangement of physical settings, special equipment and materials, teaching procedures, and other interventions designed to help learners with special needs achieve the greatest possible personal self-sufficiency and success in school and community.

Special Education Local Plan Area (SELPA): The service area covered by the local plan developed under subdivision (a) (b) or (c) of Section 56170 of the Education Code. It may be comprised of one or more school districts or county offices which may choose to join together in planning and delivering special education services for children within their boundaries.

Special Education Community Advisory Committee (CAC): A committee of parents and guardians, including parents and guardians of individuals with exceptional needs, and representatives from schools and community agencies established to advise the SELPA regarding the development and review of programs under the local comprehensive plan.

Specific Learning Disability (SLD): A disability which involves a severe discrepancy between intellectual ability and academic achievement due to a disorder in one or more of the basic psychological processes and is not primarily the result of visual, hearing or motor disabilities, intellectual disability, or of environmental, cultural, or economic disadvantage.

Student Study Team (SST): A general education process designed to make preliminary modifications within the general education program of a student not succeeding in class (sometimes referred to as a “Child Study Team” or “Student Success Team”).

Transition: Transition is a purposeful, organized, and outcome-oriented process designed to help special education students' move from school to employment and a quality adult life. Expected student outcomes include meaningful employment, a further education, and/or participation in the community.

GLOSSARY (*continued*)

Traumatic Brain Injury: Term used in professional practice; applies only to person with acquired brain injuries caused by an external physical force. Does not apply to injuries caused by internal occurrences such as infections, tumors, fever, exposure to toxic substances, or near drowning. Educational performance may meet the criteria of one of the other disability categories, such as "other health impaired", "specific learning disabilities", or "multiple disabilities".

WorkAbility: Program which promotes independent living and provides comprehensive pre-employment worksite training, employment and follow-up services for youth in special education who are making the transition from school to work, post-secondary education, or training.



EDCOE CAC PARENT HANDBOOK, SPANISH

Manual para los Padres

UNA GUIA PARA LA EDUCACION ESPECIAL



Comité Consultivo de la Comunidad para Educación Especial (CAC)

El Dorado County Charter Special Education Local Plan Area (SELPA)
www.edcocharterselpa.org

Dr. Vicki L. Barber, Supervisora

Emi Johnson, SELPA Directora
Revisado Noviembre, 2009

EL DORADO COUNTY SELPA DECLARACION DE LA MISION

La misión del El Dorado County SELPA es de proporcionar liderazgo y apoyo de calidad a los distritos escolares de El Dorado, a los padres, y los estudiantes, promoviendo y asegurando la prestación de servicios para maximizar las oportunidades educativas para los niños con necesidades especiales.

BIENVENIDOS

Este manual fue creado originalmente por el Comité Consultivo de la Comunidad (CAC) de El Dorado County SELPA. Nuestra esperanza es que esta guía servirá como un recurso informativo para usted. EL objetivo de la Comisión consiste en capacitar a los padres de los estudiantes de educación especial para convertirse en miembros efectivos del equipo de la educación de sus hijos por la flexibilidad, por la colaboración, por el conocimiento, y por comunicación efectiva. Nuestro objetivo es de también ayudar a padres de estudiantes con necesidades especiales servir como recursos para otros.

CAC incluye principalmente los padres de los estudiantes de educación especial y los representantes de la comunidad de nuestras agencias locales. Proporcionamos entrenamiento en la ley y preocupaciones con la educación especial. Los miembros han pasado por muchas de las mismas emociones y las circunstancias que usted, como padre de un estudiante de educación especial, puede tener. El representante de CAC de cada distrito escolar ofrece su tiempo y hace cada esfuerzo para estar disponible a los padres. Puede obtener el nombre de su representante y el número de teléfono contactando su distrito o la oficina de El Dorado County SLEPA a 530-295-2236.

Plan de Distribución

Es el deseo de la CAC es de tener esta guía disponible a los padres. Está disponible para descarga en el sitio de web de la SELPA. Los distritos pueden mantener algunas copias disponibles y copias en forma de CD si los padres solicitan este formato. Los aviadores serán distribuidos en reuniones de IEP para informar a los padres de la guía. El CAC es cometido para evaluar y actualizar esta guía como cambian las leyes federales, el estado y las leyes locales.

Apoyo

Puede desear apoyo en su papel como un miembro del equipo a planear la educación de su niño. Además del Director de SELPA y la especialista del programa de SELPA, padres que son miembros del CAC pueden ofrecer consejo y sugerencias durante el proceso de la Educación Especial. Los padres que son miembros de CAC son voluntarios que han expresado un deseo para ayudarle en encontrar respuestas a sus preguntas y que apoyan a otros padres que son nuevos en el sistema de educación especial.

INDICE DE MATERIAS

Acta de Educación para Individuos con Discapacidades (IDEA).....	6
Proceso de la colocación de la Educación Especial a un vistazo	7
Repuesta a la Intervención (Rtl)	8
Referencia para la Evaluación para determinar la elegibilidad	9
Sección 504	10
Muestra de carta para solicitar una reunión del Equipo de Estudiantes (SST).....	12
Muestra de carta para Referencia para la Educación Especial.....	13
Evaluación del Plan De Desarrollo.....	14
Muestra del Plan De Desarrollo	15
Reunión de IEP	16
Muestra de programa para el IEP.....	17
Cronología del Proceso del IEP	18
Disponible Programas de Educación Especial	19
Ambiente Menos Restringido	19
Instrucción y Servicios Designados (DIS)/Servicios Relacionados	20
Programa de Recursos Especiales(RSP)/Centro de Aprendizaje.....	21
Clase Especial de Día(SDC).....	21
Escuelas Especiales del Estado	21
Servicios Escolares, no Sectarios y privados	21
Servicios en Casa o Hospital	22
Servicios Especiales de EDCOE.....	22
Clases PreEscolares	22
Severamente Múltiplos Discapacidades.....	22
Personas sordas y problemas de audición	22
Severamente Discapacitado	22
Autístico	23
Inclusion	23
Discapacidades Ortopédicos/Otras Discapacidades Severas de Salud	23
Emocionalmente Perturbado	23
Ejemplos de Servicios para DIS	23
Transición	25
Procedimientos de Defensa	26

INDICE DE MATERIAS (continuado)

Revocación de Permiso del Padre	27
Proceso Debido y Derechos de Padre.....	27
Alternativas al Proceso Debido	29
Quejas	30
Confidencialidad de Información	30
Mantenimiento de Registros de los Padres.....	31
A Quien Llamo para Información?	32
Comité Consultivo de la Comunidad(CAC) de El Dorado County	35
Personal de la Área de Planificación(SELPA) de El Dorado County.....	35
Recursos para padres/guardianes	36
Glosario de términos.....	41
El Dorado County SELPA Aviso de Procedimientos de Defensa y Derechos de Padre.....	47

Acta de Educación para Individuos con Discapacidades (IDEA, 2004)

Usted, el padre, y su niño tienen ciertos derechos legales. IDEA es una ley federal que exige y afirma el derecho de todos los niños con discapacidades a una educación pública gratuita. Los propósitos de IDEA son para hacer lo siguiente:

- para garantizar que todos los niños con discapacidades tengan a su disposición una educación pública apropiada y libre que acentúa la educación especial y servicios relacionados diseñados para satisfacer sus necesidades únicas y prepararlos para el empleo y la vida independiente;
- para garantizar que los derechos de los niños con discapacidades y los padres de esos niños están protegidos;
- ayudar a los Estados, localidades, agencias de servicios educativos, y las agencias federales para proveer a la educación de los niños con discapacidades;
- ayudar a los Estados en la implementación de un sistema estatal, completo, coordinado, multidisciplinario y servicios de intervención para bebés y niños pequeños con discapacidades y sus familias;
- para garantizar que los educadores y los padres tengan los herramientas necesarios para mejorar los resultados educativos para los niños con discapacidades mediante el apoyo a las actividades de cambio sistémico; la investigación coordinada y preparación del personal; coordinada asistencia técnica, la diseminación y apoyo; y el desarrollo de la tecnología y servicios de medios; y
- para evaluar y garantizar la eficacia de los esfuerzos para educar a los niños con discapacidades.

Proceso de la colocación de la Educación Especial a un vistazo

- Servicios de educación especial comienzan cuando el equipo del Programa de Educación Individualizada (IEP), incluyendo al padre(s), determinan que un niño es un “niño con una discapacidad” que “requiere educación especial y servicios”. Esta reunión del equipo es el resultado de varios pasos que lo preceden: (Vea la muestra de carta que sigue a esta sección.)
 1. Primero, un maestro o un padre identifican que un estudiante está teniendo dificultades en la escuela.
 2. A continuación, un equipo de resolución, incluyendo los padres, se reunirán para discutir la preocupación(es) y posibilidades de atender las necesidades del estudiante. Este equipo puede ser llamado en Equipo de Éxito Estudiantil, un Equipo de Estudio del Estudiante, un Equipo para peque-ñños, o un equipo de intervención. El proceso de “SST” se recomienda para comenzar y documentar las modificaciones y acomodaciones.
 3. Una de las muchas opciones de un equipo como este es reunir mas información, de recomendar exámenes de la vista, evaluaciones académicas, hasta una referencia para una evaluación para determinar elegibilidad para servicios especiales de educación.
- El equipo o un padre puede presentar una referencia escrito para la evaluación para determinar elegibilidad para la educación especial y servicios. La escuela tiene quince (15) días calendarios desde el día que la escuela reciba la referencia para presentar un plan de evaluación.
- Si mas tarde, un estudiante es evaluado para le elegibilidad para educación especial, el equipo del IEP debe documentar que las modificaciones y adaptaciones se han intentado y no son adecuadas para el éxito del niño, como condición de elegibilidad para educación especial.

El distrito escolar tiene el derecho a negarse a evaluar un estudiante, con razones validas; pero, en estas circunstancias excepcionales, el distrito debe proporcionar un notificación por escrito por que fueron negados.
- Un representante de la escuela se comunicara con usted para revisar el plan de evaluación y asegurar su firma. La escuela tiene sesenta (60) días calendarios (excluyendo vacaciones escolares de más de cinco (5) días) desde el momento del consentimiento firmado por los padres para la evaluación, para tener la junta del IEP.
- Miembros del equipo del IEP debe incluir: padre(s), administrador, maestro de Educación Especial, maestro de educación general, especialistas adicionales, o personas con conocimiento del estudiante. Otros miembros pueden estar presentes.
- Una reunión del equipo del IEP se llevara a cabo. El equipo determinara si el estudiante es elegible para la educación especial y los servicios. Si el estudiante es elegible, el equipo del IEP desarrollara objetivos y determinaran servicios y colocación apropiados. Sugerimos que los padres hagan una solicitud por escrito de los resultados de la evaluación y otro información pertinente para el IEP antes de la reunión del IEP. Esto le dará la oportunidad de leer con cuidado todos los documentos.
- Los servicios empezaran en la fecha designada en el IEP, pero solo después de que el IEP

sea firmado por usted.

- Los bebés pueden hacer la transición de las intervenciones de pequeños a servicios preescolares a la edad de tres años si califican para los servicios bajo parte B de IDEA. La transición Individualizado Plan Familiar de Servicio (IFSP) proceso dirige los pasos de transición para el movimiento en servicios preescolares, incluyendo el proyectado proceso de IEP.

Respuesta a la Intervención (Rtl)

La categoría de educación especial “**discapacidad específica del aprendizaje**” apareció en la ley en 1975 con el pasaje de PL-94-142, la ley de Educación para Todos los Niños Discapacitados, después de años de debate por grupos de promoción para la educación especial, investigadores, los padres y las organizaciones de nivel federal y estatal gubernamentales. Aunque la categoría de elegibilidad se añadió a la ley, los requisitos para la elegibilidad bajo esta categoría han variado notablemente de estado a estado. Porque una discrepancia severa entre la habilidad y lo académico tuvo que ser demostrada para calificar, los estudiantes con problemas tuvieron que “esperar para fallar” antes de ser dada ayuda con problemas de aprendizaje.

Como resultado de décadas de investigación y colaboración entre todos los interesados educadores, legisladores, y los padres, la reautorización más reciente de la ley de educación (Acta de Educación para Individuos con Discapacidades (IDEA, 2004)) ha cambiado los requisitos de elegibilidad para permitir un método de proporcionar servicios temprano para los estudiantes que necesitan ayuda (como intervención **antes** que consideren educación especial, y hacer “Respuesta a la Intervención” uno de las herramientas para evaluar y calificar estudiantes para servicios de educación especiales.

IDEA de 2004, no incluye expresamente las palabras, “Respuesta a la Intervención” en su referencia a las evaluaciones de elegibilidad para la Discapacidad Específica de Aprendizaje. Se refiere en cambio a la respuesta a las “intervenciones científicas, basadas en la investigación” en su explicación del proceso. Una definición amplia, pero breve de Rtl se toma de la Asociación de Directores Estatales de Educación Especial (NASDE) en la publicación de 2005, se cita a continuación:

“Respuesta a la Intervención (Rtl) es la práctica de proporcionar alta calidad instrucción y las intervenciones adaptado a las necesidades del estudiante, vigilando progreso para hacer con frecuencia las decisiones acerca de cambios en la instrucción y objetivos y la aplicación de datos de la respuesta del niño a importantes decisiones educativas. Rtl debe aplicarse a las decisiones en la educación general, correctivas y especial, creando un sistema bien-integrado de instrucción/intervención indicada por datos de resultado de niño.” **

El Condado de El Dorado SELPA ha proporcionado todos los distritos con La Respuesta a la Intervención: Un Manual para Educadores del Condado para ayudar en la implementación de Rtl en cada escuela. Debe de ser enfatizado que el foco de la nueva ley en el *programa de educación general*; fue diseñado para rodear el “espera para fallar” modelo de obtener ayuda para los estudiantes. El modelo de Rtl de cada sitio escolar será diferente, dependiendo de los recursos y el personal que están disponibles en cada escuela/distrito. Por favor contacte su distrito o a Dubravka Tomazin, Especialista de SELPA (dtomazin@edcoe.org) para más información sobre Rtl.

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

REFERENCIA PARA LA EVALUACION PARA DETERMINAR ELEGIBILIDAD

La “referencia” es un término utilizado ampliamente para muchos propósitos. Los maestros y los padres pueden referir a un estudiante para la discusión de las preocupaciones en una junta del Equipo de Éxito Estudiantil (SST), o para un programa especial de intervención, o para Salud Mental/Sistema de Atención para niños, etc. Un equipo de SST consiste de los padres y personal de la escuela familiar con el niño. Recuerde, usted puede llevar a un amigo, representante de la CAC, o otra persona de apoyo a esta reunión. Una referencia para el apoyo de resolución de problemas a un Equipo de Éxito Estudiantil es generalmente el primer paso cuando un maestro o el padre tienen preocupaciones acerca de una necesidades de aprendizaje de niño. Esto permite que un equipo desarrollar adaptaciones, modificaciones, apoyos, recursos, o cualquier numero de clases de los servicios de inmediato, y para evaluar los resultados de tales modificaciones.

Los padres, maestros, consejeros, directores, enfermeras escolares, o otras personas que tienen interés en el bienestar del niño puede hacer referencias. La nota escrito de referencia por el personal escolar será enviada a los padres. Evaluaciones individualizadas no pueden llevarse a cabo sin su permiso escrito. Los padres tienen el derecho y se les anima a hacer referencias al personal de la escuela para la evaluación de las necesidades de sus hijos, cuando se sospecha una discapacidad.

Escriba una solicitud específica a la atención del director de su hijo, el maestro o el administrador de educación especial, pidiendo una junta del Equipo de Éxito Estudiantil (vea muestra carta). O, si sospecha una discapacidad, puede escribir una carta solicitando que una referencia para evaluar la elegibilidad para servicios de educación sea iniciada, incluyendo las razones por las que sospecha que su niño puede tener una discapacidad. Guarde una copia de la solicitud para los registros de su niño. (Vea lo siguiente “Muestra de carta para Referencia para la Educación Especial”)

La escuela tiene (15) días de calendario a partir de la fecha de una referencia por escrito para presentar un Plan de Evaluación para aprobación de padre y obtener la firma.

Para ser elegible bajo IDEA, un estudiante debe ser identificado y cumplir con los criterios como:

- a. Autismo
- b. Sordo
- c. Sordo/Ciego
- d. Disturbo Emocional
- e. Discapacidad Visual

- f. Dificultad Auditiva
- g. Dificultad de Lenguaje
- h. Discapacidad Intelectual
- i. Discapacidades Múltiples
- j. Discapacidad Ortopédico
- k. Otra Discapacidad de Salud
- l. Discapacidad Especifica de Aprendizaje
- m. Lesión Cerebral

Además, el equipo debe determinar que el estudiante requiere servicios especiales de educación para recibir beneficio educativo.

SECCION 504

La Sección 504 es la sección del Acto de Rehabilitación de 1973, que se aplica a las personas con discapacidades físicas o mentales. Es un acto de derechos civiles, que protege los derechos civiles y constitucionales de las personas con discapacidades. Indica que ninguna persona con un discapacidad puede ser excluida ni negados beneficios de cualquier programa que recibe o reciban asistencia financiera federal.

Definición de un Discapacidad

Una persona es considerado discapacitado en la definición de la Sección 504 si él o ella:

- tiene un impedimento físico o mental que limita substancialmente uno o más de tales actividades principales de la vida
- tiene una historia de estos impedimentos
- se considera que tiene tal

El personal escolar debe considerar la posible existencia de la discapacidad y protección de la Sección 504 si el estudiante ha sido diagnosticado, por ejemplo, con:

- HIV
- ADHD
- La enfermedades transmisibles
- Desordenes de sangre o de azúcar
- Malfuncionamientos del corazón

Definición de Actividades Principales de la Vida

“Actividades Principales de la Vida” incluye funciones como cuidarse a sí mismo, realizando tareas manuales, caminando, ver, oír, hablar, respirar, aprender, y trabajar. Cuando una condición no limita considerablemente una actividad importante de la vida, la persona no califica para un plan de Sección 504.

Responsabilidad del Distrito

Si un distrito tiene razones para creer que, a causa de una discapacidad como definido bajo la Sección 504, un estudiante necesita acomodaciones o servicios especiales en la colocación general para participar en el programa general, el distrito debe evaluar al

estudiante. Si se determina que un estudiante con discapacidades bajo la Sección 504, el distrito debe desarrollar e implementar la entrega de todos los servicios necesarios y/o acomodaciones. Sección 504 está a cargo del **programa de educación general**.

Acomodaciones Razonables

La Sección 504 requiere un plan escrito que describe la ubicación y servicios. Las decisiones de colocación deben estar basadas en información obtenida que una variedad de fuentes y toda la información deben ser consideradas. Las decisiones de colocación deben ser hechas por un grupo de personas que conozcan al niño, sobre el significado de los datos de evaluación, y sobre las opciones de colocación. Todos los miembros del grupo o equipo de asistencia, incluyendo los padres, deben firmar el "Plan de Acomodaciones Educativas". Algunos ejemplos de acomodaciones razonables son:

- Sin fija de tiempo o tiempo adicional para la evaluación y/o
- Provisión de lectores
- Provisión de libros grabados
- Cambios en la manera en se dan los examenes
- Asientos en la primera fila de la clase

Muestra de carta para solicitar una reunión del Equipo de Estudiantes (SST)

(Su Nombre)
Dirección
Cuidad, Estado, Código
Numero de teléfono

Fecha

Sr (Nombre de director)
(Nombre de Escuela)
Dirección
Cuidad, Estado, Código
Número de teléfono

(Nombre de Maestro):

Yo soy el padre de (nombre de su hijo/a), que se encuentra en su escuela (nombre de escuela y grado). Tengo preocupaciones sobre las marqués académicas de mi hijo/a.

Estoy solicitando una reunión del Equipo de Éxito Estudiantil para desarrollar estrategias educativas y modificaciones para mi hijo/a.

Sinceramente,

(Su nombre)

Antes de usar una carta como esta, por favor asegúrese de haber tenido la oportunidad de comunicarse con el maestro do su niño.

Muestra de carta para Referencia para la Educación Especial

(Su Nombre)
Dirección
Cuidad, Estado, Código
Número de teléfono

Fecha

Sr (Nombre de director)
(Nombre de Escuela)
Dirección
Cuidad, Estado, Código
Número de teléfono

(Nombre de Maestro):

Yo soy el padre de (nombre de su hijo/a), que se encuentra en su escuela (nombre de escuela y grado). Hemos tenido una reunión del Equipo de Éxito Estudiantil y las recomendaciones de ese equipo se han aplicado. (Nombre de su hijo/a) todavía no está haciendo bien en la escuela: (explique que son sus preocupaciones)

Les escribo para hacer una referencia para la evaluación para determinar la elegibilidad para servicios de educación especial para (nombre de su hijo/a). Estoy solicitando que el distrito le dé una evaluación completa en las áreas siguientes donde sospechamos que tiene una discapacidad(es): _____ para determinar si es elegible para servicios de educación especial o servicios relacionados bajo la Sección 504. Estoy pidiendo que todos los informes sean proporcionados para mí antes de la reunión para mi revisión.

Espero recibir un plan de evaluación dentro de los 15 días. Si tiene cualquier pregunta, siéntase libre de llamarme a (su número). Gracias por su cooperación y su ayuda.

Sinceramente,

(Su nombre)

cc: Director de Educaciones Especiales

Antes de usar una carta como esta, por favor asegúrese de haber tenido la oportunidad de comunicarse con el maestro y otro personal de su niño.

DESARROLLO de PLAN DE EVALUACION

Después que un niño es referido para la evaluación de la educación especial, un representante de la escuela se comunicará con usted para revisar un plan de evaluación. El representante de la escuela le hablara sobre:

1. Revisión de la razón(es) de referencia;
2. Explicar el proceso de evaluación y los métodos o pruebas, que se utilizara para obtener más información sobre el niño. Las pruebas se harán en el idioma materno del niño o otros medios de comunicación, a menos que otras provisiones sean necesarias;
3. Explicar los derechos de los padres:
 - Revisar toda la información pertinente;
 - Obtener una evaluación independiente, so los padres no están de acuerdo con la evaluación;
 - Tener una audiencia imparcial de debido proceso si no está satisfecho con los resultados (incluyendo Resolución Alternativa de Disputo);
4. Pida al los padres para el permiso por escrito para que una evaluación pueda ser realizado;

Esto puede ocurrir en la misma sesión donde se realiza la determinación de referencia para la educación especial. El proceso de evaluación tiene dos propósitos principales: 1) para juntar toda la información posible sobre el alumno y evaluar las necesidades, a través de la observación, las pruebas, y juntar información de los que han trabajado con el niño, incluyendo los padres, maestros, enfermeras, terapeutas y psicólogos y cualquier otra información pertinente por escrito o de otra; y 2) para determinar si el alumno es elegible para la educación especial y sus servicios.

La escuela tiene 60 días (excluyendo los días durante las vacaciones escolares que duran más que 5 días) a partir del momento de la recepción del consentimiento firmado por los padres para la evaluación para tener la junta con el equipo de IEP.

MUESTRA

FORMATO ESTATAL DEL IEP DE SELPA PLAN DE EVALUACION

Inicial Anual Trienal Transición Interino Otro _____

Para el padre/encargado de: _____ Fecha: ___/___/___

Distrito: _____ Escuela: _____ Grado: ___ Fecha de Nacimiento: ___/___/___

Primer Idioma: _____ Habilidad de Inglés/Nivel CELDT _____

Referido por:

(Firma) del Padre (Firma) de la Enfermera(o) (Firma) del Maestro (Firma) del Maestro de Educ. Especial

La razón de la referencia para la evaluación es _____

El distrito propone evaluar a su niño para determinar su elegibilidad para servicios de educación especial o continuidad de elegibilidad y niveles presentes de rendimiento académico y logro funcional. Su niño será evaluado en todas las áreas necesarias donde se sospecha discapacidad. Para cumplir con las necesidades de educación individuales de su niño, esta evaluación consistirá en una evaluación solamente en las áreas marcadas por la agencia educativa local (LEA) / del distrito.

Area de Evaluación	Título del Examinador
<input type="checkbox"/> Logro académico — Estos exámenes miden la lectura, ortografía, aritmética, habilidades de lenguaje escrito y oral, y/o conocimientos generales.	
<input type="checkbox"/> Salud —La información de salud y las pruebas son reunidas para determinar como la salud de su niño afecta la interpretación escolar.	
<input type="checkbox"/> Desarrollo Intelectual — Estos exámenes miden qué tan bien piensa su niño, recuerda, y soluciona problemas.	
<input type="checkbox"/> Idioma/Desarrollo de Comunicación de Lenguaje - Estas pruebas miden la capacidad de su niño de entender y usar el lenguaje y la claridad al hablar apropiadamente.	
<input type="checkbox"/> Desarrollo de Motor — Estas pruebas miden que tan bien su niño coordina los movimientos del cuerpo en actividades de músculos pequeños y grandes. Las habilidades Perceptuales también pueden ser medidas.	
<input type="checkbox"/> Social/Emocional -Estas balanzas indicarán como se siente su niño sobre él/ella, como se lleva con otros, tiene cuidado de sus necesidades personales en casa, escuela y en la comunidad.	
<input type="checkbox"/> Conducta/Adaptable _____	
<input type="checkbox"/> Transición Post-Secundaria - Evaluación de transición para la edad apropiada relacionada a entrenamiento, educación, empleo y donde sean apropiadas las habilidades para vivir independiente.	
<input type="checkbox"/> Otras	
<input type="checkbox"/> Opciones Alternas de Evaluación -Describa los métodos alternos de evaluación del niño, si le corresponde)	

Yo estoy de acuerdo en la evaluación. Entiendo que los resultados serán guardados confidencialmente y que seré invitado a asistir a las juntas del equipo de IEP para hablar de los resultados. También entiendo que no se le proveerán ningunos servicios de educación especial a mi niño sin mi consentimiento por escrito.

Yo no estoy de acuerdo con la evaluación propuesta y descrita arriba.

Me gustaría que la siguiente información de la evaluación fuera considerada por el equipo del IEP: _____

Firma del Padre/Encargado: _____ Fecha: ___/___/___

Dirección: _____ Número de Teléfono _____

Comentarios: _____

NOTA: Adjuntar Previo Aviso por Escrito si ésta es una evaluación inicial.

JUNTA DEL EQUIPO de IEP

Antes de que su hijo reciba servicios de educación especial, un IEP debe ser desarrollado en la reunión del equipo de IEP. Usted tiene el derecho y se le anima a presentar información durante la reunión del equipo de IEP para su uso en el desarrollo de la más apropiado (individualizado) IEP para su niño. Se le anima a solicitar por escrito los resultados de la evaluación, las formas en blanco del IEP para familiarizarse con ellos, y otra información pertinente para el IEP antes de la junta del equipo del IEP. Recuerde, usted puede llevar un representante de CAC o otra persona a esta reunión.

Varios artículos hacen el IEP. Incluyen:

- ◆ Declaraciones del nivel de necesidades educacionales proporcionada por los padres y el personal.
- ◆ Declaraciones de los objetivos anuales y los objetivos educativos a corto plazo.
- ◆ Las personas responsables de ayudar a lograr los objetivos.
- ◆ Criterios y procedimiento de evaluación para medir el logro de los objetivos educativos.
- ◆ Una declaración de los programas de educación especial específica y los servicios relacionados necesarios para el estudiante y el grado de participación anticipado en el programa general.
- ◆ Las fechas proyectadas para empezar servicios y cuanto tiempo los servicios deben continuar.
- ◆ Determinación de participación en las evaluaciones estatales y en el distrito.

El padre(s) o guardián(es) serán pedidos que den aprobación escrito del nuevo IEP en la junta de IEP. Usted no está obligado a firmar el IEP en este momento. Un sistema para medir el progreso del estudiante será desarrollado y revisado por lo menos una vez al año. El padre(s) o guardián(es) debe dar permiso antes de un cambio de ubicación o programa educativo del estudiante se lleva a cabo.

El programa de estudiante es un esfuerzo cooperativo entre la escuela, el hogar, y el estudiante. La comunicación entre el hogar y la escuela debe continuar después de las reuniones del equipo de IEP se lleven a cabo. Las solicitudes de conferencias informales con los profesores del estudiante, las solicitudes para visitar el estudiante en la clase, notas o llamadas telefónicas son formas de aprender sobre el programa del niño y el desempeño. Otra manera importante de enterarse del programa y el desempeño es a través de hablar con su hijo!

Es el derecho de equipo y la responsabilidad de solicitar una reunión del equipo IEP o revisar el IEP en cualquier momento. Una muestra de orden del día para el IEP sigue en la próxima pagina.

Si un niño no califica para servicios especiales de educación, él o ella todavía pueden tener derecho para servicios bajo Sección 504 del Acto de Rehabilitación de 1973.

(Muestra)
Orden del día para el IEP
Orden del día para el IEP anual (o trianual) de _____
Fecha: _____

1. Bienvenidos

- Introducciones
- Propósito/Resultados Esperados
- Información del Programa
- Derechos del hijo y padre
- Establecer parámetros de tiempo

2. Los Niveles Actuales de Desempeño /Elegibilidad y transición para los estudiantes mayores de 16 anos

- Completar los papeles transición en conjunción con niveles actuales, objetivos y servicios
- Fuerzas del estudiante/Preferencias/Intereses
- Preocupaciones del Padre
- Reviso de los reportes (Educación General, Especialistas, otras agencias, si se aplica)
- Reviso del progreso de los objetivos
- Declaración de elegibilidad o si no califica (si es el caso en esta reunión)

3. Factores Especiales

- Tecnología Asistida?
- Incidencia Baja?
- Ceguera o discapacidad visual?
- Sordo o problemas de audición?
- Estudiante de Ingles?
- Comportamiento?
- Áreas de necesidad
- Participación el exámenes Estatales/Del Distrito(STAR)

4. Nuevos objetivos basado en las áreas de necesidad

5. Oferta para el programa/Servicios basado en los objetivos

- Opciones de entrega del servicio (LRE)
- Ayudas complementarias, servicios y otros apoyos para el personal escolar, or para el estudiante, o en nombre del estudiante.
- Acomodaciones/Modificaciones
- Educación Especial y servicios relacionados
- Extendido año escolar?

6. Oferta de Colocación Educativa

- % de tiempo dentro o fuera de clases de educación general */justificación de tiempo fuera de la educación general*
- Other Agencies including County Mental Health involved?
- Criterios de promoción
- Reporte para comunicar el progreso
- Transporte para Educación Especial?
- El Plan de la graduación (si se aplica)

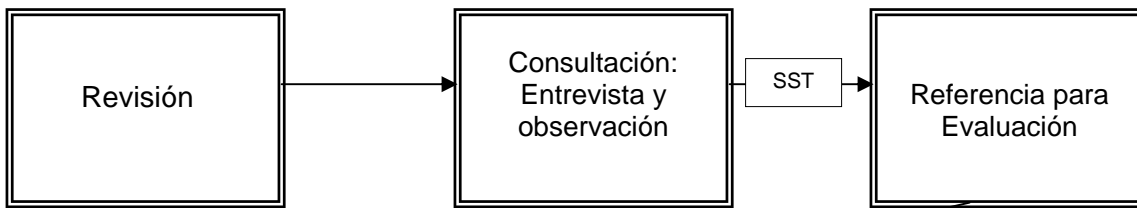
7. Termino

Confirma los acuerdos	Firmas	Seguimiento
-----------------------	--------	-------------

PLAN DE EDUCACION INDIVIDUALIZADA (IEP) PROCESO O CALENDARIO

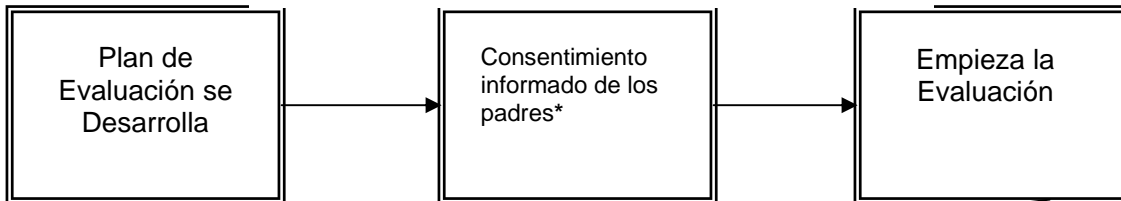
Este diagrama esta entendido para ser utilizado como una vista general breve del proceso del IEP. Para la información más detallada, consulte las secciones individuales en esta guía de padre.

IDENTIFICACION



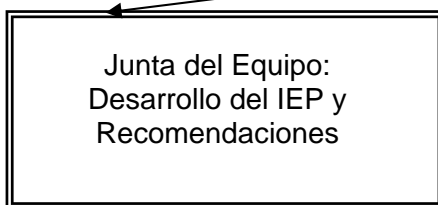
15 días

EVALUACION



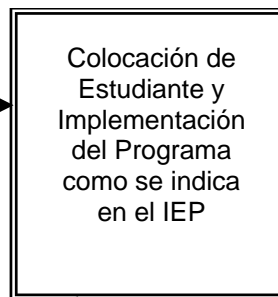
60 días**

PLANIFICACION



Consentimiento
de
Padre(s) sobre
colocación*

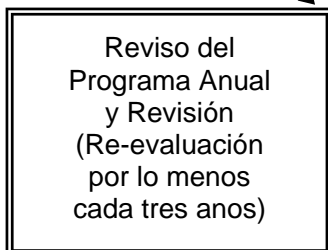
IMPLEMENTACION



**60 días calendarios, no incluyen las vacaciones escolares con más de 5 días.

No más de un año

EVALUACION



*Consentimiento informado de los padres es requerida

PROGRAMAS Y SERVICIOS DISPONIBLES PARA LA EDUCACION ESPECIAL

El Departamento de Educación Especial ofrece amplios programas de educación especial y servicios para estudiantes elegibles de edades tres a veintidós que tienen residencia en El Condado de El Dorado. *

Los estudiantes que reciben educación especial y servicios relacionados con DIS serán educados con los estudiantes de educación general a la medida más posible. Ellos se integraran lo más posible en las actividades escolares y las actividades generales según lo determinado por el equipo del IEP. Si instalaciones y servicios independientes son necesarios para su niño, serán comparables a las previstas para los estudiantes de educación general.

La educación especial y servicios DIS serán proporcionados a favor de su niño, sin costo, menos esos honorarios que son cargados a los estudiantes de educación general. Los servicios serán proporcionados en una colocación apropiada y lo más cercano a sus hogares/escolarización en casa como posible. Cuando el transporte a una escuela más lejana, clase o centro es necesario, dicho transporte se proporciona sin costo al estudiante.

*Para niño infantiles que sospechan de tener una discapacidad, por favor llame a Alta California Regional Center a 916/786-8110, o P.R.I.D.E. & Joy/Family Connections a (530) 626-5164.

AMBIENTE EDUCATIVO MENOS RESTRICTIVO

“Ambiente educativo menos restrictivo” es la colocación o el programa que mejor pueden satisfacer las necesidades de un estudiante individual y que lo hace con una mínima pérdida de contacto con la clase general, estudiantes y programas. Aquí está un breve vistazo a como el equipo de IEP pueden decidir en el ambiente educativo menos restrictivo para que el alumno pueda ser educado, mientras asegurando de que el estudiante tiene la oportunidad de interactuar con estudiantes que no tienen discapacidades.

- ◆ IDEA tiene una preferencia fuerte para educar a estudiantes con discapacidades en clases generales de educación con ayudas y servicios apropiados.
- ◆ La colocación del alumno en el aula de educación general es la primera opción que el equipo del IEP tienen que considerar.
- ◆ Teniendo en cuenta solo el estudiante, el equipo del IEP responde a la pregunta: Que ayudas y servicios suplementarios se aseguraría de el IEP del estudiante puede ser adecuadamente aplicado en el aula de educación general?

- ◆ Si el equipo del IEP decide que el estudiante puede ser educado satisfactoriamente en el aula de educación general, entonces la colocación es el “ambiente educativo menos restrictivo” (LRE) para el estudiante.
- ◆ El equipo del IEP puede decidir que el estudiante no puede ser educado satisfactoriamente en el aula de educación general; aun cuando apropie ayudas y los

servicios son proporcionados. El equipo de IEP entonces debe considerar otras colocaciones y/o los servicios.

- ◆ Un continuo lleno de opciones de programa debe estar disponible dentro del SELPA hasta el punto necesario para asegurar FAPE. Estos pueden incluir: instrucción especializada dentro de las clases de educación general, clases especiales, escuelas especiales, instrucción en el hogar, instrucción en hospitales o instituciones.
- ◆ El equipo del IEP decide cuál de estos otros servicios es lo mejor para el estudiante, teniendo en cuenta las necesidades individuales del estudiante y la importancia de ser educados, en la mejor medida posible, con los estudiantes que no tienen discapacidades.

INSTRUCCIÓN Y SERVICIOS DESIGNADOS (DIS)/SERVICIOS RELACIONADOS

Designado instrucción y servicios son proporcionados por especialistas y servicios específicos que normalmente no se proporciona en un aula de educación general, el aula de educación especial, o el programa de apoyo especializado. Con base en las necesidades individuales de evaluación de su hijo, lo siguiente puede ser incluido como instrucción y servicios designados:

- *Instrucción y servicios en el desarrollo del lenguaje y la remediación*
- *Servicios de audiolología*
- *Interpretes para sordos*
- *Instrucción y servicios de la movilidad y la instrucción*
- *Instrucción y servicios en el hogar y/o en el hospital*
- *Educación Física Adaptada (APE)*
- *Terapia física o ocupacional*
- *Servicios de visión baja y la terapia, servicios de orientación y movilidad*
- *Instrucción especial para conducir*
- *Servicio de aconsejadores y la guía*
- *Servicios psicológicos distintos de la contribuciones y el desarrollo del IEP*
- *Servicios de padres en aconsejar y entrenamiento*
- *Servicios de salud y enfermería*
- *Trabajo de servicios sociales en la escuela*
- *Clases especiales para la educación vocacional y el desarrollo profesional*
- *Instrucción suplementaria y servicios, incluyendo la instrucción individual y en grupos pequeños*

- *Servicios de recreación*
- *Transportación*
- *Los servicios especializados para discapacidades de baja incidencia, por ejemplo, lector, transcriptores, y/o visión y audición.*

La instrucción se puede dar en cualquier ambiente apropiado, empezando por el aula de educación general. Servicios deberán especificarse en el IEP.

PROGRAMA DE EL ESPECIALISTA DEL RECURSO (RSP)/CENTRO DE APRENDIZAJE

El Programa de Recursos Especiales proporciona, directa o indirectamente, servicios de instrucción y otros para los estudiantes con necesidades que han sido identificadas por el equipo del IEP como excepcionales. Los estudiantes son asignados a maestros generales de aula de educación para la mayoría del día escolar y reciben servicios del Especialista de Recurso como determinado por el equipo del IEP.

El Especialista de Recurso coordina los servicios para los niños, proporciona planificación de la instrucción, instrucción especial, servicios de consultoría, información de recursos y materiales en relación a personas con necesidades especiales, a los maestros, padres o guardianes. Estos servicios pueden estar dentro del aula de educación especial, en una clase de RSP, o a través de un Centro de Aprendizaje, y más o menos son proporcionados con la ayuda de un ayudante.

CLASES ESPECIALES DE DÍA (SDC)

Clases Especiales de Día les proporcionan servicios a estudiantes que tienen las necesidades más intensivas que pueden ser atendidas en los programas escolares de educación general, el Programa de Recursos Especiales y/o Instrucción y Servicios Designados. Los estudiantes son colocados en un SDC para la mayoría del día escolar y son agrupados con otros estudiantes que tienen necesidades educativas similares. Cada SDC incluye un maestro de educación especial y ayudante de instrucción. El maestro de SDC trabaja en cooperación con los maestros de educación general de clase, los Especialistas del Programa de Recurso, y con el equipo de IEP para aplicar y revisar el IEP para estudiantes con necesidades especiales.

ESCUELAS ESPECIALES ESTATALES

Las escuelas residenciales y los servicios son operados por el Estado de California para los sordos, ciegos y con daño neurológico. Las escuelas están disponibles para un diagnóstico completo y pueden ser considerado como colocación para ciertos individuos con necesidades extraordinarias. La colocación en este tipo de programa se pueden organizar bajo la recomendación del equipo de IEP y después de una determinación del equipo que los servicios especializados de diagnóstico o de la colocación de las escuelas residenciales se necesitan.

SERVICIOS ESCOLARES; NO SECTARIAS y PRIVADAS

Servicios por escuelas privadas o no-sectarias están disponibles para individuos con necesidades excepcionales, solo cuando el distrito escolar local determina que n programa educativo adecuado no está disponible a través de los sistemas de escuelas públicas en el Condado de El Dorado o de las regiones adyacentes.

SERVICIOS de CASA o HOSPITAL

Cuando las necesidades de salud de los niños requieren que los servicios se proporcionan en el hogar o el hospital, el equipo del IEP determinara los servicios.

SERVICIOS ESPECIALES de EDCOE

La Oficina de Educación del Condado de El Dorado (EDCOE) opera actualmente las clases siguientes de la educación en varias ubicaciones alrededor del condado:

CLASES INFANTILES

Las clases infantiles se encuentran en Camerado Springs Head Start en Shingle Springs, Schnell School (Bliss Center) en Placerville, Buckeye Elementary School en Shingle Springs, Jackson Elementary en El Dorado Hills, the Ken Lowry Child Development Center en la Oficina de Educación en Placerville, Rescue Elementary School en El Dorado Hills, Brooks Elementary School en El Dorado Hills. Estos programas ofrecen instrucción individualizada y en grupos pequeños en varios ajustes integrados, dependiendo de las necesidades de cada niño. Estos programas trabajan en una variedad de habilidades de la edad apropiada en aéreas como: socialización, el desarrollo del idioma, la autoestima, habilidades de auto-ayuda, ir al baño, coordinación motora, la exploración del movimiento y la integración sensorial, habilidades pre-académicas, habilidades para la vida, el arte, el teatro y actividades musicales.

MULTIPO DISCAPACIDADES

Este programa sirve a los estudiantes que tienen graves discapacidades múltiples, y puede ser medicamento frágiles. Este programa se encuentra en le Edificio Winnie Wakeley en Camino y sirve a estudiantes desde el preescolar hasta la graduación (edades 3-22). El programa se centra en actividades motrices y instrucción individuales.

SORDOS Y DUROS DE AUDENCIA

Este programa regional atiende a niños que son sordos o duros de oído. Este programa se centra en el desarrollo del lenguaje, lo comunicación, académicos, y desarrollo social y está situado en Ponderosa High School (grades 9-12).

DISCAPACIDAD GRAVE

Este programa sirve a estudiantes con impedimentos ortopédicos, retraso mental, trastornos emocionales, impedimentos visuales y/o discapacidades múltiples. Estos estudiantes son atendidos en los siguientes lugares, según la edad y grado: Winnie Wakeley (grados K-2), Gold Oak Elementary School (grados 3-5), Markham Middle School (grados 6-8), Rolling Hills Middle School (Grades 6-8), El Dorado High School (grados 9-12), Ponderosa High (grados 9-12), Union Mine High School (grados 9-12), y los programas de transición para estudiantes de 18-22 localizado en la Calle Tunnel y la Calle Pacific. Los componentes del programa incluyen la instrucción basada en la comunidad, la instrucción individualizada, evaluación educativa, desarrollo de la autoestima, habilidades sociales, la educación inclusive, la vida independiente/aptitudes profesionales, las habilidades funcionales de la vida, la motrices, la recreación y comunicación.

AUTISMO – Instrucción estructurado en Auditivo y Visual (SAVI)

Este programa incluye clases sumamente estructuradas basadas en la mejor investigación disponible relacionada a la instrucción de niños con autismo. La instrucción incluye el uso del formato discreto, Comunicación por Intercambio de Imágenes, y la instrucción visual basado en el programa de gran éxito TEACCH. Todos los componentes se encuentran en las clases de SH se integran en estas clases. Estos estudiantes son atendidos en los siguientes lugares, según la edad y grado: Child Development Center (Preescolar-K), Lakeview School (K-5 y 6-8), Rolling Hills Middle School (grades 6-8), Ponderosa High School (grados 9-12) and Rescue School (Preescolar-K).

INCLUSION

Este programa regional se encuentra en Buckeye Elementary School y sirve a los estudiantes con discapacidades del desarrollo (grados K-5). Los estudiantes se incluyen en la clase de educación general con los apoyos necesarios y los servicios prestados. Los estudiantes son recomendados para este programa a través del proceso del IEP. Programas de inclusión Preescolar se encuentran en Brooks, Jackson y Camerado.

DISCAPACIDADES ORTOPEDICOS/ GRAVE DISCAPACIDADES DE SALUD

Este programa regional, situado en Jackson Elementary School, sirve a los estudiantes con impedimentos ortopédicos o con grave discapacidades de salud (grados K-8). Servicios adicionales para impedimentos ortopédicos están disponibles en toda la provincial sobre una base de DIS.

TRASTORNOS EMOCIONALES

Este programa regional se encuentra en el distrito de Gold Trail y sirve a estudiantes con graves problemas emocionales. La aula de grados K-3 está localizada en la escuela de Sutter's. Las clases para los estudiantes de los grados 4-6 y 7-8 están localizadas en la escuela de Gold Trail. El programa es apoyado por El Departamento de Salud Mental en El Condado de El Dorado. El objetivo del programa es desarrollar habilidades sociales, conductas adecuadas, la estabilidad emocional y académico.

EJEMPLOS De INSTRUCCION y SERVICIOS DESIGNADOS (DIS)

EDCOE también sirve como el proveedor de servicios de DIS en el SELPA de El Dorado:

- **Servicios del discurso y el Idioma** incluyen evaluación, la terapia, la consulta con el personal, los padres y los estudiantes, la educación para empleados y los padres.
- **Terapia Ocupacional (OT)** se proporciona a los estudiantes calificados que ya son elegibles para servicios de educación especial. El propósito de los servicios de OT en las escuelas es aprobar las metas académicas del estudiante y los objetivos, según sea necesario, con el fin de asegurar “un beneficio educativo” de la educación especial. Las áreas de la habilidad de evaluación y/o tratamiento incluyen mecanismos postural/oculares, motor fino, el procesamiento sensorio, imagen de percepción, integración/conducta social, motor visual, coordinación de motor planeado/bilateral y auto cuidado.
- **Transportación** pueden ser incluido para estudiantes con necesidades específicas. .
- **Educación Física Adaptiva** incluye actividades de motricidad fina en el PE y la recreación.

- **Servicios par Visión Disminuida** incluyen consultas con los servicios de educación general, materiales complementarios, la orientación y movilidad (uso de cana) y equipo de adaptación, tales como letras grandes, la lupa, braille, y las computadoras.

Los catorce distritos escolares del Condado de El Dorado SELPA sirven a los estudiantes con diferentes condiciones de discapacidades en una variedad de configuraciones. Los estudiantes con discapacidades de aprendizaje son el mayor número de estudiantes atendidos en los recursos de distrito, clase especial de día y/o modelos de centros para aprendizaje.

TRANCISION

Transición explicada. La definición de la transición ha evolucionado en los últimos años. Un nivel nacional, se ha percibido como un periodo de tiempo que incluye la escuela secundaria, la graduación, la educación y opciones de pre-secundaria, servicios de adultos, a los años iniciales de empleo. Los individuos con el Acto de Educación de Discapacidades (IDEA, 2004), ofrece la siguiente definición:

El término “servicios de transición”, quiere decir que un conjunto coordinado de actividades para un estudiante con un discapacidad que-

(A) está diseñado para ser dentro de un proceso orientado hacia los resultados, que se centra en mejorar el logro académico y funcional del niño con una discapacidad para facilitar el movimiento del niño de la escuela a actividades pre-escolares, incluyendo la educación pre-secundaria, educación vocacional, empleo integrado (incluyendo empleo con apoyo), educación continua y para los adultos, servicios para adultos, vida independiente, o la participación de la comunidad (Sección 602, énfasis aregrado);

(B) se base en las necesidades individuales del niño, teniendo en cuenta las preferencias y intereses del estudiante, y

(C) incluye la instrucción, servicios relacionados, experiencias comunitarias, el desarrollo del empleo y otros objetivos para después de la escuela, y cuando apropiado, al adquisición de habilidades para la vida diaria y una evaluación vocacional funcional.

Planificación de Transición Individuo(ITP). El ITP es un plan articulado, entre agencias educativas diseñadas para facilitar la transición de un estudiante de la escuela al empleo y la vida adulta. El IEP/ITP se ocupa de los aspectos críticos de la transición del estudiante, incluyendo las metas de empleo, colocación residencial, custodia, transportación, vida independiente y apoyo de los ingresos. Los pasos esenciales para el desarrollo de planes de transición en el IEP son:

1. Identificar los objetivos y intereses del estudiante después que termine la escuela;
2. Describir los puntos fuertes, los niveles de académica, y desempeño funcional del estudiante;
3. Desarrollar objetivos mensurables pre-secundarios;
4. Describir los servicios de transición necesarios.

Lo ideal sería que un ITP se debe hacer en relación con un IEP y apoya el desarrollo de los objetivos apropiados para el estudiante.

Una publicación de 2007 que contiene información complete y una guía de recursos para la Transición a la Vida Adulta se puede encontrar en la siguiente dirección del internet:

http://calstat.org/publications/pdfs/transition_guide_07.pdf

PROCEDIMIENTOS DE DEFENSA (Derecho de los Padres)

Le ley requiere que los distritos escolares establecen procedimientos para proteger los derechos de los estudiantes de educación especial y sus padres o guardianes; estos procedimientos se llaman garantías procesales. Estas garantías procesales también se refieren a aquellos que sirven como padres sustitutos y estudiantes de dieciocho años de edad que reciben servicios de educación especial. Se describen en este manual como se refieren a los distintos temas tratados, sin embargo, estos derechos se sumen a continuación:

- ◆ el derecho de los padres a dar o negar su consentimiento antes de que su hijo se evaluó inicialmente o colocado en un programa de educación especial por primera vez;
- ◆ el derecho de los padres a inspeccionar y revisar todos los registros de sus hijos;
- ◆ el derecho de los padres a obtener una evaluación educativa independiente (IEE) de su hijo (por política de SELPA);
- ◆ el derecho a aviso por escrito de los asuntos relativos a la identificación, evaluación o colocación educativa de su hijo, o la provisión de FAPE a su hijo;
- ◆ el derecho de solicitar una audiencia de proceso debido sobre estas cosas, que debe ser llevada a cabo por un oficial de audiencia imparcial;
- ◆ el derecho a apelar la decisión de la audiencia inicial a la Agencia Estatal de la Educación (SEA), si la evaluación no fue conducida por SEA;;
- ◆ el derecho del niño a permanecer en su colocación educativa principal, a menos que el padre y la agencia quedan de acuerdo de otra cosa, mientras que los procedimientos administrativos o judiciales estén pendientes (esta disposición se ha llegado a ser conocido como la provisión “estancia-puesto”);
- ◆ el derecho a iniciar una acción civil en un caso tribunal estatal o federal para apelar un decisión de la audiencia final;
- ◆ el derecho del los padres para solicitar honorarios razonables de abogados de un tribunal de recursos que se interpongan en IDEA (bajo ciertas circunstancias);
- ◆ ****Por favor, consulte con el “Aviso de Garantías Procesales y Derechos de los Padres” para el Condado de El Dorado al final de este manual.**

Muchas de estas garantías de procedimiento no se han modificado. Algunas si se han cambiado, y algunas son nuevas, tal como se describe a continuación:

- ◆ Ahora los padres deben notificar a la agencia pública que tienen la intención de retirar a su hijo de la escuela y colocar al niño en una escuela privada a expensas públicas. (Aviso tiene que ser por lo menos 10 días)
- ◆ Ahora los padres deben notificar a la SEA o LEA, según sea el caso, cuando la intención de presentar un queja de debido proceso.
- ◆ Los estados deben ahora tener un proceso de mediación voluntaria o sesión de resolución en su lugar, como medio de resolver controversias entre las autoridades educativas locales y los padres de los niños con discapacidades.

- ◆ Los requisitos específicos se han agregado a la ley con respeto a la disciplina de los niños con discapacidades. Bajo ciertas circunstancias, como el niño trae un arma a la escuela o una función escolar, el niño puede ser removido de su colocación educativa actual y se coloca en un ambiente educativo alternativo provisional o suspendido o expulsado de la escuela.
- ◆ Honorarios de los abogados pueden, bajo ciertas circunstancias, ser reducido o negado.

Revocación de Consentimiento para los Padres del Estudiante para recibir Educación Especial y Otros Servicios Relacionados

Los cambios en las regulaciones federales para los Individuos con Discapacidades le da a los padres (o el estudiante adulto) el derecho de revocar su consentimiento para que el estudiante reciba educación especial y servicios relacionados. Usted puede revocar su consentimiento sin ningún tipo de recurso del distrito. Usted debe presentar esta declaración de revocación por escrito y no es necesario dar una razón. El distrito puede preguntar por la razón pero, no están obligados a responder. La revocación no puede ser efectiva retroactivamente.

Tras la recepción de su solicitud por escrito revocando el consentimiento para la educación especial y servicios relacionados, el distrito tiene la obligación de darle aviso previo por escrito reconociendo su revocación de la educación especial y servicios relacionados y deben incluir la fecha en que todos los servicios cesaran. Esta fecha debe estar dentro de un plazo razonable y el distrito no puede dejar de posponer los servicios. El distrito no podrá exigir a los padres a asistir a una junta para discutir la revocación. El distrito no puede presentar un proceso debido para retrasar su solicitud. Bajo las regulaciones, el distrito no será considerado en la infracción de FAPE por esta revocación. Sobre el paro de servicios, su niño será considerado un estudiante de educación general para todos los efectos, incluyendo la disciplina, la graduación y los requisitos de estado de pruebas, las garantías procesales (con la excepción de el requisito de “Encontrar a un Niño” en la ley IDEA) ya no estará disponible para su hijo. Las adaptaciones y modificaciones que ser proporcionó a su hijo bajo el proceso de IEP también serán discontinuadas. El distrito no es requerido a enmendar los registros de su niño para quitar ninguna referencia a la educación especial y servicios relacionados. Si su niño asistió una escuela que no sea la escuela a través del proceso del IEP, puede haber consecuencias para lo inscripción de su hijo.

Puede optar por no restablecer el consentimiento para que su hijo reciba educación especial y servicios relacionados. Sin embargo, usted o el distrito, puede volver a enviar a su hijo para educación especial en cualquier momento. En este caso, la referencia será tratada como una evaluación inicial, incluyendo requisitos de calendario y evaluación.

EL PROCESO DEBIDO Y DERECHOS DE PADRES

El Proceso Debido es un derecho garantizado por la Constitución de los Estados Unidos y las leyes federales y estatales. En respeto a la educación especial, “proceso debido” asegura que las agencias de las escuelas y los padres tienen el derecho de solicitar una audiencia para resolver los desacuerdos en relación con la adecuación de los programas de educación especial y los servicios ofrecidos o que se proporciona a un niño en particular.

Una audiencia de debido proceso garantiza que los procedimientos específicos y los plazos se siguen cada vez que hay una propuesta de cambio significativo en el programa educativo de un niño y el cambio está en cuestión. Cuestiones que pueden ser incluidos para su consideración bajo el concepto de debido proceso se limita a:

- La identificación de su niño para la educación especial;
- La evaluación de su niño;
- La colocación de educación para su niño;
- La provisión de una educación pública gratuita y apropiada (FAPE) para su niño.

El la intención de la Legislatura que las partes en disputas de educación especial se anima a buscar una solución a través de la mediación **antes** de presentar un solicitud para una audiencia de debido proceso. Es también la intención de la Legislatura que estas “conferencias voluntarias de mediación de petición de previa” se lleve a cabo en un proceso informal en un atmosfera sin conflicto para resolver asuntos que se relacionen a la identificación, la evaluación, o colocación educativa del niño, a satisfacción de ambas partes. Por lo tanto, los abogados o otros contratistas independientes utilizados para prestar servicios de defensa legal, no podrá asistir, o participar en ninguna de las alternativas audición, o en el “conferencias de mediación de petición de previa”. Tomar parte en una conferencia de mediación no es sin embargo un requisito previo para solicitar una audición para el proceso debido. Voluntad de hacerlo se puede indicar a la Oficina de Audiencias de Educación Especial en la Oficina de Audiencias Administrativas, solicitando una conferencia para “Solo la Mediación”.

Los procedimientos de debido proceso incluyen una sesión de resolución, en una conferencia de mediación y una audiencia administrativa en el nivel de estado. Los padres son asegurados de los derechos específicos con respecto a los procedimientos de debido proceso, incluyendo el derecho a suspender la conferencia de mediación. Cualquiera de los padres o el distrito escolar puede presentar una solicitud por escrito para una audiencia de proceso debido a:

Oficina de Mediación Administrativa
Atención: División de Educación Especial
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231
Phone: (916) 263-0880; Fax: (916) 376-6319

La siguiente información debe ser proporcionada por usted o su representante como parte de su solicitud:

1. Nombre del niño;
2. Dirección de la residencia del niño;
3. Nombre de la escuela que asiste el niño; y
4. Una descripción de la naturaleza del problema, incluyendo hechos relacionados con el problema(s) y una propuesta de resolución del problema(s).

La ley estatal requiere que cualquier parte que solicite una audiencia de proceso legal debe proporcionar una copia de la solicitud por escrito a la otra parte. (20 USC 1415[h]; EC 56505[d] y [j]).

Oportunidad para el Distrito para Resolver la Demanda

OAH (Oficina de Administración) entonces programara una fecha para la audiencia, dentro de los treinta (30) días siguientes a la fecha de la solicitud de audiencia de debido proceso se archiva. Una conferencia de mediación, sin embargo, se ánima, y las partes en la conferencia de mediación previa a la audiencia debe estar de acuerdo para extender el tiempo para completar la audiencia. Esto es diferente de la “solicitud previa a la audiencia voluntaria conferencia de mediación”, aunque también se le llama “mediación”. En esta situación, los abogados o otros defensores se les permite asistir o participar. La audiencia de debido proceso debe ser completado dentro de los cuarenta y cinco (45) días, o por una buena causa, la OAH podrán ampliar los cuarenta y cinco (45) días, pero solo si la parte que solicito la audiencia está de acuerdo con ampliación.

Incluido en los derechos de los padres en relación con la audiencia de debido proceso son:

- *El derecho a examinar y recibir copias de cualquier documento que figura en expediente de su hijo*
- *El derecho a estar acompañados en la audiencia por un representante(s) de su elección*
- *El derecho a dar o negar el permiso para la colocación del niño*
- *El derecho a ser asesorado y representando por un abogado y/o por personas con conocimientos o capacitación especial relacionado con los problemas de los niños discapacitados*

Los honorarios del abogado pueden ser objeto reembolso bajo ciertas circunstancias, de conformidad con la “Protección de los Niños Discapacitados de la ley de 1986”-P.L. 99-372.

Si cualquiera de las partes no está de acuerdo con la decisión del consejero auditor, pueden apelar a un tribunal de jurisdicción competente.

Para obtener información mas detallada, consulte a su oficina del distrito escolar o la oficina Local de Educación Especial (SELP), 530/295-2236.

ALTERNATIVAS AL DEBIDO PROCESO

A veces, los padres pueden tener un desacuerdo entre los planes de su distrito escolar y los deseos de los padres. El Condado de El Dorado SELPA cree firmemente en al comunicación positiva y eficaz que está centrado en el estudiante. En situaciones donde los padres están preocupados por las posibles desacuerdos, tienen varias opciones de solución de controversias para el uso de apoyo, si una solución no puede ser alcanzado con la comunicación con el distrito:

1. *Llame el representante de los padres del distrito del CAC. Puede obtener el nombre y número de teléfono del maestro de su hijo de la educación especial o la oficina de SELPA a (530) 295-2236.*
2. *Llame a su Especialista de Programa de Especial– (530) 295-2463. El Especialista del Condado de El Dorado puede proporcionar información sobre las leyes de procedimiento y las opciones de métodos alternativos para lo solución de problemas en la escuela del niño y/o distrito.*
3. *Pida una junta facilitado del IEP. Un IEP facilitado es uno una agenda clara y un enfoque especial que identifica el área(s) de interés. Esto se va facilitado por una persona entrenada, neutral, por lo general fuera del distrito, específicamente para abordar el área (s) de interés. .*

4. *Pida una junta del grupo de Resolución Alternativa de Disputas (ADR) (Grupo de Soluciones).* Un Panel de Soluciones está compuesta por dos personas capacitadas, por lo menos uno de los cuales es uno de los padres, y todos ellos que son fuera del distrito. Ofrecen la oportunidad de apoyar una mejor comunicación entre los padres por oír las preocupaciones, que están “en disputa”. Ambas partes participan en la elaboración de una solución mutuamente satisfactoria.

RECLAMO

Llame a los Procedimientos de Protección y Servicio de Referencia, 800/926-0648, si usted tiene una queja. El procedimiento de queja se utiliza para alegar un asunto que, si verdadero, constituiría una violación de las leyes federales o estatales o regulación de educación especial y servicios relacionados, incluyendo alegaciones de discriminación ilegal. Un padre puede alegar una infracción por el distrito de la ley federal o estatal o regulación con una queja por escrito con el superviso del distrito. Si alivio no es encontrado, una queja puede ser archivada con el Supervisor de Instrucción Pública llamando al Departamento de Quejas del Departamento de Educación a el numero que está referido arriba.

CONFIDENCIALIDAD DE LA INFORMACION

Cada agencia de educación local tiene la obligación de proteger la confidencialidad de la información de identificación personal que se junta en los niños de educación especial. “Información de identificación personal” incluye el nombre del niño, los padres del niño o otros miembros de la familia; la dirección del niño o el número de estudiante; o una lista de características personales o otra información que harían posible identificar al niño con certeza razonable.

Acceso al los registros

Como padre(s) o guardián (es), usted tiene el derecho de inspeccionar y revisar cualquier expediente de educación relacionados con su hijo. Un niño que tiene dieciocho (18) años de edad o mas tiene el mismo derecho de revisar los registros. Con su permiso, su representante también puede mirar los registros.

Si desea ver los registros de su hijo de su hijo, tiene que pedir una solicitud verbal o escrita la agencia educativa. El acceso a los registros se debe conceder entre cinco días de su petición. La agencia puede cobrar un pequeño honorario si pide una copie de los registros. Si usted es incapaz de pagar el honorario, puede ser renunciado. Usted también puede hacer peticiones razonables para explicaciones o interpretaciones de los registros.

Enmienda (Corrección) de Registros

Si usted cree que la información contenida dentro registro académico es inexacta o engañosa o que viola la privacidad o otros derechos de su hijo, usted podrá solicitar a la agencia de educación para modificar la información en el registro académico del estudiante.

Todas esas solicitudes se refieren al Superintendente, quien tendrá una junta con el padre y el empleado que escribió el material o designara a un representante para que lo haga. Tras la junta, el Superintendente o designado puede dirigir que todo, parte, o nada del material sea cambiado.

Si el padre no está satisfecho con esta decisión, puede, dentro de treinta (30) días, apelar la decisión por escrito a la Junta Directiva del Distrito.

La Junta Directiva, dentro de los treinta (30) días, tiene la obligación de reunirse en sesión privada con el padre, el empleado que escribió el material, y el Superintendente para revisar las acciones tomadas.

La Junta Directiva, puede apoyar las acciones del Superintendente o modificar por complete o parcialmente, y puede dar la orden que el Superintendente tome medidas correctivas.

Las acciones de la Junta Directiva son finales y todos los registros de los actos son mantenidos en una manera confidencial.

Si la decisión es desfavorable a los padres, los padres pueden presentar una declaración escrita de sus objeciones. Tal declaración se convierte en parte del registro del estudiante.

Destrucción de Registros

Registros permanentes no se destruyen sino se mantienen en los archivos de forma permanente para todos los estudiantes. La información personalmente identificando al estudiante pueden ser retenidos permanentemente a menos que los padres soliciten que sean destruidos.

MANTANIMIENTO DE REGISTROS (información para los padres)

Como padre de niño con necesidades especiales, se reunirán una gran cantidad de información sobre su niño de diversos profesionales y agencias de servicios. Cada vez que buscan servicios para su hijo, se le puede pedir que proporcione información sobre su hijo. Mantenimiento de registros no es obligatorio para los padres de niños con discapacidades, pero un buen registro resultan útiles en contactos diarios. El SELPA proporciona una carpeta a todos los padres de niños con discapacidades en el Condado de El Dorado. Ese, o cualquier carpeta de su elección, puede ser utilizado para organizar cualquier papeleo para su niño.

Puede ayudar tener información en las categorías siguientes:

- Historia Familiar: Puede incluir la fecha de nacimiento del niño, lugar de nacimiento, nombre de los padres, dirección, número de teléfono y historia familiar.
- Historia del Desarrollo del Niño: Puede incluir la salud de la madre durante el embarazo y cualquier circunstancia anómala en el nacimiento de su hijo. También puede incluir importantes detalles y a qué edad pasaron.
- Historia Médica y Reportes: Puede incluir información sobre el niño y la historia familiar de salud, la naturaleza de las enfermedades graves y operaciones, registro de vacunación del niño, y los medicamentos que toman.
- Historia Académica: Pueden incluir los nombres y las fechas de las escuelas que asistieron, las copias de los IEP's, resultados de pruebas o informes de progreso.

- Servicios recibidos por otras agencias: Puede incluir copias de los registros de cualquier otra agencia con la que han tenido contacto.
- Correspondencia: Guarde copias de toda la correspondencia escrita por usted y recibida por usted.

A QUIEN PUEDO LLAMAR PARA INFORMACION?

Comité Consultivo de la Comunidad (CAC)

Los padres representan la mayoría de los miembros del Comité, y de estos miembros, la mayoría debe ser padres de niños que recibe servicios de educación especial. Los miembros del PTA, maestros de educación especial, maestros de educación general y otro personal escolar, los estudiantes con discapacidades, y/o representantes de las correspondientes entidades públicas y privadas también podrán estar representadas.

El Comité Asesor Comunitario de Educación Especial es asesor del Plan Local de Educación Especial (SELPA). Las principales responsabilidades y actividades del CAC, incluyen, pero no limitadas a:

- *Aconsejando a el SELPA y el Supervisor de la Agencia Local responsable con respecto al desarrollo y la revisión de programas y servicios.*
- *Informando y aconsejando a los empleados del SELPA con respecto a condiciones de comunidad, las aspiraciones, y objetivos para individuos con necesidades especiales.*
- *Haciendo recomendaciones y sugerencias para las dirigidas anuales que tienen prioridades.*
- *Participando en la educación de padre y alistar a los padres, los voluntarios, a las agencias que pueden contribuir a la implementación del Plan Local.*
- *Favoreciendo el conocimiento de la comunidad y la participación en el desarrollo y la revisión del Plan Local.*
- *Apoyando actividades a favor de individuos con discapacidades.*
- *Facilitando comunicación entre escuelas, los padres y la comunidad.*

Participación en juntas mensuales ayuda a mantener a los miembros bien informados acerca de los programas y legislación, y facilita una comunicación mas estrecha y una mejor comprensión de las metas comunes de los administradores escolares, profesores, padres y la comunidad.

Su distrito escolar Administrador del Programa de Educación Especial o el Plan Local de Educación Especial (SELPA) oficina será capaz de darle información sobre las juntas del Comité Consultivo de la Comunidad. También puede encontrar información por la página web: www.edcoe.org/departments/selpa/cac.html

Todas las juntas están abiertas a cualquier persona interesada. Cuidado del niños está disponible durante la junta, pero se debe solicitar con antelación el espacio es limitado. Por favor llame al (530) 295-2232 para solicitar cuidado de niños. Favorecemos su participación.

FECHAS Y LOCALIDADES DE JUNTAS

Horario regular de juntas y lugares serán establecidos por el CAC, con todas las sesiones abiertas al público. CAC se juntaran con frecuencia como necesario, por no menos de treces veces entre septiembre y junio. Las reuniones especiales del CAC o subcomisiones pueden ser planificadas por el presidente cuando necesario. Una nota y el orden del día de todas las juntas regulares serán enviados a la asociación antes de la reunión.

VOTACION

- Habrá quórum cuando la mayoría de los distritos escolares que han nombrado los miembros tienen los representantes presentes.
- Una mayoría simple de quórum es necesario para el ejercicio de la actividad habitual.

IMPLEMENTACIONES DE RESPONSABILIDADES DEL CAC

- Miembros del CAC tienen la responsabilidad de ayudar en el desarrollo y implementación del Plan Local y el establecimiento de prioridades para los programas especiales de educación de las operaciones por:
 - a. Participando activamente y dando opiniones en las juntas de CAC.
 - b. Mantener el contacto con el personal de educación especial y los programas de educación especial de la LEA para comprender mejor las necesidades locales.
 - c. Informar periódicamente las actividades de la CAC a LEA Directivos
 - d. Servir en comités permanentes y especiales de la CAC.
- Miembros del Comité Consultivo de la Comunidad ayudan con la educación de los padres por:
 - a. La organización y participación en grupos de apoyo para los padres.
 - b. Desarrollo y distribución de materiales informativos de interés para los padres, por ejemplo, e.g. Manual de Padres para Educación Especial del SELPA.
 - c. Organizar, asistir y participar en las conferencias y clases del CAC local, regional y estatales.
 - d. Acentuar la importancia de la asistencia a la escuela regular en actividades públicas de relación apoyadas por el CAC.

- Miembros del Comité Consultivo de la Comunidad promueven actividades de participación de la comunidad por:
- - a. Organización y participación en eventos comunitarios tales como el Expo para Niños.
 - b. Contribuir y participar en los esfuerzos de relaciones publicas- comunicados de prensa, fotografías, etc.

Representantes de CAC

Para información de Educación Especial, llame al Presidente Comité Comunitario del Condado de El Dorado Lisa Tomasello at (530) 672-0137, o comuníquese con el Director Especial de su distrito al número que aparece a continuación:

El Dorado County Charter SELPA 2010-2011 (1/28/11)

Charter LEA	Special Education Contact	Telephone Number
Alta Vista Public Charter	Dr. Pat Hill, Director Special Education	(661) 456-0598
Altus Institute		
Audeo Charter	Stephanie Chappell	(858) 678-4807
Mirus Secondary	Lynne Alipio	(858) 678-2048
The Charter School of San Diego	Ginlese Quann, Program Administrator	(858)678-2031
Alliance College Ready Public School	Jovan Jacobs, Director Special Education	(213) 943-4930 x1019
Dr. Olga Mohan High		
College-Ready Academy High School #11		
College-Ready Academy High School #5		
College-Ready Academy High School #7		
College-Ready Middle Academy #7		
Christine O'Donovan Middle Academy		
College-Ready Middle Academy #4		
College-Ready Middle Academy #5		
Gertz-Ressler High School		
Health Services High School		
Heritage College-Ready Academy High School		
Huntington Park College-Ready Academy High School		
Jack H. Skirball Middle School		
Marc and Eva Stern Math and Science (SMASS)		
Media Arts and Entertainment HS		
Richard Merkin Middle School		
William and Carol Ouchi High School		
ASPIRE Public Schools	Sue Shalvey, SpEd Director	(510) 434-5034
SBC-ASPIRE Alexander Twilight Secondary Academy		
SBC-ASPIRE Alexander Twilight College Preparatory Academy		
ASPIRE Antonio Maria Lugo Academy		
ASPIRE Benjamin Holt College Prep Academy		

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

SBE-California College, Career & Technical Education Center	Paul Preston	(530) 632-9786
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California Virtual Academies CAVA @ San Joaquin CAVA @ San Mateo	Maria Carr, Special Education Coordinator	(559) 684-1345
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Community Learning Center Schools, Inc.

Alameda Community Learning Center	Carrie Blanche, SpEd Director	(510) 521-7542 x109
Nea Community Learning Center	Nancy Welt, SpEd Director	(510) 748-4008 x123

SBE-Dixon Montessori Charter	Carolyn Pfister, Director	(707) 451-3881
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Ingenium Schools

SBE-Barack Obama Charter School	Chaleese Norman, Asst Principal	(424) 203-0890
SBE-Ingenium Charter	Sharon Soeller	(818) 746-3522

SBE-Edison Charter Academy	Shawn Whitney, Coordinator	(510) 205-9461
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Eleanor Roosevelt Community Learning Center	Frank Murphy, Director	(559) 592-9160
Envision Schools Envision Academy for Arts & Technology Envision City Arts & Technology High School Envision Metropolitan Arts & Technology High School Envision Impact Academy of Arts & Technology	Sabrina Yacoub, Director Special Education	(510) 451-2415
FAME Charter	Julie Mattoon	(510) 687-9111
Fortune Public Schools Hardy Brown College Prep	Special Education	(916) 924-8633
Leadership Public Schools LPS College Park (Oakland) LPS Hayward LPS Richmond LPS San Jose	Joe Pacheco, Director of Student Services and Special Education	(408) 937-2723
SBE-Lifeline Education Charter School	Paula DeGroat, Director	(310) 605-2510
SBE- Doris Topsy-Elvord Academy	Charisse Oyolokor, Principal	(562) 630-6096
Oakland School for the Arts	Sarah Notch	(510) 873-8800
one.Charter	Vince Hernandez, Psychologist	(209) 468-9270
Pacific Technology Schools (Magnolia Foundation)		
SBC-Pacific Technology School <small>Orangevale</small>	Dr. Mahmut Altun, Director	(916) 293-8611
SBC-Pacific Technology School <small>Santa Ana</small>	Steven Keskinturk, Director	(714) 557-7002
SBE-River Montessori Elementary Charter	Kelly Mannion, Executive Director	(707) 364-8254
Rocketship Public Schools Rocketship Mateo Sheedy Rocketship Si Se Puede Rocketship Los Suenos	Nan Graham, SpEd Coordinator	(650) 703-3556
Rocklin Academies Rocklin Academy Meyers	Mary Decker, Principal	(916) 632-6580

Rocklin Academy Turnstone	Robin Stout, Principal	(916) 632-6580
SBE-Western Sierra Collegiate Academy	Steve Carney, Principal	(916) 778-4544

San Diego Charter Schools Special Education Consortium	Cindy Atlas, Executive Director Special Education	(619) 564-0209
Albert Einstein Academy Charter Elementary School		
Albert Einstein Academy Charter Middle School		
Arroyo Paseo Charter High School		
Darnall Charter School		
Gompers Preparatory Academy		
King Chavez Preparatory Academy		
King Chavez Community High School		
King Chavez Academy of Excellence		
King Chavez Primary Academy		
King Chavez Athletics Academy		
King Chavez Arts Academy		
KIPP Adelante		
Magnolia Science Academy San Diego		
O'Farrell Community School		
The Learning Choice Academy		
The Preuss School UCSD		

SBE-San Francisco Flex Academy	Aswad Harris, Principal	(415) 762-8800
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San Joaquin Building Futures	Vince Hernandez, Psychologist	(209) 468-9270
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St Hope Public Schools PS7	Mary Schug, Director Special Education	(530) 906-2265
Sacramento Charter High School		

Stockton Collegiate International	Katherine Luu, Administrator Special Education	(209) 210-7843
Stockton Collegiate International Elementary		
Stockton Collegiate International Secondary		

Tri Valley Learning Corporation		
SBE-Livermore Valley Charter School	Tara Aderman, Principal	(925) 443-1690
SBE-Livermore Valley Charter Preparatory High	Stephanie Pavlenko	(925) 456-9000

Si necesita ayuda adicional a la que recibe en su distrito local u oficina del condado o si desea información general sobre programas y servicios de educación especial, comuníquese con la oficina del plan de área local de Educación Especial del consorcio del condado El Dorado Charter, marcando el número (530) 295-2236 o (800) 524-8100 ext 2236 o visite el portal de SELPA en <http://www.edcocharterselpa.org>

PERSONAL DE CONDADO DE EL DORADO SELPA

Emi Johnson, Directora	ejohnson@edcoe.org	530 295-2228
Tammy Watson, Asistente Directora	twatson@edcoe.org	530-295-2453
Dubravka Tomazin, Especialista de Programa	dtomazin@edcoe.org	530 295-2463
Tamara Clay, Especialista de Programa	tclay@edcoe.org	530-295-2464
Faye Eastman, Especialista de Programa	feastman@edcoe.org	530-295-2289
Kathleen Hall, Asistente del Programa	khall@edcoe.org	530 295-2236
Angela Chance, Secretaria	achance@edcoe.org	530 295-2232
Deanna Santana, Secretaria	dsantana@edcoe.org	530 295-2478
Pamela Garcia, Secretaria	pgarcia@edcoe.org	530-295-2461
Patti Mercer	pmercer@edcoe.org	530-295-2463

RECURSOS PARA LOS PADRES/GUARDIANES

Aquí esta una lista de los recursos favoritas de CAC. Para obtener más recursos, llame a la oficina de SELPA al (530) 295-2463, o al representante del CAC para su distrito.

PUBLICACIONES

- *Los Derechos y Responsabilidades de la Educación Especial*, por la Alianza de la comunidad para la Protección y Defensa de la Educación Especial (800) 776-5746
- *Revista ADDitude*, (800) 856-2032
- *El Borde Especial*, Oficina de Educacion del Condado de Napa, California para Servicios de Asistencia Tecnica (CalStat), 5789 State Farm Drive, Suite 230, Rohnert Park, CA 94928-3609 or <http://calstat.org/infoPublications.html>
- *Servicios y Recursos, Departamento de Educación para California (CDE)* :
<http://www.cde.ca.gov/sp/se/sr/index.asp>
- *Organizaciones para los Padres de California, (CDE)*:
<http://www.cde.ca.gov/sp/se/qa/caprntorg.asp>
- *Participación de la Familia Y Asociaciones (CDE)*:
<http://www.cde.ca.gov/sp/se/fp/>
- *greatschools (conocido como Schwab Learning)*
<http://www.schwablearning.org/>

CONTACTOS

- SELPA del Condado de El Dorado (530) 295-2463
www.edcoe.org/departments/selpa/cac
- Servicios Legales del Norte de California (916) 551-2150
- Centro de Alta California (530) 626-1353
- Area Board III (916) 324-7426
- Proteccion & Advocacy, Inc. (800) 776-5746
- Centro de Warmline (800) 660-7995
<http://www.warmlinefrc.org/index.html>

DEFINICIONES

Ambiente Menos Restringido (LRE): Un concepto expresado por los tribunales en la década de 1970, obligando de que cada persona con discapacidades debe ser educado o se sirve en la mayoría de la "normal" atmosfera. Esto llevo al concepto y la práctica de la integración.

Área Local del Plan de Educación Especial (SELPA): El área de servicio cubierta por el plan local desarrollada bajo la subdivisión (a) (b) o (c) de la Sección 56170 del Código de Educación. Puede estar compuesto por uno o más distritos escolares o en las oficinas del condado, que pueden optar a unirse en la planificación y prestación de servicios de educación especial para niños dentro de sus fronteras.

Asesor: Cualquier persona que apoya la causa de una persona con discapacidades, especialmente en los procedimientos judiciales o administrativos o foros públicos.

Autismo: Un término que se aplica a los niños que presenten las características del autismo, un trastorno grave, caracterizado por la incapacidad de comunicarse a través del discurso significativo y la incapacidad para desarrollar relaciones con otras personas debido a la retirada.

Centro/Programa Regional de Ocupación (ROC/P): El concepto de ROC/Ps origino con la medida del Senado 1379 y fue promulgada como ley por la Legislatura de California en 1963. Estos centros y programas se formaron para proporcionar instrucción profesional y ocupacional relacionada con el logro de habilidades para que sean preparados para el empleo.

Clase de Día Especial (SDC): Una clase autónoma en la que solo los estudiantes que requieren instrucción de educación especial para más de %50 están matriculados.

Comité Consultivo de la Comunidad para Educación Especial(CAC): Un comité de padres y tutores, incluyendo a los padres y tutores de las personas con necesidades especiales, y los representantes de las escuelas y agencias de la comunidad creada para asesorar a la SELPA sobre el desarrollo y revisión de los programas en el plan integral de agencias locales.

Coordinación de Casos: Un servicio que ayuda a los estudiantes/clientes para obtener y coordinar los recursos de la comunidad, tales como ayudas a la renta, educación, vivienda, atención medica, tratamiento, preparación profesional y la recreación.

Debido Proceso: Conjunto de pasos y procedimientos legales llevadas a cabo de acuerdo con las normas y principios, diseñado para proteger los derechos constitucionales y legales de una persona.

Déficit de Atención de Hiperactividad (ADHD): Categoría de diagnóstico de la Asociación Americana de Psiquiatría para una condición en la que un niño presenta desarrollo a la falta de atención inapropiada, impulsividad, y hiperactividad.

Definiciones (cont)

Departamento de Rehabilitación: Departamento de Rehabilitación es un organismo estatal compran servicios a través de los Programas de Readaptación Profesional y Rehabilitación, que se refieren a aspectos relacionados con el trabajo de desarrollo de una persona.

Departamento de Rehabilitación: Una agencia estatal que compra los servicios, a través de los programas de Rehabilitación y Habilidadación, que se refieren a aspectos relacionados con el trabajo de una persona.

Discapacidad de Aprendizaje (SLD): Una discapacidad que consiste en una discrepancia severa entre la habilidad intelectual y el rendimiento académico debido a un desorden en uno o más de los procesos psicológicos básicos y no es principalmente el resultado de discapacidades visuales, auditiva o de motor, discapacidad intelectual, o de desventajas ambientales, culturales o de económicos.

Discapacidad: Técnicamente, se refiere a la reducción de la función o la pérdida de una parte del cuerpo o un órgano particular. En práctica, la discapacidad es utilizada para describir un deterioro mental o físico que limita nuestra capacidad de funcionar.

Discapacidad Intelectual: La ley federal define el retraso mental como "...de manera significativa bajo de funcionamiento intelectual general, que existe concurrentemente con déficits en la conducta adaptiva y manifestado durante el periodo de desarrollo que afecta adversamente el desempeño educativo de un niño".

Dislexia: Un deterioro en la capacidad de lectura o la capacidad parcial de leer; de vez en cuando asociados con la disfunción cerebral o disfunción cerebral mínima. Una persona con esta condición no entiende claramente lo que él/ella lee. Un término mas genérico de los problemas de aprendizaje como la dislexia es la discapacidad de aprendizaje.

Educación Especial: El arreglo de planificación individual y un seguimiento sistemático de los factores físicos, equipos y materiales especiales, procedimientos de enseñanza, y otros intervenciones destinadas a ayudar a los estudiantes con necesidades especiales lograr el máximo posible la autonomía personal y el éxito en la escuela y la comunidad.

Educación Física Adaptada: Un programa individual de actividades de desarrollo, juegos, deportes, y los ritmos adecuados a los intereses, capacidades y limitaciones de los estudiantes con discapacidades que no pueden de forma segura participar sin restricciones en las actividades vigorosas del programa de educación física general.

Educación Pública Gratuita y Apropriada (FAPE): Una educación pública gratuita y apropiada es proporcionado por la escuela pública primaria o secundaria, que incluye la educación general o especial y las ayudas y servicios que son: 1) diseñado para satisfacer las necesidades educativas individuales de las personas con una discapacidad tan adecue menté como las necesidades de una persona sin discapacidades 2) se baso sobre la adherencia a la evaluación, la colocación y requisitos procesales de medida de protección.

El Desorden de la Conducta: Una discapacidad caracterizada por un comportamiento que difiere notablemente y crónica de las actuales normas sociales o culturales y afecta adversamente el desempeño educativo.

- El programa intensivo de educación y servicios relacionados que se proporcionarán al niño.

Definiciones *(cont)*

Enfermedad Mental: Una condición que resulta en el pensamiento, sentimiento y comportamiento desviado a un grado que causa dificultades para adaptarse a la vida.

Equipo de Estudio para Estudiante (SST): Un proceso de educación general diseñado para hacer modificaciones previas en el seno del programa general de educación de un estudiante que no está teniendo éxito en las (a veces referido como “Equipo de Éxito Estudiantil)

Especialista de Programas de Recurso (RSP): Los estudiantes colocados en este programa pueden ser “retirado” de la clase general para asistencia especial durante periodos del día o semana y son impartidos por especialistas acreditados de educación especial de recursos o Asistentes de Instrucción, o pueden recibir asistencia en el aula de educación general.

Especialista del Programa: Un Especialista del Programa es un especialista que posee una credencial válida de educación especial, las credenciales de servicios de salud, o una autorización de psicóloga escolar, y que tiene la formación avanzada y experiencia relacionada en la educación de las personas con necesidades especiales y un conocimiento especializado, en el fondo de los servicios de educación especial.

Habilitación: El proceso mediante el cual los individuos son asistidos en la adquisición y el mantenimiento de las habilidades que permiten que ellos se enfrenten más efectivamente con sus necesidades y circunstancias personales de sus ambientes, y para esforzarse por alcanzar su potencial físico, mental y social.

Impedimento Ortopédico: Cualquier discapacidad causada por trastornos del sistema musculoesquelético.

Inclusión: La plena inclusión se refiere a la inclusión de un estudiante con necesidades especiales en una clase apropiada para su edad de educación general en la escuela del barrio de los estudiantes. El estudiante se mueve con sus compañeros a los grados siguientes. Todos los servicios relacionados se proporcionan en el aula de educación general a través de un enfoque de colaboración, excepto donde la privacidad es un problema. Plan de estudios puede ser currículo de distrito central como para los otros estudiantes o plan de estudios básico modificado para proporcionar asistencia física, contenido adaptado y/o el material, plan de varios niveles, el plan que superpone (misma actividad, mismos objetivos) o plan suplente.

Incorporación: Un término que se refiere al periodo predefinido de tiempo durante el cual un estudiante de educación especial participa en actividades de educación general, que sean académicas o no (por ejemplo, matemáticas, lectura, receso de almuerzo, y el arte).

Instrucción cuando están Trabajando: Un método de enseñar a los estudiantes con una discapacidad habilidades de trabajo específicos mediante la asignación de los puestos de trabajo de parte de un día o algunas veces un día completo.

Instrucción y Servicios Designados (DIS): (También conocido como los servicios relacionados) Instrucción especializada y/o servicios de apoyo identificadas a través de una evaluación por escrito y en un IEP como sea necesario para que un niño beneficiar de la educación especial (por ejemplo, terapia de discurso/idioma, servicios de visión bajos, especialista vocacional, etc.)

Definiciones (cont)

Integración: La integración se refiere a la inclusión y la interacción de los alumnos con necesidades especiales en un programa apropiada para su edad de educación general y/o en el aula de la que son capaces de obtener beneficios educativos en una variedad de áreas, incluyendo las habilidades sociales, las habilidades de interacción, comunicación y lenguaje, habilidades en el aula, la vida independiente/aptitudes profesionales, y habilidades académicas. La integración es un proceso en curso relacionadas con las necesidades individuales de los estudiantes

- Le medida en que el niño participara en el programa de educación general con niños sin discapacidades

Legalmente Ciego: La agudeza visual de 20/200 o menos en el mayor ojo después de la mayor corrección posible con gafas o lentes de contacto, a la visión restringida a un campo e 20 grados o menos. La agudeza de 20/200 significa que el ojo puede ver claramente en 20 pies lo que el ojo normal puede ver a 200.

Lesión Traumática Cerebral: Termino utilizado en la practica profesional, se aplica solo a la persona con la lesión cerebral causada por una fuerza física externa. No se aplica a las lesiones causadas por cosas internos tales como infecciones, tumores, la fiebre, la exposición a sustancias toxicas, o ahogamiento. Rendimiento de la Educación puede cumplir los criterios de una de las categorías de discapacidad, tales como “otros impedimento de salud”, “discapacidad especifica del aprendizaje” o “múltiples discapacidades”.

- Los niveles de rendimiento educativo
- Los objetivos educativos anuales y objetivos de corto plazo

Modificación de Comportamiento: La aplicación sistemática de los procedimientos derivados de los principios de comportamiento (por ejemplo, el refuerzo) para lograr los cambios deseados en el comportamiento.

Objetivos de Comportamiento: Una declaración precisa de medir lo que el estudiante se espera lograr, incluyendo las condiciones bajo las cuales el alumno lograra y los criterios para medir el objetivo.

Parálisis Cerebral: Deterioro en los movimientos causados por daño cerebral, que puede ser causado durante el periodo prenatal o durante el proceso del parto. Puede implicar una variedad de síntomas y diferentes niveles de severidad. No se puede curar, ni progresar.

Personas con problemas auditivos: Describe a cualquiera que tenga un pérdida auditiva significativa como para requerir la formación de educación especial, y las adaptaciones o, incluye sordos o condiciones para oír.

Plan de Apoyo de Conducta: IDEA requiere que el equipo del IEP enfrente a “la conducta que impide su aprendizaje o el de los demás” (IDEA Sección 614(d)(2)(B)), y la Regulación Federal señala además que “las intervenciones de comportamiento positive, estrategias y apoyos” deben ser consideradas como ayudas y apoyos suplementarios si es necesario. Un Plan de Apoyo de

Conducta se recomienda para un estudiante que tiene dificultades con problemas de comportamiento, incluso después de apoyos positivos se ponen en su lugar en el ambiente menos restrictivo. Está diseñado para ser una intervención antes de Plan de Intervención de Comportamiento (BIP) en el Código de Educación de California. (Hughes Bill)

Definiciones *(cont)*

Plan de Individualizado de Educación (IEP): Una prescripción escrita educativa desarrollada por una escuela para cada niño con una discapacidad. Un IEP debe contener:

Plan de Intervención de Comportamiento: Efectivo 20 de Mayo de 1993, cualquier estudiante con un Programa de Educación Individualizada (IEP), que presenta un problema grave de comportamiento que interfiere significativamente con la aplicación de las metas y objetivos en el IEP del estudiante debe tener un plan de intervención de comportamiento (BIP), desarrollado por un equipo de IEP con un administrador de intervenciones de comportamiento. El plan de intervención debe ahora convertirse en una parte del IEP en las secciones 3001 y 3052 en el Título 5, Código de Regulaciones. Estas secciones ponen bajo mandato de que los intentos de cambio de conducta graves resulten en cambios positivos; proporcionar acceso más grande a servicios comunales, sociales y eventos públicos; que los cambios no causen dolor o trauma, y que las intervenciones de respetar la dignidad y la privacidad de el individuo. En el caso de una emergencia de comportamiento, los procedimientos ahora son definidos para repuestas de emergencia.

Plan de Programa Individualizado (IPP): Un registro de programa y servicios prestados por los Centros Regionales que se revisa anualmente (por ejemplo, servicios de relevo, la formación y manejo de conducta, etc)

Plan de Servicios Familiares Individualizado (IFSP): Un requisito del PL 99-457, Las Enmiendas de Educación de Niños con Discapacidades de 1986, para la coordinación de los servicios de intervención temprana para bebés y niños pequeños con discapacidades. Similar al IEP en que es requerido para todos los niños en edad escolar con discapacidades que las familias desean recibir "Early Start" (Educación Especial) servicios de California.

Plan de Servicios Individualizado (ISP): Un plan que ofrece a los padres cuyos hijos califican para los servicios de educación especial bajo IDEA, pero que se niegan los servicios de educación especial en las escuelas públicas. Servicios de Lenguaje y visión se ofrecen en un ISP para aquellos estudiantes que califican dentro del SELPA del Condado de El Dorado.

Plan de Transición Individualizado (ITP): Un plan articulad, diseñado entre agencias educativas para facilitar la transición de un estudiante de la escuela al empleo y una vida de adulto. El IEP/ITP aborda aspectos críticos de la transición del estudiante, incluyendo las metas de empleo, colocación residencial, guardián, el transporte, vida independiente y ayuda para la renta. Un ITP se debe hacer en relación con un IEP para todos los estudiantes que tienen 16 años de edad y mayores.

Problema de Aprendizaje (LD): La falta de progreso en comparación a la capacidad en un área específica en el aprendizaje(s) dentro de la gama de logro de individuos con capacidad mental comparable. La mayoría de las definiciones acentúan un desorden básico en proceso psicológicos implicados en la comprensión y utilizando el idioma hablados o escritos.

Procesamiento Auditivo: La capacidad de comprender y utilizar la información que se escucha, ambas palabras, así como otros sonidos sin palabras.

Definiciones *(cont)*

Programa de WorkAbility: Programa que promueve la vida independiente y ofrece una formación integral de pre-empleo, empleo y servicios de seguimiento para los jóvenes de educación especial que están haciendo la transición de la escuela al trabajo, la educación post-secundaria o de formación.

Rehabilitación: Un programa de servicio social diseñado para enseñar a una persona con recién discapacidades habilidades básicas necesarias para la independencia.

Sección 504: Bajo la Ley de Rehabilitación de 1973, este artículo prohíbe la discriminación contra las personas con discapacidades en el empleo y otros campos. Un conjunto de regulaciones (Registro Federal, Mayo 4, 1977) se estableció en un esfuerzo para asegurar sus derechos civiles.

Síndrome de Alcoholismo Fetal (FAS): Una condición a veces se encuentra en los recién nacidos de madres alcohólicas; puede implicar bajo peso al nacer, retraso del desarrollo, cardíaca y/o la integridad física, y otros defectos físicos.

Síndrome de Down: Una anomalía cromosómica que de vez en cuando causa moderado a severo discapacidad intelectual, junto con ciertas características físicas como una gran lengua, problemas cardíacos, el tono muscular deficiente, y un puente plano ancho de la nariz.

Terapia Física: Un profesional entrenado para ayudar a las personas con discapacidades desarrollar y mantener la capacidad muscular y ortopédica.

Terapia Ocupacional: Un profesional que planea y/o entrega las actividades de instrucción y materiales para ayudar a los niños y los adultos recibir un beneficio educativo de los objetivos de educación especial.

Transición: La transición es un proceso intencional, organizada y orientada a la obtención de resultados diseñado para ayudar a mover a los estudiantes de educación especial de la escuela al empleo y una vida de adulto. Resultados de los estudiantes incluyen un empleo significativo, una educación, y/o la participación en la comunidad.

Trastornos emocionales(ED): Uno o más de un conjunto de características que afectan negativamente el desempeño educativo; las características incluyen la incapacidad para aprender que no puede ser de otra manera explicada; una incapacidad para construir o mantener las relaciones interpersonales; conductas o sentimientos inadecuados; depresión; o fobia de la escuela.



**EL DORADO COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA**

6767 Green Valley Road
Placerville, California 95667
530 295-2236

**AVISO DE LAS MEDIDAS QUE PROTEGEN LA INTEGRIDAD DE LOS PROCESOS
Y DERECHOS DE LOS PADRES**

Derechos de Padres y Niños de Educación Especial Bajo el Acta de
Educación para Individuos con Discapacidades, Parte B
Reautorización (H.R. 1350) de 2004

INTRODUCCIÓN

Esta información les da a ustedes como padres, tutores legales, personas autorizadas para hacer decisiones educacionales, y padres suplentes de niños con discapacidades, de 3 a 21 años de edad, un resumen de sus derechos educativos conocidos como salvaguardias del proceso. Esta misma información se les da a los alumnos quienes a la edad de 18 años tienen el derecho de recibirla. (20 USC 1415, EC 56321) Una copia de estas medidas se les dará una vez al año. Se pueden dar copias adicionales al hacerse la recomendación inicial, al solicitar los padres una evaluación, durante la presentación inicial de una queja entregada bajo la sección 615(b) (6) de H.R. 1350 y a su solicitud. Si su distrito tiene una página in Internet, una copia de las medidas de seguridad puede estar disponible a través de su portal. [615 (d) (1) (A-B)] Usted puede elegir recibir este y otros avisos requeridos bajo esta sección por medio de un correo electrónico (email), si su distrito tiene dicha opción disponible. [615 (n)]

Su participación en las decisiones educativas de su niño

Es su derecho recomendar a su niño para recibir servicios de educación especial. A usted se le debe dar la oportunidad de participar en cualquier conferencia para tomar decisiones concernientes al programa educativo de educación especial. Es su derecho participar en la conferencia del IEP que trate la identificación (elegibilidad), evaluación y ubicación educativa de su niño y otras cuestiones relacionadas con la educación pública gratuita y apropiada para él. [(20 USC 1414 (b), (c), (d) (f), EC 56341(b), 56343(c)]

También es su derecho participar en el desarrollo del IEP y ser informado de la disponibilidad de una educación pública gratuita y apropiada incluyendo las opciones de todo programa y de programas alternos públicos y particulares.

Además, es su derecho grabar en forma electrónica la conferencia con una grabadora de audio. La ley requiere que usted informe al distrito 24 horas antes que tiene la intención de grabar las audiencias (EC 56341.1)

Ayuda adicional

Es importante que llame o se ponga en contacto con el maestro o administradores de su niño cuando exista alguna preocupación o se entere de algún problema. El personal del departamento de educación especial puede contestar sus preguntas y responder a sus inquietudes sobre la educación de su niño, sus derechos y salvaguardias del proceso. Estas conversaciones informales generalmente ayudan a resolver el problema y a mantener abiertas las líneas de comunicación. Le incluimos información sobre servicios adicionales al final de este documento para ayudarle a entender los salvaguardias del proceso.

AVISO, CONSENTIMIENTO, EVALUACIÓN Y ACCESO

Aviso previo por escrito

Es su derecho recibir un aviso por escrito del distrito escolar antes de que se aplique cualquier decisión que afecte la educación especial de su niño. Dentro de tales decisiones se incluye la decisión de:

- identificar a su niño como un niño con discapacidad o cambiar la elegibilidad de su niño de una discapacidad a otra,
- evaluar o reevaluar a su niño,
- ofrecerle a su niño una educación pública gratuita y apropiada o cambiar algún componente de la educación pública gratuita y apropiada de su niño,
- ubicar a su niño en un programa de educación especial, o
- cambiar la ubicación de su niño en educación especial. (20 USC 1415[b]; EC 56500.4)

Los cambios en el reglamento federal respecto a la Ley de Educación para Individuos con Discapacidades les dan a los padres (o al estudiante adulto) el derecho a revocar su permiso para que el estudiante reciba educación especial o servicios afines. Ud. puede revocar su permiso sin ningún recurso del distrito escolar. Ud. deberá presentar por escrito la presente declaración para revocar su permiso, y no El distrito escolar no establecer la razón. El distrito escolar podrá preguntar la razón pero Ud. no tiene obligación de responder. La revocación no entrará en vigencia en forma retroactiva.

Al recibir por escrito su solicitud para la revocación del permiso para recibir educación especial y servicios afines, so requiere que el distrito escolar le dé a Ud. un Aviso Previo por Escrito, en el cual reconozca dicha revocación para recibir educación especial y servicios afines e incluya la fecha en que cesaren todos ellos. Dicha fecha debe tener lugar dentro de un lapso razonable y el distrito escolar no podrá postergar la cesación de dichos servicios. El distrito escolar no podrá exigir que el padre o la madre asistan a una reunión para hablar de la revocación. El distrito escolar no podrá presentar una demanda por debido proceso o disputar la resolución para demorar dicha solicitud de revocación, y no se considerará al distrito escolar en infracción. En el momento de cesar los servicios, se considerará a su hijo/a como un estudiante de educación general para todos fines, inclusive disciplina, graduación y requisitos para rendir exámenes estatales; garantías procesales (con la excepción de los requisitos para "Child Find" proporcionados de acuerdo con IDEA*) ya no estarán a la disposición de su hijo/a. También se terminarán los ajustes y modificaciones recibidos por su hijo/a para quitar toda referencia relacionada con la educación especial y servicios afines previamente recibidos. Si la escuela a la que asistió su hijo/a mediante el proceso del IEP no es la que le corresponde según su domicilio, puede que haya consecuencias en cuanto a la inscripción de su hijo.

Ud. puede optar por no restablecer su permiso para que su hijo/a reciba educación especial y servicios afines. Sin embargo, Ud. o el distrito escolar pueden volver a recomendar en cualquier momento que su hijo/a reciba educación especial. En este caso, dicha recomendación de tratará como si fuera una solicitud inicial para la evaluación incluyendo el cronograma y los requisitos para las evaluaciones.

Usted también tiene el derecho de recibir un aviso por escrito del distrito escolar si el distrito escolar se rehúsa a realizar las acciones que usted solicita.

El aviso previo por escrito debe incluir lo siguiente:

- una descripción de la acción que el distrito escolar propuso o rehusó,
- una explicación del motivo por el cual la acción se propuso o rehusó,
- una descripción de otras opciones tomadas bajo consideración y del motivo por el cual se rehusaron,
- una descripción del procedimiento de cada evaluación, exámen, registro o informe usado cómo base para la acción que se propuso o rehusó,
- una descripción de cualquier otro factor relevante a la acción que se propuso o rehusó y
- una declaración indicando que los padres del niño con discapacidad están protegidos bajo las salvaguardias del proceso.

El aviso, cuando no es referente a una recomendación para una evaluación inicial, debe incluir lo siguiente: una declaración que indique que usted tiene protección bajo las salvaguardias del proceso, información sobre cómo puede

usted obtener un ejemplar de las salvaguardias del proceso descritos y fuentes de ayuda adicional para entender dichos salvaguardias. (20 USC 1415[c])

Consentimiento de los padres

El consentimiento por escrito de los padres es necesario para la:

- **Primera evaluación:** El distrito escolar debe contar con su consentimiento informado por escrito antes de que pueda evaluar a su niño. A usted se le debe informar de las evaluaciones que se usarán con su niño. Su distrito escolar debe hacer esfuerzos razonables para obtener su consentimiento informado para la primera evaluación.
- **Reevaluación:** El distrito escolar debe contar con su consentimiento informado por escrito antes de reevaluar a su niño. Para evitar una confusión, usted debe informar por escrito a la escuela si usted quiere reusar el consentimiento a una evaluación. El distrito escolar puede reevaluar a su niño sin su consentimiento por escrito si el distrito escolar ha tomado medidas razonables para obtener su consentimiento y usted no ha respondido.

* IDEA: "Individuals with Disabilities Education Act", la Ley de Educación para Individuos con Discapacidades.

- **Ubicación inicial en educación especial:** Usted debe dar su consentimiento informado por escrito antes de que el distrito escolar pueda ubicar a su niño en un programa de educación especial. Usted puede negar su consentimiento para una evaluación, reevaluación o ubicación inicial de su niño en educación especial. El distrito escolar puede procurar la evaluación o continuar la ubicación de su niño en educación especial por medio de una audiencia del proceso legal si cree que esto es necesario en la educación de su niño. Usted y el distrito escolar puede acordar antes a la mediación para tratar de resolver sus desacuerdos. (EC 56321[c], 56346,56506[e]; 20 USC 1414[a][c])

Los formularios de consentimiento deben describir la actividad para la cual se está dando el consentimiento e incluir los registros, si los hay, que se van a entregar y a quién. Usted puede revocar el consentimiento en cualquier momento pero la revocación no es retroactiva (esto no niega las acciones que ocurrieron después de que el consentimiento se diera y antes que fuera revocado). (34 CFR 300.300)

Nombramiento de padres suplentes

Los distritos escolares deben verificar que se asigne a un individuo como padre o madre suplente del niño con discapacidad para protegerle sus derechos cuando no se puede identificar a los padres y cuando el distrito escolar no puede descubrir su paradero. Se puede nombrar a un padre suplente cuando el niño se adjudica como menor dependiente o está bajo la custodia de los tribunales bajo el código de bienestar e instituciones (*Welfare and Institutions Code*) del estado y ha sido recomendado para educación especial o tiene ya un IEP. Un distrito debe hacer esfuerzos razonables para nombrar un suplente dentro de los 30 días después de determinarse que se necesita un suplente. (20 USC 1415[b]; EC 56050)

Mayoría de edad

Cuando su niño cumpla los 18 años de edad todos los derechos bajo el acta de discapacidades (IDEA Part B) se transfieren al niño. La única excepción es si se determina que su hijo es incompetente bajo la ley estatal.

(34 CFR 300.517 30; EC 56041.5)

Revocación del permiso de los padres para que un estudiante reciba todo tipo de educación especial y servicios afines

Los cambios en el reglamento federal respecto a la Ley de Educación para Individuos con Discapacidades les dan a los padres (o al estudiante adulto) el derecho a revocar su permiso para que el estudiante reciba educación especial o servicios afines. Ud. puede revocar su permiso sin ningún recurso del distrito escolar. Ud. deberá presentar por escrito la presente declaración para revocar su permiso, y no El distrito escolar no establecer la razón. El distrito escolar podrá

preguntar la razón pero Ud. no tiene obligación de responder. La revocación no entrará en vigencia en forma retroactiva.

Al recibir por escrito su solicitud para la revocación del permiso para recibir educación especial y servicios afines, se requiere que el distrito escolar le dé a Ud. un Aviso Previo por Escrito, en el cual reconozca dicha revocación para recibir educación especial y servicios afines e incluya la fecha en que cesaren todos ellos. Dicha fecha debe tener lugar dentro de un lapso razonable y el distrito escolar no podrá postergar la cesación de dichos servicios. El distrito escolar no podrá exigir que el padre o la madre asistan a una reunión para hablar de la revocación. El distrito escolar no podrá presentar una demanda por debido proceso o disputar la resolución para demorar dicha solicitud de revocación, y no se considerará al distrito escolar en infracción. En el momento de cesar los servicios, se considerará a su hijo/a como un estudiante de educación general para todos fines, inclusive disciplina, graduación y requisitos para rendir exámenes estatales; garantías procesales (con la excepción de los requisitos para "Child Find" proporcionados de acuerdo con IDEA*) ya no estarán a la disposición de su hijo/a. También se terminarán los ajustes y modificaciones recibidos por su hijo/a según el proceso del IEP. El distrito escolar no tiene obligación de enmendar los antecedentes de su hijo/a para quitar toda referencia relacionada con la educación especial y servicios afines previamente recibidos. Si la escuela a la que asistió su hijo/-a mediante el proceso del IEP no es la que le corresponde según su domicilio, puede que haya consecuencias en cuanto a la inscripción de su hijo.

Ud. puede optar por no restablecer su permiso para que su hijo/-a reciba educación especial y servicios afines. Sin embargo, Ud. o el distrito escolar pueden volver a recomendar en cualquier momento que su hijo/-a reciba educación especial. En este caso, dicha recomendación se tratará como si fuera una solicitud inicial para la evaluación, incluyendo el cronograma y los requisitos para las evaluaciones.

Evaluación

Evaluación no discriminatoria

Es su derecho recibir una evaluación para su niño de todas las áreas de discapacidad que se sospechen. Ni el material, procedimiento o lugar de la evaluación deben discriminar por motivos raciales, culturales o sexuales. Tanto el material de evaluación como el examen deben ser en el idioma nativo de su niño u otro medio de comunicación a menos que esto claramente no sea factible. Ningún procedimiento por sí solo puede usarse como criterio único para determinar la elegibilidad ni para desarrollar un programa de educación adecuado para su niño. *(20 USC 1414[a][b]; EC 56001[j] y 56320)*

*IDEA: "Individuals with Disabilities Education Act", la Ley de Educación para Individuos con Discapacidades.

Plan de evaluación

Cuando el distrito propone evaluar a su niño, usted recibirá por escrito un plan de evaluación. Junto a éste recibirá un ejemplar de las salvaguardias del proceso. Una vez que la evaluación se ha completado, habrá una conferencia con el equipo del IEP, en la que usted, padre y madre o tutor y sus representantes participarán para determinar si el alumno califica para los servicios de educación especial. El equipo del IEP dialogará sobre la evaluación, las recomendaciones educativas y los motivos de dichas recomendaciones. A usted se le darán duplicados del informe de evaluación y de los documentos de elegibilidad. *(EC 56329 (a))*

Evaluación educativa independiente

Si usted no está de acuerdo con los resultados de la evaluación conducida por el distrito escolar, usted tiene el derecho a pedir una evaluación educativa independiente (IEE) de su niño, por cada evaluación conducida por el distrito, por una persona competente para practicar la evaluación, a costo público. El distrito escolar debe responder a su pedido de una evaluación educativa independiente y proveerle de información, ante su pedido, sobre donde obtener una evaluación educativa independiente. Alternativamente, el distrito escolar debe pedir una audiencia de proceso legal para comprobar que su evaluación es apropiada. Si el distrito prevalece, usted aún tiene el derecho a una evaluación educativa independiente pero no a costo público. El equipo del IEP debe tomar bajo consideración las evaluaciones independientes.

Los procedimientos de evaluación del distrito permiten la observación del alumno dentro de la clase. Si el distrito escolar observó a su niño dentro de la clase durante la evaluación, o si al distrito escolar se le hubiera permitido observar a su niño dentro de la clase, también se le debe permitir al individuo que conduce una evaluación educacional una oportunidad equivalente de observar a su niño en la clase.

Acceso a los registros de educación

Todos los padres de niños matriculados en distritos escolares tienen el derecho de inspeccionar los registros bajo el acta de derechos familiares y de privacidad (*Family Rights and Privacy Act o FERPA*) que se ha aplicado en California bajo las secciones 49060-49079 del código de educación (*Education Code*). Bajo *IDEA*, los padres de un niño con discapacidades (e incluso aquellos que no tienen la tutela y cuyos derechos no han sido limitados) tienen el derecho de revisar todos los registros educativos que tratan de la identificación, evaluación y ubicación educativa del niño y la disposición de una educación pública gratuita y apropiada y recibir una explicación e interpretación de los registros. Bajo los estatutos de California, los padres tienen el derecho a revisar y recibir copias de los registros educacionales. Estos derechos se transfieren al alumno mayor de 18 años de edad que no esté sujeto a un albacea o que asiste a una institución de educación posterior a la preparatoria.

El consentimiento de los padres, o el consentimiento de un estudiante adulto es obligatorio antes de entregar la información personal identificadora a las agencias participantes que proveen o pagan por los servicios de transición relacionados con las metas posteriores a la preparatoria.

“Registro de Educación” (*Education record*) se refiere a aquellos registros que se relacionan directamente con el alumno y que mantiene una agencia educativa o una parte representante de la agencia o institución y pudieran incluir (1) el nombre del niño, de los padres o de otro miembro de la familia, (2) el domicilio del niño, (3) una identificación personal como el número de seguro social del niño o su número de registro de la escuela o del tribunal y (4) una relación de características personales u otra información que haría posible la identificación del niño con una certeza razonable. Tanto las leyes federales como estatales definen aún más el registro del alumno. Su definición incluye cualquier dato que se relacione directamente con un alumno que pudiera identificarse, aparte de la información del directorio, que mantiene el distrito escolar. Aquí se incluye lo que el distrito escolar requiere que un empleado mantenga en el desempeño de sus labores, así sea registrado con su puño y letra o impreso, en cintas de audio, video o microfilm, por computadora o por otros medios. Los registros del alumno no incluyen la información personal que un empleado escolar ha preparado y mantenido para su uso o para el uso de un suplente. El padre puede tener acceso a sólo la parte del registro que pertenece a su niño si los registros contienen información sobre más alumnos.

Los registros del alumno pueden mantenerse en la escuela o en la oficina del distrito, pero un pedido por escrito de los registros en cualquiera de estos lugares será tratado como un pedido de registros en todos los sitios. El custodio de registros del distrito le dará a usted una lista de todos los tipos y lugares de los registros del alumno (si se piden)

El custodio de los registros limitará el acceso a aquellas personas autorizadas para revisar el registro del alumno. Dentro de las personas autorizadas están los padres del alumno, el alumno de al menos dieciséis años de edad, individuos autorizados por los padres para inspeccionar los registros, empleados escolares con un interés educativo legítimo, instituciones posteriores a la preparatoria designados por el alumno y empleados de agencias educativas federales, estatales y locales. En cualquier otra instancia se negará el acceso a menos que el padre haya proporcionado un consentimiento escrito para permitir el acceso o si el acceso se otorga por medio de una orden jurídica. Los distritos mantendrán un registro donde se indique la hora, el nombre y el propósito del acceso de aquellos individuos no empleados por el distrito escolar.

Es su derecho inspeccionar y revisar todos los registros educativos de su niño sin demora innecesaria incluso antes de la conferencia del IEP de su niño o de una audiencia del proceso legal. El distrito escolar debe darle acceso a los registros, y duplicados si los solicita, dentro de un plazo de cinco días después de haber recibido su solicitud oral o escrita. Se puede cobrar una cuota por la duplicación pero no por la búsqueda ni por su acceso a menos que el cobro de la cuota pudiera negar en forma efectiva el acceso de los padres. (20 USC 1415[b]; EC 56501, 56504 y 49069)

Los padres que creen que la información en los registros de educación recopilada, mantenida o usada en los registros de educación es (entre otras cosas) imprecisa, se presta a una mala interpretación o viola la privacidad u otros derechos del alumno, pueden pedir que el distrito amende la información. Si el distrito concuerda, el registro será enmendado y se informará a los padres. Si el distrito se niega a hacer la enmienda requerida, el distrito notificará a los padres de su derecho y proveerá de una audiencia, si se requiere, para determinar si la información que se cuestiona es incorrecta, confusa o de alguna forma viola los derechos de privacidad u otros derechos del alumno. Si después de la audiencia la mesa directiva decide no enmendar el registro, los padres tendrán el derecho de proporcionar lo que ellos creen ser una aseveración correctiva que se adjuntará al registro en forma permanente. El distrito tiene políticas y procedimientos que rigen la retención y destrucción de registros. Los padres que deseen solicitar la destrucción de registros que ya no son necesarios para el distrito escolar, pueden comunicarse con el custodio de registros del distrito. Sin embargo, hay cierta información que el distrito debe conservar en forma perpetua. (34CFR99; CFR300.561—573; 20USC 1415 [b](1); 34 CFR 500.567; EC 49070)

PROGRAMA INDIVIDUALIZADO DE EDUCACIÓN (IEP)

La agencia de educación pública inicia y conduce conferencias con el propósito de desarrollar, repasar y revisar el programa individualizado de educación de cada niño con una discapacidad. El IEP documenta la elegibilidad de un niño para los servicios de educación especial y los padres reciben una copia de cada IEP de su niño. Estas conferencias son conducidas por el equipo del programa individualizado de educación (IEP).

Cuando el IEP ha sido completado y se ha dado el consentimiento apropiado de los padres, se implementa tan pronto como es posible siguiendo la conferencia del IEP. Una copia del IEP sin costo se les da a los padres y si es necesario, se dará una copia del IEP en el lenguaje primario de los padres, a pedido de padres. Un plan individualizado de servicios familiares (IFSP) para un niño entre las edades de tres a cinco años puede servir como el IEP luego de una explicación completa de la diferencia y el consentimiento escrito de los padres. El equipo del IEP debe considerar las preocupaciones de los padres para realzar la educación de su niño.

Miembros del equipo del IEP y responsabilidades

El equipo del IEP incluye:

- Un administrador o representante designado por la administración quien tiene conocimiento sobre las opciones de los programas apropiados para el niño y está calificado para dar o supervisar el suministro de educación especial,
- Al menos un maestro de educación general del niño, si el niño está, o podría estar participando, en el ambiente de educación general,
- Al menos un maestro de educación especial del niño, o si es apropiado, al menos un proveedor de educación especial del niño, y
- Uno o los dos padres del niño, los individuos seleccionados por los padres, o ambos.

Cuando sea apropiado, el equipo del IEP también incluirá:

- El niño, incluyendo cuando el equipo dialogue sobre los servicios de transición,
- Otras personas que tienen la pericia o el conocimiento necesarios para el desarrollo del IEP,
- Cuando el niño ha sido evaluado con el propósito de desarrollar, repasar o revisar el IEP, la persona que ha conducido la evaluación del niño o que tiene conocimiento sobre los procedimientos de evaluación utilizados para evaluar al niño y está familiarizada con los resultados de la evaluación, y
- Cuando se sospecha que el niño tiene una discapacidad en el aprendizaje, al menos un miembro del equipo del IEP, diferente del maestro de educación regular del niño, será la persona que observará el desempeño educativo del niño en una ubicación apropiada. Si el niño es menor de cinco años de edad o no está matriculado en una escuela, un miembro del equipo observará al niño en un ambiente apropiado para la edad del niño.

Un miembro del equipo del IEP puede ser disculpado de una conferencia del equipo del IEP, en toda o en parte, cuando LEA y los padres están de acuerdo en que la presencia del miembro no es necesaria porque el currículo del área del miembro o los servicios relacionados no serán modificados o no se hablará de ellos en la conferencia. Cuando el currículo del área del miembro o los servicios relacionados sean modificados o se hable de ellos en la conferencia, un miembro necesario del equipo del IEP puede ser disculpado, pero solo cuando LEA y los padres consientan la disculpa por escrito, y el miembro entregue su opinión por escrito para el desarrollo del IEP antes de la conferencia. Las provisiones de la disculpa no aplican a los padres, al estudiante o a las personas con conocimiento o pericia especial

Si el niño no asiste a la conferencia del equipo del IEP donde se dialogará sobre los servicios de transición, el distrito se asegurará de que las necesidades y preferencias del niño sean consideradas. El distrito puede invitar a representantes de otras agencias quienes podrían ser responsables por los servicios de transición.

CÓMO SE RESUELVEN LAS DISPUTAS

Derecho al proceso legal

Es su derecho solicitar una audiencia imparcial del proceso legal debido a:

- la identificación de su niño para determinar su elegibilidad para educación especial,
- la evaluación de su niño,
- la ubicación educativa de su niño,
- la disposición de una educación pública gratuita y apropiada (en inglés FAPE) para su niño.

La solicitud para una audiencia del proceso legal debe tramitarse dentro del plazo de los dos años de la fecha cuando supo o tuvo motivo para conocer los hechos en los cuales se basa la solicitud para una audiencia. [H.R. 1350 §615(f)(3)(C)]

Hay una excepción a esta fecha si anteriormente se le impidió solicitar una audiencia temprana porque:

- a) el distrito mal representó el haber resuelto el problema

- b) el distrito se abstuvo de darle la información que tenía que entregarle. [H.R. 1350 §615(f)(3)(D)]

Mediación y resolución alterna de disputas (ADR)

Usted puede solicitarle al distrito que resuelva las disputas a través de una mediación que es menos adversa a una audiencia del proceso legal. La resolución alterna de la disputa (*Alternative Dispute Resolution o ADR*) puede estar a su disposición en su distrito. La mediación y la ADR son métodos voluntarios para resolver una disputa y no pueden usarse para retrasar su derecho a una audiencia del proceso legal. Los padres y el distrito escolar deben acordar en la mediación antes de que se lleve a cabo. Un mediador es una persona capacitada en estrategias que ayudan a las personas a llegar a un acuerdo sobre cuestiones difíciles.

(20 USC 1415[e]; EC 56500.3)

Derecho al proceso legal

Es su derecho:

1. tener una audiencia administrativa estatal justa e imparcial con alguien que conoce las leyes que rigen la educación especial y las audiencias administrativas (EC 56501[b]);
2. ser acompañado y representado por un abogado e individuos que tienen conocimiento sobre niños con discapacidades (EC 56505[e]; 20 USC 1415[h]);
3. presentar evidencia y argumentos escritos y orales (EC 56505[e]);
4. enfrentar, interrogar e instar a que haya testigos presentes (EC 56505[e]);
5. recibir un informe escrito, o a instancias del padre, una grabación electrónica textual de la audiencia, incluso del resultado de las investigaciones sobre los hechos, y las decisiones (EC 56505[e]; 20 USC 1415[h]);
6. tener a su niño en la audiencia (EC 56501[c]);
7. tener una audiencia pública o privada (EC 56501[c]);
8. estar informado de los puntos de la otra parte y la resolución propuesta cuando menos diez días del calendario antes de la audiencia (EC 56505[e] and 56043[s]; 20 USC 1415[b]);
9. recibir una copia de toda documentación, incluso evaluaciones y recomendaciones hechas hasta el momento, listas de testigos y el área general de testimonio, en un plazo de cinco días hábiles antes de la audiencia. (EC 56505[e]);
10. contar con un intérprete a expensas de la oficina de educación del estado (*California Department of Education*) (CCR 3082[d]);
11. tener una conferencia de mediación en cualquier momento durante la audiencia del proceso legal (EC 56501[b]) y
12. recibir aviso de la otra parte, cuando menos diez días antes, de que tiene la intención de ser representada por un abogado. (EC56507[a])

En cualquier acción o proceso para una audiencia legal, el tribunal, a su discreción, puede otorgarle una cantidad razonable para pagar al abogado como una parte del costo a usted, como padre del niño con discapacidad, si usted es la parte que prevalece en la audiencia. La tarifa razonable del abogado puede hacerse al concluir la audiencia administrativa con un acuerdo entre las dos partes.

(20 USC 1415[i]; EC 56507[b])

La cantidad razonable puede reducirse si:

1. el tribunal decide que usted retrasó sin motivo alguno la resolución final de la controversia,

2. la tarifa por hora del abogado excede la tarifa prevaleciente en de la comunidad por servicios similares para abogados con capacidad, reputación y experiencia razonable equivalente,
3. la duración y los servicios legales proporcionados fueron excesivos, o
4. su abogado no proporcionó al distrito escolar la información apropiada en la demanda del proceso legal.

Sin embargo, la cantidad otorgada para gastos de abogado no se reducirá si el tribunal determina que el estado o el distrito escolar retrasó sin motivo alguno la resolución final de la acción o audiencia o si hubo una violación de las salvaguardias del proceso.

(20 USC 1415[i]) No puede otorgarse una cantidad para gastos de abogado por cualquier conferencia del equipo del IEP a menos que dicha conferencia haya sido convocada como resultado de una audiencia del proceso legal o acción jurídica. Tampoco puede otorgarse una cantidad para gastos de abogado si usted rechaza una oferta razonable presentada por el distrito o agencia pública diez días antes de que comience la audiencia y la decisión del tribunal no es más favorable que la oferta.

(20 USC 1415[d])

Presentar por escrito quejas del proceso legal

Para presentar una solicitud para la mediación o para el proceso legal, comuníquese con:

**Office of Administrative Hearings
Attn: Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231
Teléfono: (916) 263-0880; Fax: (916) 376-6319
(916) 274-6035 after hours settlement line**

Usted necesita presentar una solicitud escrita para la audiencia del proceso legal. La misma que se mantendrá en forma confidencial. Usted o su representante necesita incluir la siguiente información en su solicitud:

1. nombre del niño,
2. domicilio de la residencia del niño,
3. nombre de la escuela a la que va el niño y
4. una descripción de la naturaleza del problema, incluyendo los hechos relacionados con el problema y la resolución propuesta.

La ley estatal requiere que la parte que esté solicitando la audiencia del proceso legal proporcione un duplicado de la solicitud a la otra parte. *(20 USC 1415[h]; EC 56502[c])*

Ubicación del niño mientras penden los procedimientos del proceso legal

De acuerdo con lo estipulado por la ley, cualquier niño involucrado en un proceso administrativo o jurídico debe permanecer en su ubicación educativa actual (*stay put*) a menos que usted y el distrito escolar concuerden en algo distinto. Si está solicitando la admisión inicial a una escuela pública, su niño puede ser ubicado, con su consentimiento, en un programa de la escuela pública hasta terminar el proceso. *(20 USC 1415[j]; EC 56505[d]and [i])*

Oportunidad para que el distrito resuelva la queja

Si usted decide presentar una queja del proceso legal como se explica en la sección titulada "Presentando quejas del proceso legal", el distrito deberá programar una junta dentro de un plazo

de 15 días después de recibir el aviso de su queja del proceso legal. El propósito de la junta es el de darle a usted la oportunidad de hablar de su queja del proceso legal y los hechos en que se basó para presentar la queja para que el distrito tenga oportunidad de resolver sus preocupaciones y trabajar con usted para llegar a una solución. Esta junta se deberá llevar a cabo antes del inicio de la audiencia del proceso legal, a no ser que usted y el distrito escolar acuerden por escrito en desistir de la junta y usen el proceso de mediación. En la junta deberán estar los padres y otros miembros del equipo del IEP que tengan conocimientos específicos de los hechos. El distrito tiene un plazo de 30 días después de haber recibido la queja del proceso legal para resolver la queja o podría llevarse a cabo la audiencia del proceso legal. Estos plazos son acelerados si usted pide una audiencia relacionada con una acción disciplinaria pendiente.

Si usted no se presenta a participar en la sesión de resolución, el distrito puede (después de 30 días) rechazar su queja.

Si el distrito escolar no conviene o participa en la reunión de sesión de resolución dentro de los 15 días de recibida su queja, usted puede pedir a un oficial de la corte que comience el plazo del proceso legal.

Si los padres y el distrito no son capaces de resolver la queja del proceso legal y se realiza una audiencia, la decisión de la audiencia es definitiva y obligatoria para ambas partes. Una de las partes puede apelar la decisión de la audiencia, mediante una acción civil en una corte estatal o federal dentro de los 90 días después de la decisión final. *(20 USC 1415[l]; EC 56505[g]and [i]; EC 56043[u])*

PROCEDIMIENTOS ESCOLARES CONCERNIENTES A DISCIPLINA Y UBICACIÓN DE ALUMNOS CON DISCAPACIDADES

Se puede suspender o ubicar en otros lugares alternos en forma interina o en otras ubicaciones a niños con discapacidades siempre y cuando estas opciones puedan también aplicarse a niños sin discapacidades.

Si la estancia del niño en tal ubicación pasa de los diez días, se debe hacer una junta para determinar si la mala conducta del niño es causada por la discapacidad. Esta conferencia debe realizarse de inmediato, si es posible, o en un plazo de diez días de que el distrito escolar decidiera seguir esta forma de acción disciplinaria. *(20 USC 1415[k])*

A usted, como padre, se le invitará a participar como miembro del equipo. El distrito escolar le debe informar por escrito de la acción que se solicita. Al distrito escolar se le puede pedir que desarrolle un plan de evaluación para tratar la mala conducta, o si su niño ya tiene un plan de intervención de conducta, se le pedirá que lo revise y lo modifique como sea necesario. El distrito escolar podría tomar alguna acción disciplinaria, como la expulsión, como lo haría con un alumno sin discapacidades, si el equipo concluye que la mala conducta no se debió a una manifestación de la discapacidad del niño.

Usted puede solicitar una audiencia acelerada del proceso legal en la oficina de audiencias de educación especial de California *(California Department of Education Special Education Hearing Office)* si no está de acuerdo con la decisión del equipo. *(20 USC 1415[k])*

Ubicación interina en un ambiente educativo alternativo

Bajo la ley federal, un distrito escolar puede ubicar a un niño en un ambiente educativo alternativo apropiado bajo ciertas circunstancias en forma interina hasta por cuarenta y cinco días. Dichas circunstancias incluyen el hecho de que el niño haya portado un arma, haya poseído o usado con conocimiento drogas ilegales o haya vendido o solicitado la venta de sustancias controladas en la

escuela o en una función escolar, o haya causado un daño físico grave a otra persona. (20 USC 1415[k])

Su niño permanecerá en la ubicación alterna interina aún cuando usted solicite una audiencia o una apelación sobre una acción disciplinaria o determinación de la manifestación a menos que se cumpla el plazo máximo de 45 días o los padres y el distrito escolar concuerden en otra ubicación. (34 CFR 300.526)

La ubicación educativa alterna, cuando sea posible, debe permitir que el niño continúe participando en el currículo general y reciba los servicios diseñados para corregir el comportamiento para que éste no se repita. (20 USC 1415[k])

NIÑOS QUE ASISTEN A ESCUELAS PARTICULARES

El distrito escolar es responsable del costo total de la educación especial en una escuela ya sea particular o no-pública y no perteneciente a una entidad religiosa cuando el distrito escolar junto con el equipo del IEP recomienda que esa sería una ubicación más apropiada para el estudiante. (20 USC[a][10][B]; CFR 300.401; CFR 300.349[c]; EC 56361)

Observación de su niño en una escuela no-pública

El distrito escolar debe tener primero la oportunidad de observar y ver a su niño dentro de la ubicación propuesta si usted en forma unilateral coloca a su niño en una escuela no-pública y propone que la colocación en una escuela no-pública sea financiada por el público. El distrito escolar no puede observar o evaluar a ningún otro niño en la escuela no-pública sin permiso de su padre o tutor.

(EC 56329(d))

Colocación unilateral en una escuela no-pública o privada por parte del padre

El distrito escolar puede reembolsarle sus gastos si usted, en forma unilateral, sin consentimiento o recomendación de un agente del tribunal o de la audiencia coloca a su niño en una escuela particular o no-pública no perteneciente a una entidad religiosa únicamente si el niño antes recibió educación especial y servicios relacionados bajo la autoridad de la agencia pública y el agente del tribunal o audiencia determina que el distrito escolar no puso a disposición una educación apropiada y gratuita en forma oportuna.

Un tribunal o un oficial de la agencia no puede reducir o negarle el reembolso si usted no informó al distrito escolar debido a lo siguiente:

- Analfabetismo o incapacidad para escribir en inglés,
- Dar aviso muy posiblemente resultaría en serio daño físico o emocional para su niño,
- La escuela le impidió dar aviso, o
- Usted no recibió un duplicado de estas salvaguardias o no se le informó en forma alguna de este requisito (20 USC 1412[a]; 34 CFR 300.403)

Un tribunal o un oficial de la corte puede reducirle o negarle el reembolso si usted no puso a su niño a disposición del distrito escolar para una evaluación, tras haber recibido de ellos un aviso escrito. También puede negarle el reembolso si usted no informó al distrito escolar que usted rechazaba la ubicación en educación especial propuesta por el distrito escolar y no compartió con ellos sus preocupaciones y su intención de matricular a su niño en una escuela particular a expensas públicas.

Para notificar al distrito

Usted debe notificar al distrito de su intento de poner a su niño en una escuela particular:

- durante la más reciente conferencia de IEP a la cual usted asistió antes de sacarlo de la escuela pública o
- por escrito al distrito escolar, cuándo menos 10 días hábiles (incluyendo días festivos) antes de sacarlo de la escuela pública. (20 USC 1412[a]; 34 CFR 300.403)

El distrito escolar no está obligado a ofrecer una educación pública gratuita y apropiada a los niños cuyos padres hayan matriculado voluntariamente a su niño en una escuela particular. En tales casos el distrito propondrá un plan de servicio individual para alumnos en escuelas particulares (*Individual Services Plan for Private School Students*) (20 USC 1412(a)(10)(A)(I))

PROCEDIMIENTO DE QUEJAS

Proceso de apelación ante el estado

Aviso: Los procedimientos de quejas en esta sección están relacionados específicamente con el proceso de apelación del estado de California (*California State Appeal Process*) y no es igual a los procedimientos del derecho al proceso legal que se mencionó anteriormente en este documento.

Si desea presentar una queja con el Departamento de Educación de California, hágalo por escrito y envíelo a:

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

En un plazo de sesenta días de haberse presentado una queja, el Departamento de Educación realizará una investigación independiente, dará la oportunidad al peticionario de presentar información adicional, revisará toda la información y determinará si la agencia educativa local (*Local Education Agency o LEA*) ha violado las leyes o regulaciones e emitirá una decisión escrita sobre cada una de los cargos.

Para quejas sobre cuestiones no incluidas en IDEA, consulte el Proceso Uniforme de Quejas (*Uniform Complaint Procedures, UCP*) de su distrito escolar.

El distrito desea trabajar con usted para resolver todas sus quejas en el ámbito local siempre que esto sea posible. Le invitamos a reunirse con el administrador delegado para trabajar con asuntos de cumplimiento y tratar de resolver su preocupación de manera informal antes de presentar una queja. Él o ella mantendrá la confidencialidad como lo permite la ley. Si su queja no puede resolverse, se iniciará una investigación formal o se le referirá a la agencia apropiada para recibir ayuda.

Información para comunicarse con el distrito

Por favor comuníquese con el administrador de Educación Especial marcando el número de teléfono indicado para su distrito escolar, si desea:

- ejemplares adicionales de las Medidas que protegen la integridad de los procesos,
- ayuda para entender las estipulaciones de sus derechos y medidas o
- una traducción oral, o por otros medios, a un idioma diferente u otro modo de comunicación.

El Dorado County Charter SELPA 2010-2011 (1/28/11)

Charter LEA	Special Education Contact	Telephone Number
Alta Vista Public Charter	Dr. Pat Hill, Director Special Education	(661) 456-0598
Altus Institute		
Audeo Charter	Stephanie Chappell	(858) 678-4807
Mirus Secondary	Lynne Alipio	(858) 678-2048
The Charter School of San Diego	Ginese Quann, Program Administrator	(858)678-2031
Alliance College Ready Public School	Jovan Jacobs, Director Special Education	(213) 943-4930 x1019
Dr. Olga Mohan High		
College-Ready Academy High School #11		
College-Ready Academy High School #5		
College-Ready Academy High School #7		
College-Ready Middle Academy #7		
Christine O'Donovan Middle Academy		
College-Ready Middle Academy #4		
College-Ready Middle Academy #5		
Gertz-Ressler High School		
Health Services High School		
Heritage College-Ready Academy High School		
Huntington Park College-Ready Academy High School		
Jack H. Skirball Middle School		
Marc and Eva Stern Math and Science (SMASS)		
Media Arts and Entertainment HS		
Richard Merkin Middle School		
William and Carol Ouchi High School		
ASPIRE Public Schools	Sue Shalvey, SpEd Director	(510) 434-5034
SBC-ASPIRE Alexander Twilight Secondary Academy		
SBC-ASPIRE Alexander Twilight College Preparatory Academy		
ASPIRE Antonio Maria Lugo Academy		
ASPIRE Benjamin Holt College Prep Academy		

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

SBE-California College, Career & Technical Education Center	Paul Preston	(530) 632-9786
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California Virtual Academies CAVA @ San Joaquin CAVA @ San Mateo	Maria Carr, Special Education Coordinator	(559) 684-1345
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Community Learning Center Schools, Inc.

Alameda Community Learning Center	Carrie Blanche, SpEd Director	(510) 521-7542 x109
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Nea Community Learning Center	Nancy Welt, SpEd Director	(510) 748-4008 x123
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SBE-Dixon Montessori Charter	Carolyn Pfister, Director	(707) 451-3881
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Ingenium Schools

SBE-Barack Obama Charter School	Chaleese Norman, Asst Principal	(424) 203-0890
SBE-Ingenium Charter	Sharon Soeller	(818) 746-3522

SBE-Edison Charter Academy	Shawn Whitney, Coordinator	(510) 205-9461
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Eleanor Roosevelt Community Learning Center	Frank Murphy, Director	(559) 592-9160
Envision Schools Envision Academy for Arts & Technology Envision City Arts & Technology High School Envision Metropolitan Arts & Technology High School Envision Impact Academy of Arts & Technology	Sabrina Yacoub, Director Special Education	(510) 451-2415
FAME Charter	Julie Mattoon	(510) 687-9111
Fortune Public Schools Hardy Brown College Prep	Special Education	(916) 924-8633
Leadership Public Schools LPS College Park (Oakland) LPS Hayward LPS Richmond LPS San Jose	Joe Pacheco, Director of Student Services and Special Education	(408) 937-2723
SBE-Lifeline Education Charter School	Paula DeGroat, Director	(310) 605-2510
SBE- Doris Topsy-Elvord Academy	Charisse Oyolokor, Principal	(562) 630-6096
Oakland School for the Arts	Sarah Notch	(510) 873-8800
one.Charter	Vince Hernandez, Psychologist	(209) 468-9270
Pacific Technology Schools (Magnolia Foundation)		
SBC-Pacific Technology School <small>Orangevale</small>	Dr. Mahmut Altun, Director	(916) 293-8611
SBC-Pacific Technology School <small>Santa Ana</small>	Steven Keskinturk, Director	(714) 557-7002
SBE-River Montessori Elementary Charter	Kelly Mannion, Executive Director	(707) 364-8254
Rocketship Public Schools Rocketship Mateo Sheedy Rocketship Si Se Puede Rocketship Los Suenos	Nan Graham, SpEd Coordinator	(650) 703-3556
Rocklin Academies Rocklin Academy Meyers <i>EL DORADO COUNTY SELPA</i>	Mary Decker, Principal <i>NOTICE OF PROCEDURAL SAFEGUARDS</i>	(916) 632-6580 <i>Revised December 16, 2010 13</i>

Rocklin Academy Turnstone	Robin Stout, Principal	(916) 632-6580
SBE-Western Sierra Collegiate Academy	Steve Carney, Principal	(916) 778-4544

San Diego Charter Schools Special Education Consortium	Cindy Atlas, Executive Director Special Education	(619) 564-0209
Albert Einstein Academy Charter Elementary School		
Albert Einstein Academy Charter Middle School		
Arroyo Paseo Charter High School		
Darnall Charter School		
Gompers Preparatory Academy		
King Chavez Preparatory Academy		
King Chavez Community High School		
King Chavez Academy of Excellence		
King Chavez Primary Academy		
King Chavez Athletics Academy		
King Chavez Arts Academy		
KIPP Adelante		
Magnolia Science Academy San Diego		
O'Farrell Community School		
The Learning Choice Academy		
The Preuss School UCSD		

SBE-San Francisco Flex Academy	Aswad Harris, Principal	(415) 762-8800
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San Joaquin Building Futures	Vince Hernandez, Psychologist	(209) 468-9270
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St Hope Public Schools PS7	Mary Schug, Director Special Education	(530) 906-2265
Sacramento Charter High School		

Stockton Collegiate International	Katherine Luu, Administrator Special Education	(209) 210-7843
Stockton Collegiate International Elementary		
Stockton Collegiate International Secondary		

Tri Valley Learning Corporation		
SBE-Livermore Valley Charter School	Tara Aderman, Principal	(925) 443-1690
SBE-Livermore Valley Charter Preparatory High	Stephanie Pavlenko	(925) 456-9000

Si necesita ayuda adicional a la que recibe en su distrito local u oficina del condado o si desea información general sobre programas y servicios de educación especial, comuníquese con la oficina del plan de área local de Educación Especial del consorcio del condado El Dorado Charter, marcando el número (530) 295-2236 o (800) 524-8100 ext 2236 o visite el portal de SELPA en <http://www.edcocharterselpa.org>



EDCOE SELPA AND SAC HIGH MOU

Distribution:
 Business Agreement File (Original)
 Contractor
 Program
 Accountant
 A/Payable - A/R

Agreement Number: 2669

Fiscal Year: 2010-2011 Ongoing

**STANDARD AGREEMENT
 OR
 MEMORANDUM OF UNDERSTANDING**

SECTION I Agreement initiated by: El Dorado County Charter SELPA

(To be completed by Program)

Firm Name: Sacramento Charter High School
 Name: Ed Manansala, CEO or designee
 Address: 2315 34th St.
 Sacramento, CA 95817

e-mail: emanansala@sachigh.org

	FD	RS	PY	OB	GO	FC	L1	L2	Dollar Amount
If expense agreement Charge to:									
If expense agreement Charge to:									
If expense agreement Charge to:									
If revenue agreement Income to:			Non-Financial						
If revenue agreement Income to:									\$ <input type="text"/>
Income Total									
Expense Total									

Please verify and check off that the following elements are incorporated in the agreement:

- A. Clear definition of services to be provided
- B. Beginning and ending dates of service (*not to exceed single fiscal year, if possible*)
- C. Amount of charge for agreement:
 - 1. Total amount
 - 2. Terms of payment (single or multiple payment, submission of invoice[s]) and when payments are to be made --
- D. Secure Program Authorizations prior to each payment? Yes No
- E. If supplemental information from program will be submitted to Accounts Payable/Accounts Receivable prior to payment/billing, please note instructions:

Legal Review Requested? Yes: <input type="checkbox"/> No: <input checked="" type="checkbox"/>	Certificate of Insurance? Yes: <input type="checkbox"/> No: <input checked="" type="checkbox"/>	County Board Action Requested? Yes: <input type="checkbox"/> No: <input checked="" type="checkbox"/>
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Unit Supervisor authorization to enter contract.

Signature: Jennifer Weston

Date May 19, 2011

Please circle your designated Program Accountant.

Tricia Kowalski - Kerre Smith - Jennifer Weston - Sue Thorne

AGREEMENT FOR PARTICIPATION

EL DORADO COUNTY CHARTER SELPA

The El Dorado County Charter Special Education Local Plan Area (SELPA) as authorized by the California State Board of Education assists California charter schools that have successfully completed the SELPA membership process and have signed this Agreement for Participation (Agreement) which are deemed Local Educational Agencies pursuant to Education Code Section 47641, in meeting their obligations to provide special education and related services (each term as defined in 20 U.S.C. Section 1401 and the applicable rules, regulations and interpretive guidance issued thereunder and collectively referred to as Services) to applying or enrolled students actually or potentially entitled to Services under applicable state and federal laws and regulations (Students). SELPA Membership also ensures compliance with the LEA Member's obligations under Education Code Sections 56195, et. seq.

It is the goal of the El Dorado County Charter Special Education Local Plan Area (SELPA) that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs. It is the intent of the Charter SELPA that special education programs be coordinated and operated in accordance with the governance structure.

The respective Charter Schools who are signatories hereto, the El Dorado County Office of Education (EDCOE), and the El Dorado County Charter SELPA, mutually agree as follows:

DEFINITIONS

LEA: as described in Education Code Section 56026.3., shall refer to a specific LEA Member Charter School or Charter School development organization as appropriate.

RLA: Responsible Local Agency, as described in Education Code Section 56030. Federal Regulations use the term "Administrative Unit" or "AU". For purposes of this Agreement, the El Dorado County Office of Education shall be the RLA or AU for the El Dorado County Charter SELPA.

Charter SELPA CEO Council: This group is composed of a representative from each Charter School in the Charter SELPA at the Chief Executive Officer level. Organizations that operate more than one Charter School at their option may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of schools represented. This group would meet regularly with the County Superintendent of Schools to direct and supervise the implementation of the Local Plan.

Charter Executive Committee: The Charter Executive Committee is comprised of representatives from the Charter SELPA CEO Council and shall include the El Dorado County Superintendent and staff designees.

Efforts will be made to ensure the committee has broad representation in a variety of areas; e.g. various geographical areas of the Charter SELPA, CMO representation, single charter, large charter, small charter, original founding members, new members. This committee makes recommendations to the CEO Council on fiscal and policy matters.

Charter Special Education Steering Committee: This Steering Committee serves in an advisory capacity to the Charter SELPA Director. Each Charter School is entitled to select one

representative for this committee – either a teacher or an administrator. Representatives commit to a full year of service, which would include meeting regularly for the purpose of advising the Charter SELPA Director and receiving and disseminating direct program/instructional information.

Special Education Community Advisory Committee – CAC: Each Charter School shall be entitled to select a parent representative to participate in the Special Education Community Advisory Committee to serve staggered terms in accordance with E.C. § 56191 for a period of at least two years. Selected parents will be the parent of a child with a disability. This group will advise the Charter SELPA Director on the implementation of the El Dorado County Charter SELPA Local Plan for Special Education in Charter Schools (“Local Plan”) as well as provide local parent training options in accordance with the duties, responsibilities and requirements of E.C. §§ 56190-56194.

Because of the geographic diversity anticipated within the El Dorado County Charter SELPA many meetings will be conducted through the use of teleconferencing or video conferencing.

IEP (Individualized Education Program): A plan that describes the child's current abilities, sets annual goals and instructional objectives, and describes the education services needed to meet these goals and objectives in accordance with E.C. § 56032.

IEP Team: A group of team members, as defined in Education Code § 56341, who meet for the purpose of determining student eligibility for special education and developing, reviewing, or revising a pupil's IEP and recommendations for placement.

LEA MEMBER RESPONSIBILITIES AND DUTIES:

Each LEA agrees that it is subject to the following nondelegable responsibilities and duties under this Agreement, all adopted SELPA policies and procedures, the Local Plan, and governing federal and state laws and regulations (collectively, LEA Member Obligations), compliance with which is a condition precedent to membership, and continuing membership, in the SELPA.

The LEA Member as a participant in the Local Plan shall perform the following and be exclusively responsible for all costs, charges, claims and demands arising out of or related to its own pupils and its respective programs operated by the LEA Member:

- A. Adhere to the Local Plan, Policies and procedures as adopted by the Charter CEO Council.
- B. Select, compensate and determine the duties of the special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates, Charter Schools may contract for these services;
- C. Conduct and/or contract those programs operated by the LEA Member in conformance with the Local Plan and the state and federal mandates;
- D. Organize and administer the activities of the IEP Teams, including the selection of the LEA Member staff and who will serve as members of the IEP Team in conformance with the Education Code Section 56341 and in compliance with the Local Plan;

- E. Organize and maintain the activities of the Resource Specialist Program in conformance with Education Code Section 56362; the Designated Instruction and Service in conformance with Education Code Section 56363; and Special Classes and Centers in conformance with Education Code Section 56364.1 and 56364.2; and in compliance with the Local Plan;
- F. Provide facilities as required to house the programs conducted by the LEA;
- G. Provide for the acquisition and distribution of the supplies and equipment for the programs conducted by the LEA Member;
- H. Provide and/or arrange for such transportation services as may be required to provide the special education programs specified that are conducted by the LEA Member;
- I. Cooperate in the development of curricula for the classes and the development of program objectives with the AU. Cooperate in the evaluation of the programs as specified in the Local Plan, with the AU;
- J. Cooperate in the development of the procedures and methods for communicating with the parents and/or legal guardians of the individuals served in conformance with the provisions of the Local Plan with the AU;
- K. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof. Provide for the continuous review of placements and the assessment procedures employed to insure their effectiveness and applicability, and insure the continued implementation and compliance with eligibility criteria;
- L. Provide for the integration of individuals educated under this agreement into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan;
- M. Conduct the review of individual placements requested by the parents and/or legal guardians of the individual in accordance with the Local Plan;
- N. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation;
- O. Designate a person to represent the LEA Member on the Charter Special Education Steering Committee to monitor the implementation of the Plan and make necessary recommendations for changes and/or modifications;
- P. Designate a representative for the LEA Member to serve on the Special Education Community Advisory Committee, in accordance with Education Code Section 56192-56193 and pursuant to the procedures established in the Local Plan;
- Q. Designate the LEA Member Superintendent/CEO or School Leader by whatever name designated to represent the LEA Member on the Charter CEO Council to supervise and direct the implementation of the Plan;
- R. Receive special education funding from El Dorado County in accordance with the Charter SELPA's Allocation and Budget Plan.
- S. It is understood that except as otherwise may be specifically agreed from time to time the RLA shall have no responsibility for the operation of any direct educational program service of any kind.
- T. Each LEA Member shall annually provide RLA with LEA Member's annual audit report, as conducted according to Education Code Section 47605(b)(5)(I). Annual submission shall be made annually, no later than January 31st. LEA Member further agrees to forward RLA copies of State Controller's Office communications regarding audit report corrective

actions and a corrected audit report, if applicable. Should an LEA Member be the subject of a FCMAT report (or other agency review) that indicates concern with inappropriate use of funds, financial insolvency concerns, or operational concerns, the LEA Member shall notify RLA and provide the RLA with a copy of the report.

- U. An LEA Member contracting for external Services, consistent with definition.... shall do so only with duly licensed and authorized entity or individual. The contract for Services executed by the LEA Member and the external consultant or contractor shall include a clause stating the contractor or consultant agrees to defend and indemnify the LEA Member, and the SELPA, RLA, the Superintendent, and other Indemnified Parties in response to any claim arising from the contractor's or consultant's actual or alleged failure to provide Services in conformity with these obligations.

With respect to external services and/or Student placements, the LEA Member shall affirmatively monitor, assess, and to the extent necessary, intervene or manage such external placements or Services in conformity to ensure that the LEA Member's Obligations to the Student are still being met.

AU/RLA DUTIES AND RESPONSIBILITIES:

Pursuant to the provisions of Education Code Section 56030 et seq., the AU shall receive and distribute regionalized service funds, provide administrative support, and coordinate the implementation of the El Dorado County Local Plan for Special Education in Charter Schools participating in the Charter SELPA. In addition, the AU shall perform such services and functions as required to accomplish the goals set forth in the plan. Such services include, but are not limited to, the following:

- A. Act as agent for Charters participating in the Plan as specified in the Local Plan. Receive, compile and submit required enrollment reports and compute all special education apportionments as authorized under Education Code Section 56836 et seq. Receive data from each LEA Member to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted. Receive the special education apportionments of Regionalized Services as authorized under Education Code Section 56836.02;
- B. Coordinate with LEA Member's in the development and implementation of a systematic method for referring and placing individuals with exceptional needs who reside in the Charter, including the methods and procedures for communication with the parents and/or guardians of the individuals according to procedures in the Local Plan;
- C. Coordinate the development and implementation of curriculum and program objectives and provide for continuous evaluation of the special education programs in accordance with the Local Plan;
- D. Coordinate the organization and maintenance of the Special Education Community Advisory Committee (CAC) as part of the responsibility of the AU to coordinate the implementation of the plan pursuant to Education

- Code Section 56030. Provide for the attendance of designated members of the AU's staff at all regularly scheduled Special Education Community Advisory Committee meetings;
- E. Coordinate community resources with those provided by LEA Member and the AU, including providing such contractual agreements as may be required;
 - F. Organize and maintain the Charter Special Education Steering Committee to monitor the operations of the Local Plan and make recommendations for necessary revisions, including, but not limited to:
 1. Monitoring the application of eligibility criteria throughout the Local Plan area;
 2. Coordinating the implementation of the transportation for special education pupils;
 3. Coordinating the system of data collection, management, and evaluation;
 4. Coordinating personnel development and curriculum development for special education, including alternative dispute resolution;
 5. Coordinating the identification, referral, assessment, instructional planning, and review procedures, including the communication with parents and/or legal guardians regarding rights and responsibilities for special education;
 6. Developing interagency referral and placement procedures; and,
 7. Evaluating the effectiveness of special education programs.
 - G. Support the Charter SELPA CEO Council by attendance and participation of the County Superintendent and/or designees at meetings;
 - H. Provide for regular inservice training for AU and LEA Member staff responsible for the operation and conduct of the Local Plan. Regular inservice training may also be provided to CAC representatives;
 - I. Provide the method and the forms to enable the LEA Member to report to the AU on student enrollment and program expenditures. Establish and maintain a pupil information system;
 - J. Provide reasonable assistance to the LEA Member upon request from LEA Member administration, or individual cases, including but not limited to:
 1. Complaint issues;
 2. Hearing issues; and
 3. Identification of appropriate programs for specific pupils.
 - K. Perform other services reasonable and necessary to the administration and coordination of the Plan;
 - L. Receive special education funding and distribute funds in accordance with the Charter SELPA Allocation and Budget Plan.
 - M. Schedule a public hearing at the El Dorado County Office of Education for purposes of adopting the Annual Service Plan and Budget Plan.

PROVISIONS OF THE AGREEMENT

- A. Consistent with this Agreement each LEA Member shall have full and exclusive authority and responsibility for classifying employment positions within their respective LEA Member.

- B. No LEA Member may enter into any agreement, MOU or other undertaking that would bind or limit independent decision making on the same or similar matters by any other LEA Member.
- C. The managerial prerogatives of any participating LEA Member shall not be infringed upon by any other participating LEA Member except upon mutual consent of an affected LEA Member(s), or unless as otherwise set forth by this Agreement.
- D. Any LEA Member may terminate its Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:
 1. Prior initial written notice of intended termination to the RLA of at least one year, and
 2. final written notice of termination to the RLA no more than six months after the LEA Member's initial notice of intended termination.

The RLA County Superintendent of Schools may terminate any LEA Member's Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:

1. Prior initial written notice of intended termination to the LEA Member of at least one year, and
 2. final written notice of termination to the LEA Member no more than six months after the RLA's initial notice of intended termination.
- E. Funding received by a charter is subject to the elements of the allocation plan. The allocation plan is updated on an annual basis and approved by CEO council. Funding is subject to administrative fees, set-aside provisions, differentiated funding in year 1 and year 2, and potential recapture provisions if funds are not spent. All of these details are outlined in the allocation plan document. Participants agree by signing this document to agree to the provisions of the allocation plan.
 - F. In accordance with their needs the LEA Members and the AU in El Dorado County shall continue to manage and operate programs in their respective LEAs in accordance with Education Code Section 56172.
 - G. The Charter CEO Council shall have the responsibility and right to monitor and correct any special education matter which affects the Special Education Local Plan Area. The AU staff shall be responsible for coordinating and informing the governance structure on any such matter.
 - H. The LEA Members and the AU will maintain responsibility for program administration for the service they provide. All administrative requirements that govern that unit will be in effect regarding special education services. The Superintendent and/or Administrators of Special Education in each LEA Member and in the AU will be responsible for the daily operation of their respective programs.
 - I. The student program placement is and shall remain the responsibility of the respective LEA Member. Student admission and transfer shall be determined in accordance with the respective charter, SELPA and El Dorado County Board policies and the respective charter, SELPA and El Dorado County procedures established in accordance with the identification, assessment, instructional planning and placement set forth in the Local Plan. Nothing contained herein shall be interpreted as providing automatic transfer rights to parents or students. The charter

enrolling any pupil shall have the exclusive right to approve placement in any other agency. Each LEA of service shall have the right to determine if such LEA is able to provide a free, appropriate public education for the pupil.

- J. Supervision and other incidents of employment of special education staff will be the responsibility of the respective LEA Member or AU. Each LEA Member and the RLA shall have full exclusive and independent control over the development, change, implementation and application of all evaluation procedures their respective LEA Member or in the RLA as the case may be. All LEA Members shall have full and exclusive authority to recruit, interview, and hire special education staff as needed by such LEA Member to provide continuity and service to their special education students.
- K. The Charter Executive Committee shall review and make Allocation Plan recommendations. The Allocation Plan defines the distribution of funds within the SELPA. CEO Council shall approve all changes. There is a legal requirement for a public hearing and adoption of an annual service and budget plan. This shall be done annually by the El Dorado County Board of Education. This document shall be provided to the CEO Council as an information item.

WARRANTIES AND REPRESENTATIONS:

As a condition of membership, each LEA Member warrants and represents that at no time during such LEA Member's membership in the El Dorado County Charter SELPA shall any such LEA Member, directly or indirectly, provide special education funding for the benefit of a for-profit entity. All Funding provided through the El Dorado County Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA Member from expending funds for non-public agency or non-public school purposes for the benefit of children served.

STANDARD OF CONDUCT

Each LEA Member, at all times, shall conduct itself in such a manner as to act in the best interests of all other Charter SELPA members. LEA Members shall not engage in any activity or enterprise which would tend to injure or expose the Charter SELPA or any of its members to any significant risk of injury or any kind. No LEA Member shall undertake to independently act on behalf of the Charter SELPA or any of its members without express written authorization of the Charter SELPA.

RESERVATION OF RIGHTS

The RLA shall not be responsible for any LEA Member or Charter SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

INDEMNIFICATION AND HOLD HARMLESS

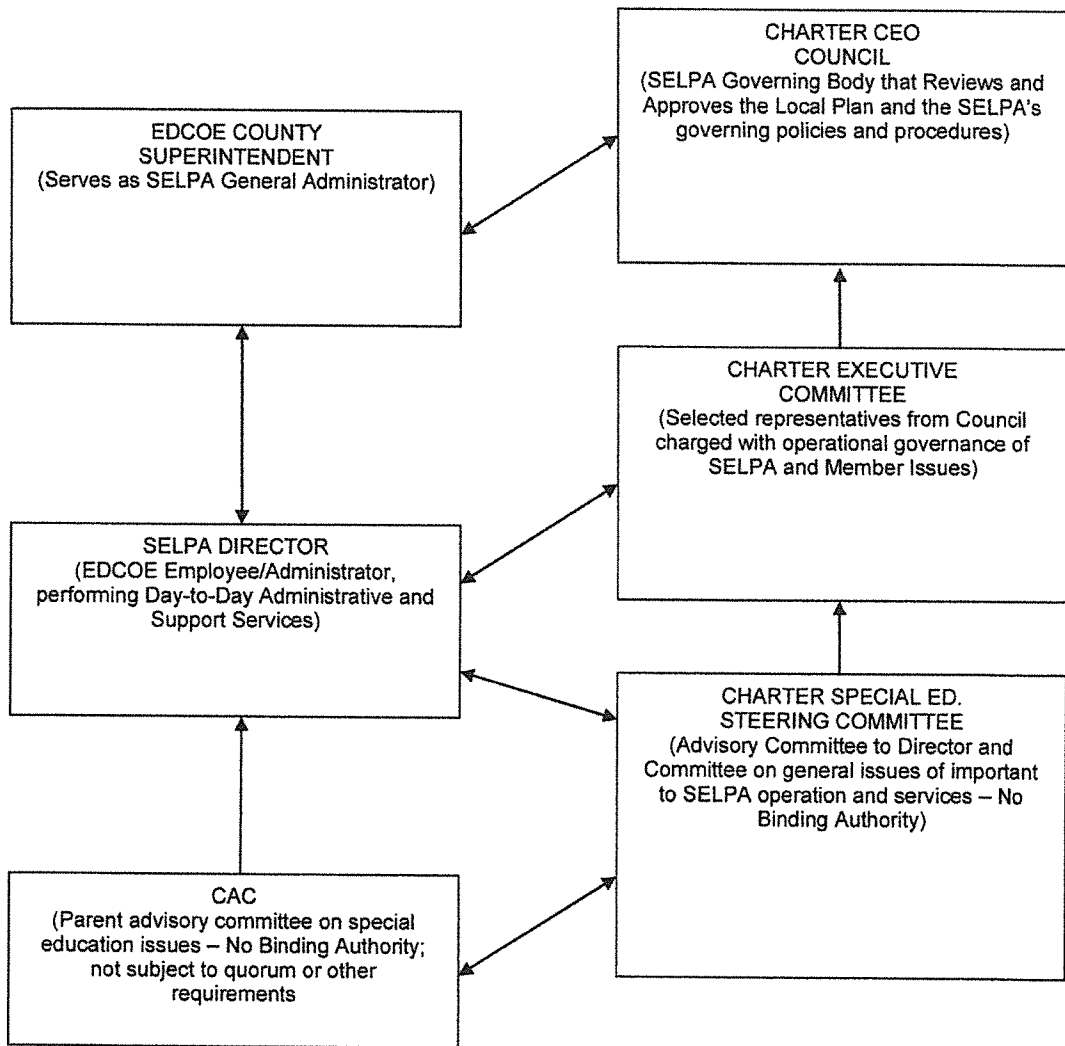
To the fullest extent allowed by law, each LEA Member agrees to defend, indemnify, and hold harmless the SELPA and its individual other Members, El Dorado County Office of Education, and the Superintendent, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or , demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arises in any manner from an actual or alleged failure by a LEA Member to fulfill one or more of the LEA Member's Obligations except to the extent that such suit arises from the RLA's negligence.

Further, the El Dorado County Charter SELPA shall be responsible for holding harmless and indemnifying the RLA for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from the RLA's negligence.

FULL DISCLOSURE

Except as otherwise prohibited by law, upon request by the Charter SELPA or any of its members, a Charter SELPA member shall provide any requested information, documents, writings or information of any sort requested without delay.

El Dorado County Charter SELPA
Charter Education SELPA Flow Chart




This revised agreement replaces the original participation agreement and is entered into for the 2010-11 fiscal year and, absent a new agreement or termination, continues each year thereafter.

Executed on this 19th day of May, 2011

CHARTER SCHOOL APPROVAL


Sacramento Charter High School

Date: 5-19-2011


Ed Manansala, CEO
Sacramento Charter High School

EL DORADO COUNTY OFFICE OF EDUCATION APPROVAL


Date: _____


Vicki L. Barber, Ed.D., Superintendent
El Dorado County Office of Education

Date: 13 Dec 2011


Associate Superintendent
El Dorado County Office of Education

Date: 5/19/11


Tammy Watson, Charter SELPA Director
El Dorado County Office of Education



SECTION 504 PLAN SUPPORTING DOCUMENTS

St. HOPE Public Schools

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504 SECTION 504 ADMINISTRATIVE REGULATIONS

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by St. HOPE Public Schools and Sacramento Charter High School (the “Charter School”)
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.
5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
 - b. Any mental or psychological disorder, such as mental retardation, organic

brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – St. HOPE Public Schools’ Chief of Schools, Shannon Wheatley, shall serve as the Charter School’s Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to, the 504 Coordinator at (916) 508-4319.
9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means
 - (A) has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation;
 - (B) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or
 - (C) has none of the impairments defined in paragraph (j)(2)(i) of this section but is treated by a recipient as having such an impairment.

B. Referral, Assessment and Evaluation Procedures

1. The Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student’s file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student’s parents/guardians and other persons knowledgeable about the student (such as the student’s regular education teachers), the student’s school history, the

student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as

described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education (“FAPE”).
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student’s disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student’s teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student’s cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student’s needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student’s identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to school policy
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to: Shannon Wheatley, 504 Coordinator c/o Sacramento Charter High School, 2315 34th Street, Sacramento, CA 95817. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.
3. The Principal shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within the El Dorado County SELPA or the Sacramento County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a

hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:

- The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
- Mediation by a neutral third party.
 - Review of the 504 Plan by the Principal or designee.
6. Within 10 calendar days of receiving the parent/guardian's request, the Principal or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
8. The parent/guardian and the Charter School shall be afforded the rights to:
- Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

**St. HOPE Public Schools
Sacramento Charter High School**

**PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND
PLACEMENT**

(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have the Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §701, et seq.).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.

11. Obtain a response from the Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with the Charter School's Section 504 mediation grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, Region IX
50 Beale Street, Suite 7200
San Francisco, CA 94105
(415) 486-5555

Please contact Shannon Wheatley, 504 Coordinator, c/o Sacramento Charter High School, 2315 34th Street, Sacramento, CA 95817 with any questions regarding the information contained herein.



COMMUNITY SERVICE OPPORTUNITIES



Community Service Opportunities

Central to Sac High's educational philosophy is linking the classroom and the community as well as instilling within young people the importance of giving back to the community. As such, Sac High students are required to complete 40 hours of community service per year (20 hours per term). Students are encouraged to complete service at the school-site level, through St. HOPE projects and in the broader community. Examples of service opportunities are provided below:

School Service

Hands On Sacramento Campus Project
Campus Beautification
Athletic Game Support (e.g. volunteering at football games)
Garden volunteer

St. HOPE Projects

Classroom Assistant at Triumph Center for Early Childhood Education
Tutor at PS7 Elementary School
Tutor at PS7 Middle School
Tutor at Oak Park Prep
Guild Theater Volunteer
Greeter for Indivisible Events

Community Projects

2nd Saturday Clean-Up
Chalk it Up Sacramento
Run to Feel the Hungry
California International Marathon
Race for the Cure
Parkway Half Marathon
Sacramento Aids Run
Wellspring
Food Bank
Habit for Humanity
Hands On Sacramento Projects
Tutoring at Area Schools
Loave and Fishes
Shriners Hospital
UC Davis Medical Center
SMUD Light Bulb Exchange Program
Neighborhood Harvest: harvesting neighborhood fruit trees
WayUp Sacramento
Sacramento Food Bank and Family Services including Thanksgiving turkey giveaway



PARTNERSHIP OPPORTUNITIES



Partnership Opportunities

Community partnerships are a key component of Sac High's educational program. Local organizations as well as business and community leaders support the School in a variety of ways, all designed to connect classroom learning to real world context. Below is a sampling of Sac High's many partners from 2003 to the present.

- UC Davis Medical Center
- Wells Fargo
- KT Development
- Pacific Coast Building Products
- Sacramento Business Journal
- Sacramento Philharmonic Orchestra
- Mondavi Center
- Sacramento Metropolitan Arts Commission
- SMUD
- Advancement of Global Entrepreneurship (SAGE)
- KXTV News
- Access Sacramento
- The Evergreen Company
- Sacramento Bee
- Sacramento Police Department
- Intel
- Hewlett Packard
- Food Bank
- Student and Landowner Education and Watershed Stewardship
- University of California, Davis
- California State University, Sacramento
- BP Cubed
- Downtown Resources/Law Office of John A. Lambeth
- U.C. Davis Medical Center
- Sacramento Chamber of Commerce
- The Observer Newspaper
- Clear Channel Communications
- Sellands Market
- All Our Pets - Vet
- McGeorge School of Law
- LaunchPath
- DECA Inc.
- GRID Alternatives
- U.C, Davis: Future Faces of Medicine
- Summer Scrubs

- Old Soul
- River City Bank
- African-American Bar Association
- La Familia Counseling Center
- Summer at City Hall
- Society of Hispanic Professional Engineers:CSUS

The organizations listed above, which is subject to change, work with the Charter School in a variety of ways to expand students' experiences including serving as guest speakers, teaching classes and workshops and providing job shadowing and internship opportunities. Specific examples of some of the opportunities provided by these partners follow this document.



APPENDIX B

- **Charter Renewal Requirements**
- **State and Federal Accountability**
- **College Preparation and Acceptance Summary**
- **CAASPP Results Summary**
- **Student Discipline Summary**



CHARTER RENEWAL REQUIREMENTS



Charter Renewal Evidence

Education Code § 47607 requires that one of the following requirements be met for charter renewal:

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

Sac High has met this criterion. While Sac High's API went down in 2012 and 2013, overall it went up from 778 in 2010 to 780 in 2013. The API was discontinued after 2013:

Year	API
2013	780
2012	785
2011	786
2010	778
2009	731

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

Sac High has met this criterion.

Year	2008	2009	2010	2011	2012	2013
State Rank	6	6	7	7	7	6

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;

Sac High has met this criterion.

Year	2008	2009	2010	2011	2012	2013
Similar Schools Rank	10	10	10	10	10	10

4. SCUSD determines that the academic performance of Sac High 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 composition of the pupil population of the charter school.

While SCUSD will make its own assessment, SHPS believes Sac High has met this criterion.

Sac High has demonstrated academic results higher than the two most similar high schools in SCUSD (Hiram Johnson and Luther Burbank). As shown in the below table, Sac High's API in 2013 was 80 points higher than Hiram Johnson and 102 points higher than Luther Burbank. Sac High was the only comparable high school in the district to meet AYP in 2013, had a higher graduation rate than other high schools in 2015, and far exceeded other high schools in the percent of students who meet the A-G course requirements upon graduation in 2015.

Most Recent School Performance

School	2013 API	2015 AYP	Class of 2015 Graduation Rate	2015 Grads - % A-G
Sac High	780	Met	94%	96%
CK McClatchy	753	Met	91%	48%
Hiram Johnson	700	Not met	74%	22%
John F. Kennedy	745	Not met	88%	48%
Luther Burbank	678	Not met	86%	54%
Rosemont	745	Met	89%	34%

Sac High's pass rates on both the math and ELA sections of the CAHSEE were higher than all other SCUSD comparable high schools.

2015 10th Grade CAHSEE Pass Rate

School	ELA	Math
Sac High	87%	87%
CK McClatchy	83%	84%
Hiram Johnson	64%	70%
John F. Kennedy	84%	83%
Luther Burbank	70%	76%
Rosemont	75%	76%

Similarly, in the latest testing data for the CST in all subjects, Sac High's proficiency rates were the same or higher than other high schools in SCUSD.

Most Recent CST Comparison Results - % Proficient/Advanced

School	ELA (2013)	Math (2013)	History/SS (2013)	Science (2015)
Sac High	55%	34%	65%	63%
CK McClatchy	55%	24%	52%	58%
Hiram Johnson	33%	16%	35%	52%
John F. Kennedy	54%	26%	47%	40%
Luther Burbank	27%	13%	27%	29%
Rosemont	53%	23%	50%	34%

Finally, in looking at the Smarter Balanced tests for ELA and Math for 2016, Sac High improved in both ELA and Math over 2015 and outperformed both Hiram Johnson and Luther Burbank in both assessments.

2016 Smarter Balanced Comparison Results - % Met/Exceeded

School	ELA	ELA Change	Math	Math Change
Sac High	56%	+7%	24%	+7%
CK McClatchy	57%	+12%	31%	+5%
Hiram Johnson	41%	+20%	15%	+4%
John F. Kennedy	51%	No Ch	34%	+3%
Luther Burbank	34%	-2%	9%	-3%
Rosemont	45%	+2%	23%	-2%



STATE AND FEDERAL ACCOUNTABILITY



State Accountability Summary

The state is currently developing a new accountability system. In the previous system, Sac High's academic performance was measured based on the same state and federal criteria as other public schools. A summary of Sac High's performance based on California's Public School Accountability Act of 1999 is provided below.

Academic Performance Index (API)

The API was the cornerstone of California's Public School Accountability Act of 1999 and measured the academic performance and growth of schools on a variety of measures through 2013. Sac High saw major growth in its API score, improving by 204 points over 10 years.

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	04-13 growth
Base API	na	582	615	613	636	719	731	778	786	785	
Growth Target	na	11	9	9	8	5	5	5	5	5	
Growth API	576	614	612	636	719	731	778	786	785	780	
Growth	na	32	-3	23	83	12	47	8	-1	-5	204
Met Target Growth	na	Y	N	Y	Y	Y	Y	Y	N	N	

State and Similar Schools Rankings

As part of its accountability system, California provided schools with a statewide ranking and a similar schools ranking. Sac High's rankings are provided below. As illustrated, Sac High received a similar schools ranking of 10 in the last six years that rankings were released.

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
State Rank	2	2	2	3	6	6	7	7	7	6
Similar Schools Rank	5	3	5	8	10	10	10	10	10	10



Federal Accountability Summary

The federal accountability system is also being redefined. Under the old system, Sac High's academic performance was measured based on the same state and federal criteria as other public schools. A summary of Sac High's performance based on the No Child Left Behind Act (NCLB) is provided below.

Adequate Yearly Progress (AYP)

NCLB required each state to ensure all schools and districts made Adequate Yearly Progress. In California AYP was based on participation rates on standardized test, progress on student proficiency as a whole as well as by major subgroups on academic standards, increasing graduation rates and increasing API. Sac High has been in program improvement since 2006-07. In 2015 Sac High met AYP and is currently holding in PI year 5.

Criteria	2008	2009	2010	2011	2012	2013	2014	2015
Met All Criteria?	No	No	No	Yes	No	No	No	Yes
Number of Criteria Met	17 of 18	17 of 18	17 of 18	18 of 18	16 of 18	12 of 18	9 of 17	9 of 9
Participation Rate (ELA)	Met	Met	Met	Met	Met	Met	Met	Met
Program Improvement Year	Year 2	Year 3	Year 4	Year 4	Year 4	Year 5	Year 5	Year 5
Participation Rate (Math)	Met	Met	Met	Met	Met	Met	Met	Met
Percent Proficient School (ELA)	Met	Met	Met	Met	Not Met	Not Met	Not Met	NA
Percent Proficient School (Math)	Met	Met	Met	Met	Met	Not Met	Not Met	NA
Percent Proficient Subgroups (ELA)	Not met	Met	Met	Met	Not Met	Not Met	Not Met	NA
Percent Proficient Subgroups (Math)	Met	Not met	Not met	Met	Met	Not Met	Not Met	NA
API	Met	Met	Met	Met	Met	Met	NA	NA
Graduation Rate	Met	Met	Met	Met	Met	Met	Met	Met

It is also important to note how Sac High compares to other schools in the surrounding community. As illustrated below, Sac High is one of the three local comparable high schools in the area that met AYP in 2015. The School fully expects to meet AYP in 2016.

School	2015 AYP	PI Status
Sac High	Met	PI Year 5
CK McClatchy	Met	Year 5
Hiram Johnson	Not met	Year 5
John F. Kennedy	Not met	Year 5
Luther Burbank	Not met	Year 5
Rosemont	Met	Year 5

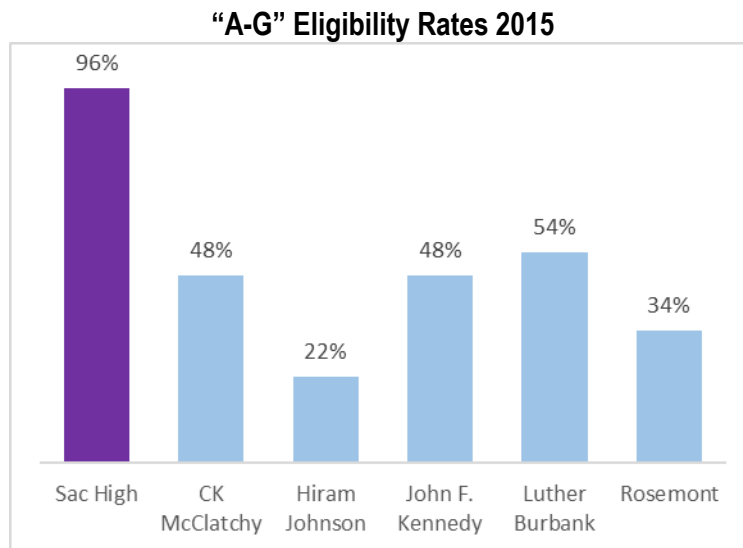


COLLEGE PREPARATION AND ACCEPTANCE SUMMARY

College Preparation and Acceptance Summary

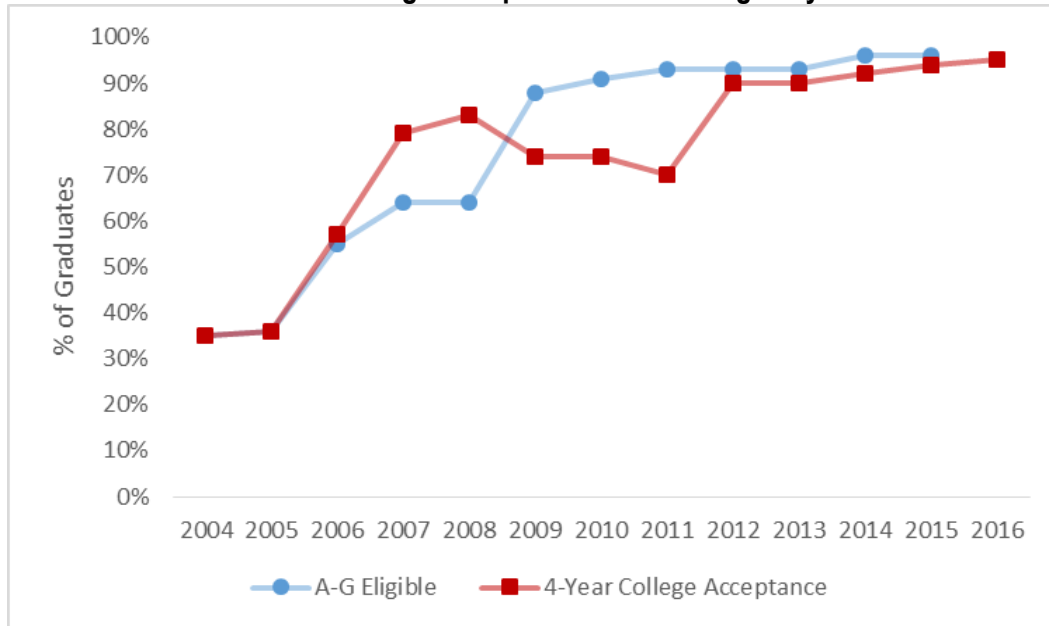
Perhaps the school's greatest accomplishment is the establishment of a college-going culture, which is readily apparent in "A-G" course completion rates and college acceptance rates.

In order to be considered for acceptance to the University of California or California State University institutions of higher learning, students are required to successfully complete a set of college preparatory courses, termed "A-G requirements," certified by the University system. Prior to St. HOPE opening Sac High as a charter school (class of 2003), only 39% of seniors were "A-G" eligible. Ninety-nine percent of Sac High's most recent graduates (class of 2016 unpublished data) were "A-G" eligible. In addition, for the class of 2015, the latest year with published comparable data, Sac High had 96% of graduates "A-G" eligible. The chart below compares Sac High's percentage to those of other SCUSD high schools.



Similarly, prior to opening Sac High as a charter school it is believed that approximately 20-30% of students were accepted to a 4 year college whereas in 2016 Sac High had 95% of seniors accepted to at least one 4-year college with many of these students being accepted into elite schools such as Cal Poly San Luis Obispo, UC Berkeley, and UCLA. A full listing of the colleges seniors were accepted to is at the end of this summary. The graphic below shows the steady increase in college acceptance and "A-G" eligibility rates since the first year of the charter.

4-Year College Acceptance and A-G Eligibility



*2016 A-G Eligibility is not yet published by CDE

At a time when schools like University of California, Los Angeles (UCLA) are sending fewer acceptance letters, Sac High had twenty-one seniors accepted since 2012. Sac High students have also received prestigious scholarships over the past five years, including a Gates Millennium Scholarship winner. A few highlights for the class of 2016 are below:

- 80 seniors from the class of 2016 applied to UCs this past fall; 154 applied to CSUs.
- 95% of seniors from the class of 2016 were accepted to at least one 4-year college.
- UC Berkeley has accepted twenty-one Sac High students since 2012; seven of whom won the UC Berkeley Incentive Award Scholarship.
- Every year from 2012-16 at least one Sac High student has been accepted to all nine UC campuses.
- In the last five years a number of seniors have received full athletic scholarships to schools including UC Santa Barbara, UC Davis, Iowa State University, CSU Sacramento, UNLV, Cal Poly San Luis Obispo, Arizona State University, University of the Pacific, UC Berkeley, Chaminade, Montana State Billings, CSU San Marcos, Pepperdine and others.

Many of these students being accepted and going to college are first generation college attendees and most are low-income, minority students. Across the nation there are few, if any, schools that are producing college ready, low-income students of color on the same scale as Sac High.

Colleges Acceptances - Class of 2016

Alabama A&M University
Alabama State University
University of Alabama
Alcorn State University
Arizona State University
Benedict College
Bennett College
Bethune-Cookman University
Boise State University
University of California at Berkeley
University of California at Davis
University of California at Irvine
University of California at Los Angeles
University of California at Merced
University of California at Riverside
University of California at San Diego
University of California at Santa Barbara
University of California at Santa Cruz
California Baptist University
California State Polytechnic University, Pomona
California Polytechnic State University, San Luis Obispo
California State University, Bakersfield
California State University, Channel Islands
California State University, Chico
California State University, Dominguez Hills
California State University, East Bay
California State University, Fresno
California State University, Fullerton
California State University, Long Beach
California State University, Los Angeles
California State University, Monterey Bay
California State University, Northridge
California State University, Sacramento
California State University, San Bernardino
California State University, San Marcos
California State University, Stanislaus
Charleston Southern University
Clark Atlanta University
Concordia University – Portland
Dillard University
Dixie College
Fisk University
Graceland University
Grambling State University
Hampton University
Hofstra University
Howard University
Humboldt State University
Iowa State University
Kansas State University
Kentucky State University
University of La Verne
Langston University
Lewis and Clark College
Lincoln University
Menlo College
Montana State University, Billings
Morehouse College
Morgan State University
University of Nevada, Las Vegas
University of Nevada, Reno
Norfolk State University
University of North Carolina, Greensboro
Norwich University
Northern Arizona University
Pacific University
University of the Pacific
Paine College
Penn State
Philander Smith College
University of Portland
Prairie View A&M University
Pratt Institute
University of Puget Sound
Saint Augustine's University
Saint Mary's College of California
San Diego State University
University of San Francisco
San Jose State University
Savannah State University
Seattle University
Shaw University
Sonoma State University
Southern Oregon University
Sweet Briar College
Talladega College
Texas Southern University
Tuskegee University
Virginia State University
Washington State University
Whittier College
Whitworth University
Wilberforce University
Wiley College
Willamette University
Xavier University of Louisiana



CAASPP RESULTS SUMMARY



California Assessment of Student Performance and Progress Summary

One of Sac High's overarching goals is for all students to graduate reading, writing and doing math at grade level. The California Assessment of Student Performance and Progress (CAASPP) assesses students in English Language Arts (ELA) and mathematics via the Smarter Balanced assessments to measure students' progress towards mastery of the state's adopted common core standards. The CAASPP also includes the California Standards Test in Science, which is based on California's older state standards. The State Board of Education has adopted standards to establish what all California children are expected to know and be able to do for particular subjects at particular grade levels. Based on their scores, students are rated as having "Exceeded", "Met", "Nearly Met", or "Not Met" the standard for ELA and math. Science continues to use the old performance levels of "Advanced", "Proficient", "Basic", "Below Basic" or "Far Below Basic".

A snapshot of Sac High's CAASPP results over the last two years is provided below. The summary highlights the following increases:

- +7% in Smarter Balanced ELA
- +7% in Smarter Balanced Math
- +17% in CST Science

Percentage of Sac High Students Scoring in the Top Two Performance Bands

	2014	2015	2016
ELA (11 th grade)	NA	49%	56%
Math (11 th grade)	NA	17%	24%
Science (10 th grade)	46%	63%	NA

*Smarter Balanced ELA and math did not start until 2015 and CST Science Scores for 2016 are not yet publicly available.

In 2016, Sac High's proficiency rates for ELA and math were higher than the two SCUSD schools most similar to Sac High: Hiram Johnson and Luther Burbank. In 2015, the last year of publicly available data for the CST Science, Sac High's proficiency rates were higher than other SCUSD comparison high schools.

Percentage of SCUSD Students Scoring in the Top Two Performance Bands

School	ELA (2016)	Math (2016)	Science (2015)
Sac High	56%	24%	63%
CK McClatchy	57%	31%	58%
Hiram Johnson	41%	15%	52%
John F. Kennedy	51%	34%	40%
Luther Burbank	34%	9%	29%
Rosemont	45%	23%	34%

In addition, Sac High's subgroup data for the 2016 Smarter Balanced ELA and Math assessments and the 2015 CST Science assessment show that the school outperformed SCUSD subgroups in a number of key areas, specifically:

- African American students outperformed the District average by:
 - 25% in ELA
 - 4% in Math
 - 29% in Science
- Hispanic or Latino students outperformed the District average by:
 - 11% in ELA
 - 10% in Math
 - 36% in Science
- Economically Disadvantaged students outperformed the District average by:
 - 6% in ELA
 - 22% in Science

Before the CAASPP testing system, California administered the STAR system. See the table below for the results from the last

Sac High CST Data by Level
2010 – 2013

	ELA Grade 9				ELA Grade 10				ELA Grade 11			
Year	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13
Number Tested	246	187	210	227	227	267	191	193	220	201	202	170
Advanced	19%	21%	15%	15%	11%	17%	15%	17%	15%	11%	13%	12%
Proficient	40%	34%	32%	44%	30%	26%	35%	35%	30%	32%	33%	40%
% Meeting Standard	59%	55%	47%	59%	41%	43%	50%	52%	45%	43%	46%	52%
Basic	30%	28%	35%	31%	33%	45%	37%	37%	37%	35%	42%	33%
Below Basic	7%	11%	12%	5%	18%	9%	11%	7%	12%	14%	7%	12%
Far Below Basic	5%	5%	5%	4%	7%	4%	2%	5%	7%	10%	5%	4%

	Algebra I				Geometry				Algebra II				Summative Math			
Year	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13
Number Tested	302	229	224	212	185	251	202	204	173	134	158	119	18	38	28	42
Advanced	13%	8%	7%	11%	1%	2%	1%	2%	7%	12%	13%	7%	0%	3%	7%	0%
Proficient	32%	28%	34%	37%	16%	20%	12%	11%	14%	24%	31%	32%	6%	21%	32%	48%
% Meeting Standard	45%	36%	41%	48%	17%	22%	13%	13%	21%	36%	44%	39%	6%	24%	39%	48%
Basic	20%	24%	22%	27%	36%	39%	36%	31%	31%	37%	28%	39%	39%	37%	54%	33%
Below Basic	22%	30%	28%	19%	38%	28%	40%	40%	28%	17%	17%	18%	50%	34%	7%	19%
Far Below Basic	13%	10%	9%	6%	9%	10%	12%	16%	20%	10%	11%	4%	6%	5%	0%	0%

	Biology				Chemistry				Physics			
Year	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13
Number Tested	311	275	265	273	178	171	185	148	3	3		
Advanced	18%	17%	19%	14%	10%	11%	18%	9%	0%	0%		
Proficient	29%	24%	31%	25%	26%	25%	31%	24%	67%	67%		
% Meeting Standard	47%	41%	50%	39%	36%	36%	49%	33%	67%	67%		
Basic	33%	37%	32%	43%	43%	46%	37%	46%	33%	0%		
Below Basic	13%	12%	12%	9%	13%	13%	11%	13%	0%	33%		
Far Below Basic	7%	10%	6%	8%	8%	5%	3%	7%	0%	0%		

	World History Grade 10				U.S. History Grade 11			
Year	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13
Number Tested	225	272	197	209	219	200	210	178
Advanced	22%	44%	25%	30%	23%	25%	35%	39%
Proficient	31%	30%	39%	31%	39%	32%	34%	32%
% Meeting Standard	53%	74%	64%	61%	62%	57%	69%	71%
Basic	29%	16%	24%	25%	25%	29%	22%	20%
Below Basic	8%	4%	5%	7%	7%	8%	2%	6%
Far Below Basic	10%	6%	8%	8%	7%	7%	6%	3%



STUDENT DISCIPLINE SUMMARY

Student Discipline Summary

Student Discipline

Sac High prides itself in having made significant progress in creating a safe and secure environment for students and staff in a learning environment that is orderly and respectful. Students are not only held to high standards for academics, but behavior as well. Sac High has continued to increase student accountability for inappropriate conduct. The School has a no tolerance policy for violence and tight enforcement of lower level infractions as well. The below table show the expulsions and suspensions at Sac High over the past four years (numbers for 15-16 are not yet public).

	2012-13	2013-14	2014-15
Expulsions	1	2	0
Total Suspensions	232	316	308

Sac High's drug/violence suspension and total suspension rates are comparable to other SCUSD high schools as seen in the below table.

School	2014-15		
	Students Suspended	Suspension Rate*	Expulsions
Sac High	162	15.5	0
C. K. McClatchy	103	4.3	1
Hiram Johnson	279	16.7	0
J.F. Kennedy	114	5.0	2
Luther Burbank	193	9.7	2
Rosemont	226	15.0	1

*Suspension Rate taken from dataquest

Maintaining a safe and secure campus remains a priority and Sac High continually seeks to improve its disciplinary policies, processes and procedures. The school has continued with its dress code which has a positive impact on student behavior and school pride. The school has implemented multiple options for student discipline (see Appendix J for further information on Suspension and Expulsion policies and procedures). In addition, Sac High has multiple staff members in the Dean of Students role to support students to meet Sac High's high expectations. The role of the deans is not only to address behavior issues as they arise, but more importantly to work proactively to create the desired school culture.



APPENDIX C

- **2016-17 Sac High LCAP**
- **Sample Report Card, Quick Lookup, Transcript**
- **Sample Benchmark Assessments**
- **Sample Illuminate Report**



2016-17 SAC HIGH LCAP

Introduction:

LEA: Sacramento Charter High School

LCAP Year: 2016-2017

Contact (Name, Title, Email, Phone Number):

Dominique Amis, Chief Operating Officer, 619-884-5109

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

<p>D. Staff Meetings</p> <ul style="list-style-type: none"> • Fall 2015 • Spring 2016 	<p>The school dedicated two regularly scheduled weekly staff meetings to informing, educating and gathering input from teachers and staff about the LCAP. The fall meeting served as an introduction to LCFF, the LCAP and the state priorities. The group discussed the process for gathering stakeholder input as well as drafting the plan and provided input. The meeting was lead by the superintendent and school leader. The spring meeting began by reviewing survey data and discussing priority needs and goals. This was followed by small group sessions in which individuals and teams identified potential metrics, strategies and key actions for each goal. Many of the metrics, strategies and activities identified were incorporated into the school's plan.</p>
<p>Annual Update: Throughout the 2015-16 school year:</p> <p>Though out the school year parents were provided updates on school events, educational program, parent meetings, student activities, school policies and procedures, and important announcements via School Site council and Parent Village Meetings</p> <p>Parents served on decision making groups including, Board of Directors and hiring committees for Superintendent</p>	

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and

describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL:	Ensure all students graduate prepared to attend and succeed at a four-year college/university			Related State and/or Local Priorities: 1X 2__ 3X 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify Board Goals _____
Identified Need :	Increase the percent and number of students demonstrating they are college ready in reading, writing, math, and social studies. Increase student engagement <u>Metrics:</u> <ul style="list-style-type: none"> • Performance on CAASP • CELDT • Annual student survey • Student retention • Service project completion rate • Increased enrichment activities 			
Goal Applies to:	Schools:	Sac High		
	Applicable Pupil Subgroups:	All		
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase percentage of students who meet or exceed CASSP proficiency in Math and ELA each year • All English learners will be demonstrate or make progress towards English Proficiency • The percentage of students who state they are satisfied overall on the annual student survey will increase annually until it reaches at least 80% • Maintain an ADA of 95% or better • Increase student retention yearly until reaching at least 90% for students who are enrolled on census day • 1 per semester after school and field lessons opportunities • Scholars will demonstrate a commitment to service by completing required community service hours 			
	Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
<p>Provide CCSS-aligned curriculum, assessments and high quality instruction.</p> <ul style="list-style-type: none"> • Identify benchmarks • Assess curriculum, identify gaps & develop/order new curriculum as needed • Collaborate with Sac High teachers to ensure vertical alignment • Assess instructional materials, identify gaps, order new materials as needed 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	Certificated Staff Salaries \$4,128,574
<p>Provide individual and team-focused professional development and support for teachers, staff and administrators.</p> <ul style="list-style-type: none"> • Offer on-going, differentiated professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture • Provide teachers with training and support in reading and writing (how to standardize school-wide) • Develop forum for teachers to share best practices and collaborate with educators 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	Administrator Salaries (Classified) \$303,065
<p>Strengthen infrastructure for ongoing analysis of student performance and progress.</p> <ul style="list-style-type: none"> • Create (or select) CCSS aligned EOY and benchmark assessments • Track and reflect on student achievement data at least quarterly to determine areas of growth and establish concrete next steps around those focus areas 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
	LEA-wide	<input checked="" type="checkbox"/> ALL	

Expand opportunities for students to receive academic support and become more interested in school and learning including enrichment, after school programming and college exploration.

- Strengthen Advisory Curriculum
- Incorporate a variety of instructional strategies that support multiple learning modalities
- Strengthen pathways program
- Expand course offerings and accelerated learning options (e.g. AP classes)

OR:

Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other
 Subgroups:(Specify)_____

Pathways
 Teacher
 professional
 development
 \$1,200

LCAP Year 3: 2017-18

Expected Annual
 Measurable Outcomes:

- Increase percentage of students who meet or exceed CASSP proficiency in Math and ELA each year
- All English learners will be demonstrate or make progress towards English Proficiency
- The percentage of students who state they are satisfied overall on the annual student survey will increase annually until it reaches at least 80%
- Maintain an ADA of 95% or better
- Increase student retention yearly until reaching at least 90% for students who are enrolled on census day
- 1 per semester after school and field lessons opportunities
- Scholars will demonstrate a commitment to service by completing required community service hours

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide CCSS-aligned curriculum, assessments and high quality instruction.</p> <ul style="list-style-type: none"> • Identify benchmarks • Assess curriculum, identify gaps & develop/order new curriculum as needed • Collaborate with Sac High teachers to ensure vertical alignment • Assess instructional materials, identify gaps, order new materials as needed 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Staff Salaries \$4,335,003</p>
<p>Provide individual and team-focused professional development and support for teachers, staff and administrators.</p> <ul style="list-style-type: none"> • Offer on-going, differentiated professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture • Provide teachers with training and support in reading and 		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Administrator Salaries (Classified) \$318,218</p>

<p>writing (how to standardize school-wide)</p> <ul style="list-style-type: none"> Develop forum for teachers to share best practices and collaborate with educators 			
<p>Strengthen infrastructure for ongoing analysis of student performance and progress.</p> <ul style="list-style-type: none"> Create (or select) CCSS aligned EOY and benchmark assessments Track and reflect on student achievement data at least quarterly to determine areas of growth and establish concrete next steps around those focus areas 		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Expand opportunities for students to receive academic support and become more interested in school and learning including enrichment, after school programming and college exploration.</p> <ul style="list-style-type: none"> Strengthen Advisory Curriculum Incorporate a variety of instructional strategies that support multiple learning modalities Strengthen pathways program Expand course offerings and accelerated learning options (e.g. AP classes) 		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Pathways Teacher professional development \$1,200</p>

LCAP Year 4: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Increase percentage of students who meet or exceed CASSP proficiency in Math and ELA each year All English learners will be demonstrate or make progress towards English Proficiency The percentage of students who state they are satisfied overall on the annual student survey will increase annually until it reaches at least 80% Maintain an ADA of 95% or better Increase student retention yearly until reaching at least 90% for students who are enrolled on census day 1 per semester after school and field lessons opportunities Scholars will demonstrate a commitment to service by completing required community service hours
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide CCSS-aligned curriculum, assessments and high quality instruction.</p> <ul style="list-style-type: none"> Identify benchmarks 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p>	<p>Certificated Staff Salaries \$4,551,752.84</p>

<ul style="list-style-type: none"> Assess curriculum, identify gaps & develop/order new curriculum as needed Collaborate with Sac High teachers to ensure vertical alignment Assess instructional materials, identify gaps, order new materials as needed 		Subgroups:(Specify)_____	
<p>Provide individual and team-focused professional development and support for teachers, staff and administrators.</p> <ul style="list-style-type: none"> Offer on-going, differentiated professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture Provide teachers with training and support in reading and writing (how to standardize school-wide) Develop forum for teachers to share best practices and collaborate with educators 	LEA-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Administrator Salaries (Classified) \$334,129
<p>Strengthen infrastructure for ongoing analysis of student performance and progress.</p> <ul style="list-style-type: none"> Create (or select) CCSS aligned EOY and benchmark assessments Track and reflect on student achievement data at least quarterly to determine areas of growth and establish concrete next steps around those focus areas 	LEA-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>Expand opportunities for students to receive academic support and become more interested in school and learning including enrichment, after school programming and college exploration.</p> <ul style="list-style-type: none"> Strengthen Advisory Curriculum Incorporate a variety of instructional strategies that support multiple learning modalities Strengthen pathways program Expand course offerings and accelerated learning options (e.g. AP classes) 	LEA-Wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Pathways Teacher professional development \$1,200

Identified Need :	Improve school safety, facilities, and culture <u>Metrics:</u> <ul style="list-style-type: none"> Annual student, staff, and parent survey Safety and cleanliness inspections
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Goal Applies to:	Schools: <u>Sac High</u>	Applicable Pupil Subgroups: <u>All</u>
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase the percentage of staff, students and parents who state on the annual survey who report that the campus is safe and has a positive school culture annually until it reaches at least 90% Conduct monthly school safety and cleanliness inspections and drills
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Strengthen school culture by clearly articulating expectations, teaching positive behaviors and consistently implementing behavioral interventions. <ul style="list-style-type: none"> Revise and strengthen Bridge week Strengthen advisory program curriculum Review student behavior data with teachers and staff at least monthly and develop academic/behavior plans with parents as needed 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Deans Salaries (Classified) 167,297.50
Provide cleaner and better maintained facilities. <ul style="list-style-type: none"> Conduct monthly cleanliness and safety walk inspections and drills 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 3: 2017-18

8Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase the percentage of staff, students and parents who state on the annual survey who report that the campus is safe and has a positive school culture annually until it reaches at least 90% Conduct monthly school safety and cleanliness inspections and drills
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Strengthen school culture by clearly articulating expectations, teaching positive behaviors and consistently implementing behavioral interventions.</p> <ul style="list-style-type: none"> Revise and strengthen Bridge week Strengthen advisory program curriculum Review student behavior data with teachers and staff at least monthly and develop academic/behavior plans with parents as needed 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	Deans Salaries (Classified) 175,662.38
<p>Provide cleaner and better maintained facilities.</p> <ul style="list-style-type: none"> Conduct monthly cleanliness and safety walk inspections and drills 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

LCAP Year 4: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase the percentage of staff, students and parents who state on the annual survey who report that the campus is safe and has a positive school culture annually until it reaches at least 90% Conduct monthly school safety and cleanliness inspections and drills
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Strengthen school culture by clearly articulating expectations, teaching positive behaviors and consistently implementing behavioral interventions.</p> <ul style="list-style-type: none"> Revise and strengthen Bridge week Strengthen advisory program curriculum Review student behavior data with teachers and staff at least monthly and develop academic/behavior plans with parents as needed 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	Deans Salaries (Classified) \$184,445.49

<p>Provide cleaner and better maintained facilities.</p> <ul style="list-style-type: none"> • Conduct monthly cleanliness and safety walk inspections and drills 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
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<p>GOAL:</p>	<p>Empower parents and families to become more actively engaged in supporting their child(ren)'s education</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3X 4X 5X 6__ 7__ 8X COE only: 9__ 10__ Local : Specify _____</p>
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<p>Identified Need :</p>	<p>Increase opportunities for parent involvement as well as participation</p> <p><u>Metrics:</u></p> <ul style="list-style-type: none"> • Parent survey completion rate • Parent trainings offered • Parent participation hours
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<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Sac High</p>	<p>Applicable Pupil Subgroups: All</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Increase the percentage of families completing parent survey annually until it reaches at least 75%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Facilitate ongoing communication and collaboration between staff and parents focused on student achievement of annual academic goals.</p> <ul style="list-style-type: none"> • Distribute weekly parent communication (e.g. advisory handouts, email blast, communication folder, newsletter) • Create mechanism for parents to send feedback to teachers 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Student Information System and Website \$14,500</p>

<p>Provide increased opportunities for parents to participate in site activities that increase their skills as partners in education.</p> <ul style="list-style-type: none"> • Explore parent volunteer hours requirement • Improve parent involvement structure • Add parent education, involvement and volunteer activities to school day and calendar (e.g. conferences, family orientations, lunch monitoring, monthly parent nights/meetings) 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Increase the percentage of families completing parent survey annually until it reaches at least 75% • Visit the homes or meet individually with the families for all incoming students • Increase the percentage of parents who complete at least 10 hours of school service a year
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Facilitate ongoing communication and collaboration between staff and parents focused on student achievement of annual academic goals.</p> <ul style="list-style-type: none"> • Distribute weekly parent communication (e.g. advisory handouts, email blast, communication folder, newsletter) • Create mechanism for parents to send feedback to teachers 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Student Information System and Website \$14,500</p>
<p>Provide increased opportunities for parents to participate in site activities that increase their skills as partners in education.</p> <ul style="list-style-type: none"> • Explore parent volunteer hours requirement • Improve parent involvement structure • Add parent education, involvement and volunteer activities to school day and calendar (e.g. conferences, family orientations, lunch monitoring, monthly parent nights/meetings) 		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	

LCAP Year 4: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Increase the percentage of families completing parent survey annually until it reaches at least 75% • Visit the homes or meet individually with the families for all incoming students • Increase the percentage of parents who complete at least 10 hours of school service a year
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<p>Actions/Services</p>			
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	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Facilitate ongoing communication and collaboration between staff and parents focused on student achievement of annual academic goals.</p> <ul style="list-style-type: none"> Distribute weekly parent communication (e.g. advisory handouts, email blast, communication folder, newsletter) Create mechanism for parents to send feedback to teachers 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Student Information System and Website \$14,500
<p>Provide increased opportunities for parents to participate in site activities that increase their skills as partners in education.</p> <ul style="list-style-type: none"> Explore parent volunteer hours requirement Improve parent involvement structure Add parent education, involvement and volunteer activities to school day and calendar (e.g. conferences, family orientations, lunch monitoring, monthly parent nights/meetings) 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

GOAL:	Build a high performing organization that is financially sustainable and recognized as a leader in public education locally and statewide	Related State and/or Local Priorities: 1X 2__ 3X 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify <u>Board Goals</u>
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Identified Need :	Maintain a balanced budget Maintain and continue to strengthen the LEA’s relationship with its charter authorizer (SCUSD) and other schools <u>Metrics:</u> <ul style="list-style-type: none"> Budget Student Retention Student Average Daily Attendance
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Goal Applies to:	Schools: Sac High	Applicable Pupil Subgroups: All
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Close the fiscal year with a balanced budget Maintain an ADA of 95% or better
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Institute strategies to maintain high attendance and improved student retention.</p> <ul style="list-style-type: none"> Adhere to attendance policy and fully utilize SART/SARB process Create attendance incentive system Develop system to track and report student progress more often during school year Conduct exit interviews with families opting to leave and analyze data to understand primary reasons 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Student Support Services \$1000</p>
<p>Manage operations and fiscal reporting to obtain an acceptable audit for SHPS at the end of each fiscal year.</p> <ul style="list-style-type: none"> Implement sound fiscal policies and controls Allocate sufficient funds for all programmatic and operational expenses 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Operations & Finance Classified Salaries \$179,022</p> <p>Consulting \$141,961</p>
<p>Exchange best practices with SCUSD, other non-charter public schools/districts and charter schools</p> <ul style="list-style-type: none"> Invite SCUSD board members and staff to visit campus Participate in Sacramento charter school network Visit high performing charters and traditional public schools as part of PD 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Close the fiscal year with a balanced budget Maintain an ADA of 95% or better 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Institute strategies to maintain high attendance and improved student retention.</p> <ul style="list-style-type: none"> • Adhere to attendance policy and fully utilize SART/SARB process • Create attendance incentive system • Develop system to track and report student progress more often during school year • Explore partnerships with local agencies to improve transportation costs and options (e.g. bus passes, car pool program) • Set up a suggestion box for students and parents • Conduct exit interviews with families opting to leave the school and analyze data to understand primary reasons 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Student Support Services \$1000</p>
<p>Manage operations and fiscal reporting to obtain an acceptable audit for SHPS at the end of each fiscal year.</p> <ul style="list-style-type: none"> • Implement sound fiscal policies and controls • Allocate sufficient funds for all programmatic and operational expenses 		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Operations & Finance Classified Salaries \$179,022</p> <p>Consulting \$141,961</p>
<p>Exchange best practices with SCUSD, other non-charter public schools/districts and charter schools</p> <ul style="list-style-type: none"> • Invite SCUSD board members and staff to visit campus • Participate in Sacramento charter school network • Visit high performing charters and traditional public schools as part of PD 		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	

LCAP Year 4: 2018-19

Expected Annual Measurable Outcomes:

- Close the fiscal year with a balanced budget
- Maintain an ADA of 95% or better

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Institute strategies to maintain high attendance and improved student retention.</p> <ul style="list-style-type: none"> • Adhere to attendance policy and fully utilize SART/SARB process • Create attendance incentive system • Develop system to track and report student progress more often during school year • Explore partnerships with local agencies to improve transportation costs and options (e.g. bus passes, car pool program) • Set up a suggestion box for students and parents • Conduct exit interviews with families opting to leave the school and analyze data to understand primary reasons 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Student Support Services \$1000</p>
<p>Manage operations and fiscal reporting to obtain an acceptable audit for SHPS at the end of each fiscal year.</p> <ul style="list-style-type: none"> • Implement sound fiscal policies and controls • Allocate sufficient funds for all programmatic and operational expenses 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Operations & Finance Classified Salaries \$179,022</p> <p>Consulting \$141,961</p>
<p>Exchange best practices with SCUSD, other non-charter public schools/districts and charter schools</p> <ul style="list-style-type: none"> • Invite SCUSD board members and staff to visit campus • Participate in Sacramento charter school network • Visit high performing charters and traditional public schools as part of PD 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Ensure all students graduate prepared to attend and succeed at a four-year college/university		Related State and/or Local Priorities: 1X 2__ 3X 4X 5__ 6__ 7X 8X__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Establish ELA, and math baselines, as measured by CAASPP All English learners will be demonstrate or make progress towards English Proficiency The percentage of students who state they are satisfied overall with Sac High on the annual student survey will increase annually until it reaches at least 80% Maintain an ADA of 95% or better Scholars will demonstrate a commitment to service by completing required community service hours 	Actual Annual Measurable Outcomes:	<p>Student Achievement Preliminary Results Overall: 14-15 % of Students Meeting + Exceeding (Math): 17% 15-16 % of Students Meeting + Exceeding (Math): 24%</p> <p>14-15 % of Students Meeting + Exceeding (ELA): 49% 15-16 % of Students Meeting + Exceeding (ELA): 56%</p> <p style="text-align: right;">ELL: Final subgroup data not available at time of submission</p> <p>Attendance: P2 ADA: 95.31%</p>

Community Service: 100% of promoting scholars completed community service requirement

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action: Provide CCSS aligned curriculum, assessments and high quality instruction	Certificated Salaries 15-16 Preliminary Budget \$3,929,219 City Year \$114,000	Action: Provide CCSS aligned curriculum, assessments and high quality instruction	Certificated Salaries 15-16 2 nd Interim Budget \$3,976,842 City Year \$114,000
Scope of service: Charter wide		Scope of service: Charter wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<ul style="list-style-type: none"> Identify benchmarks Assess curriculum, identify gaps & develop/order new curriculum as needed Collaborate with Middle School teachers in network to ensure vertical alignment Assess instructional materials, identify gaps, order new materials as needed Partner with City Year 	Administrator Salaries \$287,000	<ul style="list-style-type: none"> Identified benchmarks Assess curriculum, identify gaps & develop/order new curriculum as needed Collaborated with Middle School teachers in network to ensure vertical alignment Assessed instructional materials, identify gaps, order new materials as needed Partnered with City Year 	Administrator Salaries \$287,000
Action: Provide individual and team-focused professional development and support teachers, staff, and administrators		Action: Provided individual and team-focused professional development and support teachers, staff, and administrators	Administrator Salaries \$287,000 Administrator

			Professional Development \$20,000
Scope of service: Charter wide		Scope of service:	
X_ALL		X_ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Service: <ul style="list-style-type: none"> • Offer on-going, differentiated professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture • Provide teachers with training and support in reading and writing (how to standardize school-wide) • Develop forum for teachers to share best practices and collaborate with educators 	Administrator Salaries \$287,000	<ul style="list-style-type: none"> • Offered on-going, differentiated professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture • Provided teachers with training and support in reading and writing (how to standardize school-wide) • Developed forums for teachers to share best practices and collaborate with educators 	Administrator Salaries \$287,000 Administrator Professional Development \$20,000
Action: Strengthen infrastructure for ongoing analysis of student performance progress			
Scope of service: Charter wide		Scope of service:	
X_ALL		__ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Service: <ul style="list-style-type: none"> • Create CCSS aligned benchmark assessment and purchase item banks as they become available • Track and reflect on student achievement data quarterly, at minimum, to determine areas of growth and establish concrete next steps around those focus areas 	Benchmark Assessment Creation System \$2,900	Service: <ul style="list-style-type: none"> • Create CCSS aligned benchmark assessment and purchase item banks as they become available • Track and reflect on student achievement data quarterly, at minimum, to determine areas of growth and establish concrete next steps around those focus areas 	Benchmark Assessment Creation System \$2,900

Action: Expand opportunities for students to receive academic support and become more interested in school and learning including enrichment, after school programming and college exploration.	City Year \$114,000	Action: Expanded opportunities for students to receive academic support and become more interested in school and learning including enrichment, after school programming and college exploration via City Year after school tutoring support.	City Year \$114,000
Scope of service: Charter wide		Scope of service:	
<u>X</u> ALL		<u>X</u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Service: <ul style="list-style-type: none"> Strengthen Advisory Curriculum Incorporate a variety of instructional strategies that support multiple learning modalities Strengthen pathways program Expand course offerings and accelerated learning options (e.g. AP classes) 	Certificated Salaries 15-16 Preliminary Budget \$3,929,219 City Year \$114,000	<ul style="list-style-type: none"> Strengthened Advisory Curriculum Incorporated a variety of instructional strategies that support multiple learning modalities Strengthened pathways program Expand course offerings and accelerated learning options (e.g. AP classes) 	Certificated Salaries 15-16 2 nd Interim Budget \$3,976,842 City Year \$114,000
Original GOAL 2 from prior year LCAP:	Ensure all students are educated in learning environments that are clean, healthy, and safe		Related State and/or Local Priorities: 1X_ 2__ 3X_ 4X_ 5__ 6__ 7X_ 8X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase the percentage of staff, students and parents who state on the annual survey that the school is clean & safe and has a positive school culture annually until it reaches at least 90% Conduct monthly school safety and cleanliness inspections and drills 	Actual Annual Measurable Outcomes:	Staff Survey 54% of school staff are satisfied with school culture and communication Student Survey 39% of students agree that the school is a safe place to learn

			<p>29% of students are satisfied with the school</p> <p>Family Survey</p> <p>62% of Families agree the school is a safe place to learn</p> <p>57% of families agree that the school meets the expectations for how a high quality school should run</p> <p>100% of Monthly Safety Drills Complete</p>
<p>Action:</p> <p>Strengthen school culture by clearly articulating expectations, teaching positive behaviors and consistently implementing behavioral interventions</p>		<p>Action:</p> <p>Strengthen school culture by clearly articulating expectations, teaching positive behaviors and consistently implementing behavioral interventions</p>	
<p>Service:</p> <ul style="list-style-type: none"> Strengthen Bridge Day Strengthen homeroom and advisory program curriculum (include character development component) Reviewed student behavior data with teachers and staff at least monthly and develop academic/behavior plans with parents as needed 		<p>Service:</p> <ul style="list-style-type: none"> Strengthened Bridge Day Strengthened advisory program curriculum (include character development component) Reviewed student behavior data with teachers and staff at least monthly and develop academic/behavior plans with parents as needed 	
<p>Scope of service: Charter wide</p>		<p>Scope of service: Charter Wide</p>	
<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Action:</p> <p>Provide cleaner and better maintained facilities</p>	<p>Custodial Costs \$181,531</p>		<p>Custodial Costs \$181,531</p>
<p>Scope of service: Charter wide</p>		<p>Scope of service: Charter-Wide</p>	
<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Service:</p> <ul style="list-style-type: none"> Conduct monthly cleanliness and safety walk inspections and drills 		<p>Service:</p> <ul style="list-style-type: none"> Conducted monthly cleanliness and safety walk inspections and drills 	

Original GOAL 3 from prior year LCAP:	Empower parents and families to become more actively engaged in supporting their child(ren)'s education		Related State and/or Local Priorities: 1X 2__ 3X 4X 5__ 6__ 7X 8X__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase the percentage of families completing parent survey annually until it reaches at least 75% • Visit the homes or meet individually with the families for all incoming students • Establish a baseline of parents who complete at least 10 hours of school service a year 	Actual Annual Measurable Outcomes:	15% of families participated in the family survey 95% of new families attended a discussion session about campus expectations during orientation A Parent Village organization was established which included monthly parent engagement sessions with the Superintendent and network-wide volunteer opportunities.
Action: Facilitate ongoing communications and collaboration between staff and parents focused on student achievement of annual academic goals			
Scope of service:	Charter wide		Scope of service: Charter-wide
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Service: <ul style="list-style-type: none"> • Distribute weekly parent communication (e.g. email blast, communication folder, newsletter) • Utilize parent portal for updates • Create mechanism for parents to send feedback to teachers 		Service: <ul style="list-style-type: none"> • Distributed weekly parent communication (e.g. email blast, communication folder, newsletter) • Launched new website with improved access to parent portal • Created mechanism for parents to send feedback to teachers via communication folders • Launched new website with improved access to parent portal 	Service fees for new website \$13,920
Action: Provide increased opportunities for parents to participate in site activities that increase their skills as partners in education			

Scope of service: Charter wide			Scope of service: Charter-wide		
X ALL			X ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____		
Service: <ul style="list-style-type: none"> • Explore parent volunteer hours requirement • Improve parent involvement structure • Add parent education, involvement and volunteer activities to school day and calendar (e.g. conferences, family orientations, lunch monitoring, monthly parent nights/meetings) 			A Parent Village organization was established which included monthly parent engagement sessions with the Superintendent and network-wide volunteer opportunities.		
Original GOAL 4 from prior year LCAP:	Build a high performing organization that is financially sustainable and recognized as a leader in public education locally and statewide			Related State and/or Local Priorities: 1X 2 3X 4X 5 6 7X 8X COE only: 9 10 Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Close the fiscal year with a balanced budget • Maintain an ADA of 95% or better 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 15-16 audited actuals to be made available in December of 2016. • P2 ADA: 95.31% 	
Action: Institute strategies to maintain high attendance and improved student retention					
Scope of service: Charter wide			Scope of service:		
X ALL			X ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____		
Service: <ul style="list-style-type: none"> • Adhere to attendance policy and fully utilize SART/SARB process 			<ul style="list-style-type: none"> • Relevant staff completed network-wide SART and SARB training • Created attendance incentive system via Class Dojo 		

<ul style="list-style-type: none"> • Set up a suggestion box for students and parents • Conduct exit interviews with families opting to leave the school and analyze data to understand primary reasons 		<ul style="list-style-type: none"> • Develop system to track and report student progress more often during school year 		
<p>Action: Manage operations and fiscal reporting to obtain an acceptable audit for SHPS at the end of each year</p>				
Scope of service:	Charter wide		Scope of service:	
X ALL			X ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Service: <ul style="list-style-type: none"> • Implement sound fiscal policies and controls • Allocate sufficient funds for all programmatic and operational expenses 				
<p>Action: Exchange best practices with SCUSD, other non-charter public schools/districts and charter schools</p>				
Scope of service:	Charter wide		Scope of service:	
X ALL			X ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Service: <ul style="list-style-type: none"> • Invite SCUSD board members and staff to visit campus • Participate in Sacramento charter school network • Visit high performing charters and traditional public schools as part of PD 			<ul style="list-style-type: none"> • Invited SCUSD board members and staff to visit campus • Participate in Sacramento charter school network • Collaborated with charters and district schools during monthly Oak Park Education Corridor meetings hosted by Way Up 	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The major change to expenditures and programming for 16-17 will be for 1) instructional coaches to be hired for each content team in order to provide teachers with more targeted development and support to improve student learning 2) improve student culture with improvements to orientation, bridge week and advisory 3) improve student culture with the formation of a teacher group focused on positive behavior supports.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	1,147,271
The actions above and services identified will be implemented school-wide for all pupils and all subgroups. In addition to the funds notes above, the school will use subgroup allocations for the following:	
For low income pupils Professional development opportunities will include training and support in providing CCSS-aligned instruction to high need and/or struggling students.	
For English learners Professional development opportunities will include training and support in providing CCSS-aligned instruction to high need and/or struggling students.	
Provide a broad range of standards-aligned supplemental resources.	
For foster youth Ensure needed policies and infrastructures are in place to support and monitor the educational success of foster youth.	
For redesignated fluent English proficient pupils Provide additional assessment, academic support and social-emotional instruction to redesignated students who have not made adequate progress.	
For low income pupils	

Increase parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education

For English learners & redesignated English proficient pupils

Increase parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education

For foster youth

Improve communication with guardians

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Supplemental and Concentration funds were budgeted for school-wide expenditures. The school serves a majority population meeting the requirement of the concentration and supplemental grant criteria. Funds are spent school-wide to best meet both the Charter goals as well as meet the state priority areas.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).



**SAMPLE TRANSCRIPT, REPORT
CARD, AND QUICK LOOKUP**

Sample Transcript

St. HOPE Public Schools



School Name / Address
 Sacramento Charter High School
 2315 34th Street
 Sacramento, CA 95817
 (916) 277-6200

Student ID: [Redacted]
 State ID: [Redacted]
 Grade: 12
 Gender: F
 Date of Birth: 11/11/1998
 Parent / Guardian: [Redacted]
 Sacramento CA US
 Graduation Requirement Year: 2017

Course	Mark	Rec	Grade
2013-2014 - T1			
Sacramento Charter High School Term 1 Final Grade		10.00	Grade 09
Fnd English 9	A	10.00	
Fnd Algebra 1	A-	10.00	
Fnd Biology	A-	10.00	
HEALTH	A	10.00	
ADVISORY	CR	2.50	
Freshman PE 1	A-	10.00	
Crd Att: 52.5		Crd Cmp: 52.5	
2013-2014 - T2			
Sacramento Charter High School Term 2 Final Grade		10.00	Grade 09
Freshman PE 2	A	10.00	
ADVISORY	CR	2.50	
Algebra 1	A	10.00	
English 9 P	A-	10.00	
BIOLOGY P	A-	10.00	
World Geography P	A	10.00	
Crd Att: 52.5		Crd Cmp: 52.5	
2014-2015 - T1			
Sacramento Charter High School Term 1 Final		10.00	Grade 10
Fnd Geometry	A	10.00	
Fnd Mod Wld Hist P	A	10.00	
ADVISORY	CR	2.50	
Adv English 10 P	B+	10.00	
Spanish 1 P	A	10.00	
Human Anatomy/Phys P	A	10.00	
Crd Att: 52.5		Crd Cmp: 52.5	
2014-2015 - T2			
Sacramento Charter High School Term 2 Final		10.00	Grade 10
Business Fundamentals I	A	10.00	
GEOMETRY P	A-	10.00	
Hon English 10 P	A	10.00	
ADVISORY	CR	2.50	
Environmental Science	A	10.00	

Course	Mark	Rec	Grade
2015-2016 - T1			
World History P	A	10.00	
Crd Att: 52.5		Crd Cmp: 52.5	
2015-2016 - T2			
Sacramento Charter High School Term 1 Final		10.00	Grade 11
Fnd Algebra 2	A-	10.00	
Found Chem P	A	10.00	
Exp Read/Wrt P	A-	10.00	
Hon US Hist	A-	10.00	
Spanish 2 P	A	10.00	
ADVISORY	CR	2.50	
Crd Att: 52.5		Crd Cmp: 52.5	
2015-2016 - T2			
Sacramento Charter High School Term 2 Final		10.00	Grade 11
AP English Lit & Comp	A	10.00	
Digital Photo 1 P	A	10.00	
ADVISORY	CR	2.50	
Algebra 2	B+	10.00	
GEN CHEM P	A-	10.00	
U.S. HIST 1 AP	B	10.00	
Crd Att: 52.5		Crd Cmp: 52.5	
2016-2017 - T1			
Sacramento Charter High School Term 1 Final		10.00	Grade 12
Fnd Pre Calculus		(10.00)	
CSU ERWC		(10.00)	
US Gov/Econ P		(10.00)	
ADVISORY		(2.50)	
Virtual Enterprise		(10.00)	
Crd Att: 0		Crd Cmp: 0	
2016-2017 - T2			
Sacramento Charter High School Term 2 Final		(10.00)	Grade 12
AP English Lang & Comp		(10.00)	
Business Capstone		(10.00)	
ADVISORY		(2.50)	
PRECALCLS 1 P		(10.00)	

Course	Mark	Rec
U.S. GOV 1 AP		(10.00)
Crd Att: 0		Crd Cmp: 0

Credits Totals	Value
Total Credits Received:	315
Total Credits Attempted:	315
Total Credits In Progress:	42.5
Total Credits Scheduled:	42.5

Cummulative GPA	Value
SCHS - Unweighted	3.82
SCHS- Weighted	3.92

Subject	Req.	Rec.	In-Prog.	In-Sched.	Need *
A. History/ Social Sci	30	30	0	0	0
B. English	40	40	0	0	0
C. Mathematics	30	30	0	0	0
D. Laboratory Science	20	20	0	0	0
E. Foreign Language	20	20	0	0	0
F. Visual/ Perf Art	10	10	0	0	0
G. Coll. Prep Elective	10	10	0	0	0
Physical Education	20	20	0	0	0
Electives	60	60	0	0	0
Advisory	20	10	2.5	2.5	5
Total	260	250	2.5	2.5	5

* In progress and scheduled are considered as received.

Graduation	Year
Graduation Requirement Year	2017
Grad. / Cert. Date	
Grad. / Cert. Status	
Service Learning Hours	

School Officials signature: _____
 transcript is unofficial unless signed by a school official
 generated on September 13, 2016 at 8:08 am
 Page 1

St. HOPE Public Schools



School Name / Address
Sacramento Charter High School
2315 34th Street
Sacramento, CA 95817
(916) 277-6200

Student ID [REDACTED] State ID [REDACTED] Grade 12 Gender F
Birth Place [REDACTED] Date of Birth 11/11/1998
Sacramento CA US
Graduation Requirement Year 2017
Parent / Guardian [REDACTED]

High School Exit Exam

HSEE EIA Status: Passed | Date taken: March, 2015 | Score: 385
HSEE Math Status: Passed | Date taken: March, 2015 | Score: 385

Immunizations

DTP/TTD: 02-03-1999 / 04-21-1999 / 07-03-1999 / 05-24-2000 / 11-13-2002
HBV: 11-11-1998 / 02-03-1999 / 06-09-1999
MMR: 11-17-1999 / 11-13-2002
Polio: 02-03-1999 / 04-21-1999 / 11-17-1999 / 11-13-2002
TDAP: 04-21-2011
Varicella: 11-17-1999

Credits in parentheses are in progress
H = Honors A = AP P = College Prep
R = Has Been Repeated

School Official's signature: _____ Date: _____
Transcript is unofficial unless signed by a school official
Generated on September 13, 2016 at 8:08 am
Page 2

Sample Report Card

Student ID#: [REDACTED]

Grade: 12th Grade

Date: 09-13-2016

Term Name: Term 1 Q1 2016-2017

Principal: Michelle Seijas

Sacramento Charter High School
2315 34th Street
Sacramento CA, 95817
(916) 277-6200

Period	Course Title	Teacher Name	Grades			
			Term 1 Q1			
1	Virtual Enterprise	McCray, J	A			
2	US Gov/Econ P	Hanners, S	A			
3	CSU Expository Reading and Writing	Williams, M	A			
4	Fnd Pre Calculus	Tran, J	A-			
ADV	ADVISORY	King, S	CR			

Attendance	
Absent	Tardy
1	



Notes
<p>SHS Marks: A - Excellent B - Above Average C - Average N - No Credit CR - Credit* NC - No Credit*</p> <p><small>*Does not count towards GPA</small></p>

Current Term GPA: 3.93

Sacramento Charter High School
2315 34th Street
Sacramento CA, 95817

To the Parent/Guardian of:

[REDACTED]
[REDACTED]
[REDACTED]

Sample Quick Look Up

Dennis
Sacramento Charter High School

Advisory, Period 1, Period 2, Period 3, Period 4
08-10-2016 - 09-09-2016

GradeBook Summary

Calculated at 09-12-2016 12:00 am

GradeBooks	Category	Points	Percent	Mark	Weighted	Missing
16-17.advisory.12.king.term1	Overall	177/165	107.3%	A	107.3/100%	0
16-17.SHS.T1.FndPreCalculus.Tran.P4	Overall	224.5/227	93.1%	A-	93.1/100%	1
P2 AP Government T1	Overall	111/111	100%	A	100/100%	0
P3.Williams.AP Language & Composition	Overall	369/392	94.3%	A	94.3/100%	0
T1.Business Capstone1.1.1.Bus & Com.McCray.E28	Overall	350/350	100%	A	100/100%	0

Assignment Summary

Calculated at 09-12-2016 12:00 am

Date	Gradebook	Assignment	Points	Percent	Mark	Date	Gradebook	Assignment	Points	Percent	Mark
P3.Williams.AP Language & Composition											
08-11-2016	P3.Williams.AP Language & Composition	Do Now 08.12	2/2	100	A	08-22-2016	P3.Williams.AP Language & Composition	ET 08.22	8/10	80	B-
08-11-2016	P3.Williams.AP Language & Composition	ET - 08.11	5/5	100	A	08-24-2016	P3.Williams.AP Language & Composition	"Summer" Reading Packet	185/195	94.9	A
08-12-2016	P3.Williams.AP Language & Composition	Diagnostic Writing Exam	20/20	100	A	08-25-2016	P3.Williams.AP Language & Composition	Vocab Quiz #2	25/25	100	A
08-12-2016	P3.Williams.AP Language & Composition	Signed Syllabus	10/10	100	A	08-26-2016	P3.Williams.AP Language & Composition	Do Now 08.26	5/5	100	A
08-15-2016	P3.Williams.AP Language & Composition	AP MC Diagnostic	20/20	100	A	09-01-2016	P3.Williams.AP Language & Composition	Do Now 09.02	0/4	0	NCR
08-16-2016	P3.Williams.AP Language & Composition	ET 08.16	5/5	100	A	09-07-2016	P3.Williams.AP Language & Composition	SRI Signed Scores	2/2	100	A
08-18-2016	P3.Williams.AP Language & Composition	SRI Diagnostic Test	10/10	100	A	09-09-2016	P3.Williams.AP Language & Composition	CW 09.09	53/60	88.3	B+
08-18-2016	P3.Williams.AP Language & Composition	Vocab Quiz 1	10/10	100	A	09-09-2016	P3.Williams.AP Language & Composition	Do Now 09.09	4/4	100	A
08-19-2016	P3.Williams.AP Language & Composition	Do Now 08.19	5/5	100	A						

16-17.advisory.12.king.term1

08-12-2016	16-17.advisory.12.king.term1	Signed Syllabus	10/10	100	A	09-01-2016	16-17.advisory.12.king.term1	Week 1 Participation	20/20	100	A
08-12-2016	16-17.advisory.12.king.term1	Week 1 Participation	15/15	100	A	09-07-2016	16-17.advisory.12.king.term1	Info. Night	(EC) 12	-	-
08-19-2016	16-17.advisory.12.king.term1	Week 2 Participation	25/25	100	A	09-08-2016	16-17.advisory.12.king.term1	Private Presentation	25/25	100	A
08-22-2016	16-17.advisory.12.king.term1	Sign Presentations	25/25	100	A	09-09-2016	16-17.advisory.12.king.term1	Week 5 Participation	20/20	100	A
08-26-2016	16-17.advisory.12.king.term1	Week 6 Participation	25/25	100	A						

16-17.SHS.T1.FndPreCalculus.Tran.P4

08-11-2016	16-17.SHS.T1.FndPreCalculus.Tran.P4	Week 1 Participation	10/10	100	A	08-26-2016	16-17.SHS.T1.FndPreCalculus.Tran.P4	Week 3 Quiz	3/4	75	C
08-12-2016	16-17.SHS.T1.FndPreCalculus.Tran.P4	Week 2 Participation	10/10	100	A	08-26-2016	16-17.SHS.T1.FndPreCalculus.Tran.P4	Week 4 Quiz	25/25	100	A
08-19-2016	16-17.SHS.T1.FndPreCalculus.Tran.P4	Quiz #1	3/4	75	C	09-02-2016	16-17.SHS.T1.FndPreCalculus.Tran.P4	Plate	-/10		
08-19-2016	16-17.SHS.T1.FndPreCalculus.Tran.P4	Week 2 Participation	10/10	100	A	09-02-2016	16-17.SHS.T1.FndPreCalculus.Tran.P4	Week 5 Participation	20/20	100	A
08-19-2016	16-17.SHS.T1.FndPreCalculus.Tran.P4	Week 3 Participation	20/20	100	A	09-02-2016	16-17.SHS.T1.FndPreCalculus.Tran.P4	Week 6 Participation	20/20	100	A
08-19-2016	16-17.SHS.T1.FndPreCalculus.Tran.P4	Week 4 Participation	25/25	100	A	09-09-2016	16-17.SHS.T1.FndPreCalculus.Tran.P4	Week 7 Participation	20/20	100	A
08-26-2016	16-17.SHS.T1.FndPreCalculus.Tran.P4	Week 5 Participation	10/10	100	A	09-09-2016	16-17.SHS.T1.FndPreCalculus.Tran.P4	Week 8 Participation	3.5/4	87.5	B+

Dennis
Sacramento Charter High School

Advisory, Period 1, Period 2, Period 3, Period 4
08-10-2016 - 09-09-2016

Generated by Illuminate Education, Inc.

09-13-2016 (Dennis)

08-26-2016	16-17.SHS.T1.FndPreCalculus	Warm Up W4	25/25	100	A	09-09-2016	16-17.SHS.T1.FndPreCalculus	Warm Up W4	20/20	100	A
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P2 AP Government T1

08-12-2016	P2 AP Government T1	Syllabus	10/10	100	A	08-26-2016	P2 AP Government T1	Warm Up W3	25/25	100	A
08-17-2016	P2 AP Government T1	Scarcity and Abundance	10/10	100	A	09-01-2016	P2 AP Government T1	Get Informed W3	18/18	100	A
08-18-2016	P2 AP Government T1	Get Informed W1	18/18	100	A	09-02-2016	P2 AP Government T1	Warm Up W4	20/20	100	A
08-24-2016	P2 AP Government T1	Systems Product	10/10	100	A						

T1.Business Capstone1.1.Bus & Com.McCray.E28

08-17-2016	T1.Business Capstone1.1.Bus & Com.McCray.E28	Application	50/50	100	A	08-26-2016	T1.Business Capstone1.1.Bus & Com.McCray.E28	Everfi Participation	25/25	100	A
08-17-2016	T1.Business Capstone1.1.Bus & Com.McCray.E28	Cover Letter	50/50	100	A	09-09-2016	T1.Business Capstone1.1.Bus & Com.McCray.E28	Everfi Participation 2	25/25	100	A
08-17-2016	T1.Business Capstone1.1.Bus & Com.McCray.E28	Resume	50/50	100	A	09-09-2016	T1.Business Capstone1.1.Bus & Com.McCray.E28	Job Description	75/75	100	A
08-17-2016	T1.Business Capstone1.1.Bus & Com.McCray.E28	Student Agreement	25/25	100	A	09-09-2016	T1.Business Capstone1.1.Bus & Com.McCray.E28	Task list	50/50	100	A

Missing Assignments

Date	Gradebook	Assignment	Points
09-02-2016	16-17.SHS.T1.FndPreCalculus	Final Paper Plate	10 (missing)

Assignments With Zeros

Date	Gradebook	Assignment	Points
09-01-2016	P3.Williams.AP Language & Composition	Do Now 09.02	4

Parent Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Principal Signature: _____

Date: _____



SAMPLE BENCHMARK ASSESSMENTS

St. Hope Public Schools

KM — 2015—16_SCHS_ELA9_Term 1_ Semester 1

DRAFT

Last Saved: 07/27/2015

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Directions: Answer all the questions on the test. When you are finished with a question, go on to the next question.

Read the following texts and answer questions 1 through 10.

Pioneer Women

- 1 A statue of Sacagawea stands in Portland, Oregon. Sacagawea was a Shoshone Indian woman who accompanied Lewis and Clark on their westward journey to find the Pacific Ocean. The statue honors Sacagawea for being the first woman to travel across the continent. Many pioneer women saw Sacagawea as a symbol of the courage and strength that was necessary for all the women who traveled west in the 1800s.
- 2 Between 1840 and 1869, many women made the journey west with their families. Some single women came seeking husbands or other new opportunities. The journey west lasted four to six months. Women had to leave most of their possessions behind, since wagon space was so limited. They had to do the cooking, wash the clothes, and take care of the children while traveling many miles each day. The routine was very difficult for many women. Some almost froze to death in the mountains or died of disease along the trail. Many lost children to accidents or disease along the way. These hardships brought out the strength of these women.

Spoon River Anthology: Rutherford McDowell by Edgar Lee Masters

- They brought me ambrotypes
Of the old pioneers to enlarge.
And sometimes one sat for me —
Some one who was in being
- 5 When giant hands from the womb of the world
Tore the republic.
What was it in their eyes? —
For I could never fathom
That mystical pathos of drooped eyelids,
- 10 And the serene sorrow of their eyes.
It was like a pool of water,
Amid oak trees at the edge of a forest,
Where the leaves fall,
As you hear the crow of a cock
- 15 From a far-off farm house, seen near the hills
Where the third generation lives, and the strong men
And the strong women are gone and forgotten.
And these grand-children and great grand-children
Of the pioneers! —
- 20 Truly did my camera record their faces, too,
With so much of the old strength gone,
And the old faith gone,
And the old mastery of life gone,
And the old courage gone,
- 25 Which labors and loves and suffers and sings

Under the sun!

1 Which idea is **MAINLY** conveyed by the description of the pioneers' eyes in lines 9 and 10 of the poem "Spoon River Anthology: Rutherford McDowell" ?

- A. The pioneers were upset they had to pose for photographs.
- B. The speaker was aware of the sadness of the pioneers.
- C. The speaker was grateful when he met the pioneers.
- D. The pioneers were tired from working on the farms.

2 Which aspect of the old pioneers does the speaker in the poem describe to reveal something about the pioneers' experiences?

- A. their eyes
- B. their songs
- C. their hands
- D. their faces

3 According to the passage, what were some of the women who made the trip West looking for?

- A. a new husband
- B. a long-lost brother or sister
- C. their own parents
- D. a missing child

4 What is the speaker describing in lines 11-13 of the poem?

- A. the quiet sadness of the older generation
- B. his plans for the background for his photographs
- C. the graveyard where the original pioneers are buried
- D. the beauty of the country before it was settled

5 Which statement best describes a theme in **BOTH** passages?

- A. Pioneers gave up their possessions to move West.
- B. The strength of the pioneers is forgotten by later generations.
- C. Pioneer women admired Sacagawea.
- D. Facing hardships made the pioneers strong.

- 6** In the poem, which detail **MOST** emphasizes the theme that something immeasurable has been lost with the passing of time?
- A. the metaphor of the "giant hands" tearing the republic in lines 5-6
 - B. the reference to the "far-off farm house" in line 15
 - C. the repetition of the word "gone" in lines 21-24
 - D. the rhythm of "labors and loves and suffers and sings" in line 25

- 7** According to the information in "Pioneer Women," how was Sacagawea significant to pioneer women?
- A. They wanted to follow in Sacagawea's footsteps by leading exploration trips through uncharted lands.
 - B. They were astonished by Sacagawea's decision to undertake such a long and difficult journey.
 - C. They were shocked by Sacagawea's accompanying two men across the continent.
 - D. They identified with Sacagawea's challenges and the strength of mind with which she met those challenges.

- 8** Which of the following is **NOT** mentioned in "Pioneer Women" as an example of hardships women faced as they traveled west in the 1800s?
- A. fighting armed enemies
 - B. getting by with few goods
 - C. enduring freezing cold
 - D. surviving diseases

- 9** In lines 20-24 of the poem, what is the speaker **MAINLY** saying about the old pioneers?
- A. They had more religious faith than the generations that followed them.
 - B. They felt joy when the speaker preserved their images with his camera.
 - C. Their eyes told the story of the hard work it took to settle the wilderness.
 - D. The old pioneers were stronger than their grandchildren and great grandchildren.

- 10** Read this statement from “Pioneer Women.”

The routine was very difficult for many women.

Which social custom of the 1800s can be used as evidence to support this statement?

- A.** Men were often armed, but women seldom carried weapons.
- B.** Women were mainly in charge of caring for and raising children.
- C.** Women were not allowed to vote in national elections until the 1920s.
- D.** Most men were allowed to own land, but most women were not.

Read the following text and answer questions 11 through 21.

**Barack Obama's Inaugural Address
January 21, 2009**

- 1 My fellow citizens: I stand here today humbled by the task before us, grateful for the trust you have bestowed, mindful of the sacrifices borne by our ancestors. I thank President Bush for his service to our nation, as well as the generosity and cooperation he has shown throughout this transition.
- 2 Forty-four Americans have now taken the presidential oath. The words have been spoken during rising tides of prosperity and the still waters of peace. Yet, every so often the oath is taken amidst gathering clouds and raging storms. At these moments, America has carried on not simply because of the skill or vision of those in high office, but because we the people have remained faithful to the ideals of our forebears, and true to our founding documents.
- 3 So it has been. So it must be with this generation of Americans.
- 4 That we are in the midst of crisis is now well understood. Our nation is at war, against a far-reaching network of violence and hatred. Our economy is badly weakened, a consequence of greed and irresponsibility on the part of some, but also our collective failure to make hard choices and prepare the nation for a new age. Homes have been lost; jobs shed; businesses shuttered. Our health care is too costly; our schools fail too many; and each day brings further evidence that the ways we use energy strengthen our adversaries and threaten our planet.
- 5 These are the indicators of crisis, subject to data and statistics. Less measurable but no less profound is a sapping of confidence across our land – a nagging fear that America's decline is inevitable, and that the next generation must lower its sights.
- 6 Today I say to you that the challenges we face are real. They are serious and they are many. They will not be met easily or in a short span of time. But know this, America – they will be met.
- 7 On this day, we gather because we have chosen hope over fear, unity of purpose over conflict and discord. On this day, we come to proclaim an end to the petty grievances and false promises, the recriminations, and worn out dogmas that for far too long have strangled our politics.
- 8 We remain a young nation, but in the words of scripture, the time has come to set aside childish things.
- 9 The time has come to reaffirm our enduring spirit, to choose our better history, to carry forward that precious gift, that noble idea, passed on from generation to generation, the God given promise that ALL are equal, ALL are free, and ALL deserve a chance to pursue their full measure of happiness.
- 10 In reaffirming the greatness of our nation, we understand that greatness is never a given. It must be earned. Our journey has never been one of shortcuts or settling for less. It has not been the path for the faint hearted, for those who prefer leisure over work, or seek only the pleasures of riches and fame; rather it has been the risk takers, the doers, the makers of things, some celebrated, but more often men and women obscure in their labor, who have carried us up the long rugged path towards prosperity and freedom.

11 By reading this speech, what can the reader infer about Obama's point of view?

- A. He thinks that America's decline is inevitable and the next generation will suffer.
- B. He concludes that there is not enough data about the problems to decide what to do.
- C. He believes it will take time and sacrifice to solve America's problems.
- D. He feels that the problems of America are not his fault, and he need not solve them.

12 **Part A:**

What can be inferred about Obama's view of his new presidency and past presidents?

- A. He feels he is in the company of other presidents who led during difficult times.
- B. He is uncertain about whether he can meet the standards set by other presidents.
- C. He feels resentful about the condition in which other presidents left the nation.
- D. He is convinced that past presidents had less important goals than his own.

Part B:

Which sentence from the text BEST supports Obama's view of his presidency?

- A. Forty-four Americans have now taken the presidential oath.
- B. Yet, every so often the oath is taken amidst gathering clouds and raging storms.
- C. Our economy is badly weakened, a consequence of greed and irresponsibility on the part of some, but also our collective failure to make hard choices and prepare the nation for a new age.
- D. We remain a young nation, but in the words of scripture, the time has come to set aside childish things.

13 Which excerpt from the text **MOST** clearly shows President Obama’s belief that the American people can work together in a positive way?

- A.** Today I say to you that the challenges we face are real. They are serious and they are many.
- B.** They will not be met easily or in a short span of time. But know this, America - they will be met.
- C.** On this day, we gather because we have chosen hope over fear, unity of purpose over conflict and discord.
- D.** Less measurable but no less profound is a sapping of confidence across our land - a nagging fear that America’s decline is inevitable . . .

- 14** Place the key points Obama makes in the speech in the order in which he makes them.

This question must be answered online.

DRAFT

15 Which statement correctly explains how President Obama makes a general statement about our nation that he then supports with specific details?

- A.** In paragraph 7, Obama stresses the importance of the inaugural address and then provides facts to support his opinion.
- B.** In paragraph 9, Obama affirms the founding principles of our nation and then gives examples of how to uphold them.
- C.** In paragraph 4, Obama says the nation is in a crisis and then provides details about the different elements of this crisis.
- D.** In paragraph 2, Obama makes a general statement about past presidents and then provides details about specific leaders.

- 16** In paragraph 6, President Obama says our nation’s challenges “will not be met easily or in a short span of time.” Select the TWO sentences from below that MOST clearly develop this point.

This question must be answered online.

DRAFT

- 17** Read this sentence from paragraph 5.

Less measurable but no less profound is a sapping of confidence across our land - a nagging fear that America's decline is inevitable, and that the next generation must lower its sights.

What does inevitable mean in the sentence?

- A. impossible
- B. unavoidable
- C. unacceptable
- D. provable

18 How does the first paragraph help fulfill Obama’s goals in giving the speech? Select **TWO** that apply.

- A. by acknowledging Americans who voted him into office
- B. by convincing Americans that he is a humble and thankful man
- C. by showing respect and courtesy to the president who preceded him
- D. by proving that he is ready to cooperate with others who now hold office
- E. by persuading his opponents to support his presidency by committing to the nation overall
- F. by showing he can meet the challenge of continuing the achievements of our ancestors

19 How does Obama BEST make an appeal to emotion in this speech?

- A. by saying that the nation is young and fragile
- B. by thanking President Bush for his service and help
- C. by angering people into blaming past leaders for problems
- D. by describing meeting challenges as a sign of strength

20 Read this sentence from paragraph 4.

Our health care is too costly; our schools fail too many; and each day brings further evidence that the ways we use energy strengthen our adversaries and threaten our planet.

Which Latin word origin is closest in meaning to adversaries as it is used in this sentence?

- A. *aversus*, meaning “turned away”
- B. *adventura*, meaning “about to happen”
- C. *adversarius*, meaning “opponent, rival”
- D. *adventus*, meaning “a coming or approach”

Complete question 21 in the space shown.

- 21** President Obama makes the point that Americans can actively do something about the current state of the nation. Explain TWO ways that he develops this point in the speech. Use details from the text in your answer.



Read the following text and answer questions 22 through 31.



A new \$5 bill, entering circulation in early 2008, is the latest redesigned denomination of United States currency.

The United States government continues to stay ahead of counterfeiting by redesigning currency with enhanced designs and security features. The redesign of U.S. currency began with the introduction of a new \$20 bill in 2003, followed by a \$50 bill in 2004, and a \$10 bill in 2006. A redesigned \$100 bill is scheduled to follow the new \$5 bill.

The redesigned bills are safer, smarter and more secure.

- **Safer** because they are easier to check
- **Smarter** to stay ahead of savvy counterfeiters
- **More secure** to protect the integrity of U.S. currency

While the U.S. government has kept counterfeiting of U.S. currency at low levels through enhanced security features, aggressive law enforcement, and increased efforts to inform the public about how to check their currency, an educated consumer remains the best defense against counterfeiting.

Help protect your hard-earned money: learn the security features of the new \$5 bill and check your money.

A Smooth Transition

While the look of U.S. currency is undergoing subtle design changes, all bills issued since 1861 will be honored at their full face value. There is no need to trade in your bills, and there will be no recall or devaluation of any U.S. currency. The United States has never devalued its currency. As new currency is phased in, worn bills will be retired by the Federal Reserve when they return through the banking system.

If You Suspect a Counterfeit Bill

If you receive a bill that you suspect may be counterfeit or if you question a bill that is already in your possession, turn it over to local police. If the bill is genuine, it will be returned to you as soon as possible. If the bill is counterfeit, you will not be reimbursed. It is against the law to knowingly pass a counterfeit bill.

The new \$5 bill design retains two of the most important security features that were first introduced in the 1990s and are easy to check: the watermark and the security thread.



Watermark

A second watermark has been added to the redesigned \$5 bill. Hold the bill up to the light and look for a column of three smaller "5"s positioned to the left of the portrait. The watermark is part of the paper itself and can be seen from both sides of the bill.

Security Thread

Hold the bill up to the light and look for the security thread, or plastic strip, that is embedded in the paper and runs vertically to the right of the portrait. The letters "USA" followed by the number "5" in an alternating pattern are visible along the thread from both sides of the bill. The thread glows blue when held under ultraviolet light. In older-design \$5 bills, the security thread was located to the left of the portrait.

Watermark

Hold the bill up to the light and look for a large number "5" watermark located to the right of the portrait. It replaces the watermark portrait of President Lincoln found on older-design \$5 bills. Its location is highlighted by a blank window incorporated into the background design.



Symbol of Freedom

A new American symbol of freedom has been added to the background of the redesigned \$5 bill—The Great Seal of the United States, featuring an eagle and shield, is printed in purple to the right of the portrait of President Lincoln. An arc of purple stars surrounds the portrait and The Great Seal. The symbols of freedom differ for each denomination.



Portrait and Vignette

The oval borders around President Lincoln's portrait on the front and around the Lincoln Memorial vignette on the back have been removed. The portrait has been moved up and the shoulders have been extended into the border. Engraving details have been added to the vignette, framing the Lincoln Memorial against a sky full of clouds.



Federal Reserve Indicators

A universal seal to the left of the portrait represents the entire Federal Reserve System. A letter and number beneath the left serial number identify the issuing Federal Reserve Bank.



Low-Vision Feature

The large, easy-to-read number "5" in the lower-right corner on the back of the bill, which helps those with visual impairments to distinguish the denomination, has been enlarged in the new \$5 bill design, and is printed in high-contrast purple ink.



Microprinting

Because they are so small, microprinted words are hard to replicate. The redesigned \$5 bill features microprinting on the front of the bill in three areas: the words "FIVE DOLLARS" can be found repeated inside the left and right borders of the bill, the words "E PLURIBUS UNUM" appear at the top of the shield within the Great Seal, and the word "USA" is repeated in between the columns of the shield. On the back of the bill, the words "USA FIVE" appear along one edge of the large, purple, low-vision "5".



Color

The most noticeable difference in the newly designed bill is the addition of light purple in the center of the bill, which blends into gray near the edges. Small yellow "05"s are printed to the left of the portrait on the front of the bill and to the right of the Lincoln Memorial vignette on the back.



Paper

Currency paper is one fourth linen and three fourths cotton, and contains red and blue fibers.



Serial Numbers

The unique combination of eleven numbers and letters appears twice on the front of the bill. On the new \$5 bill, the left serial number has shifted slightly to the right, compared with previous designs.

For more information about new currency designs visit
www.moneyfactory.gov/newmoney

22 Which phrase from the “Microprinting” section BEST explains why microprinted words are a safeguard against counterfeiting?

- A. they are so small
- B. hard to replicate
- C. on the front
- D. in three areas

23 Based on the description, which changed feature makes it easiest for people to recognize the new \$5 bills?

- A. the symbol of freedom
- B. microprinting
- C. the color
- D. serial numbers

24 What is the central idea of this passage?

- A. Changes to the \$5 bill are intended to make it harder to counterfeit.
- B. It is the job of the Federal Reserve to replace worn-out currency.
- C. There is an ongoing government program that involves switching from old currency to new currency.
- D. The government works hard to stop counterfeiters from duplicating money.

25 How does the structure of the third paragraph effectively develop the information it contains?

- A. The introductory sentence asks a question, and the bulleted list provides answers to the question.
- B. The introductory sentence mentions three key points, and the bulleted list repeats those points and explains them further.
- C. The introductory sentence establishes three steps in a process, and the bulleted list gives details on each step.
- D. The introductory sentence lists technical terms, and the bulleted list repeats and defines those terms.

26 Why does the text list other bills that have been redesigned, beginning with the \$20 bill?

- A. to confirm that no additional changes will be needed in the future
- B. to show that counterfeiting is a growing problem
- C. to demonstrate that the \$5 bill is part of an ongoing process
- D. to suggest that changes to the \$5 bill are the most complicated of all

27 How does the layout of the title as a picture add meaning to the text?

- A. The title layout portrays the new \$5 bill as easily identifiable.
- B. The title layout emphasizes the main ways the new \$5 bill is different.
- C. The title layout shows the difference between the old and new \$5 bills.
- D. The title layout focuses attention on the look of the new \$5 bill.

28 Review the section “If You Suspect a Counterfeit Bill.” Which of the author’s claims does this section BEST support?

- A. The United States government continues to stay ahead of counterfeiting by redesigning currency.
- B. An educated consumer remains the best defense against counterfeiting.
- C. There is no need to trade in your bills.
- D. The United States has never devalued its currency.

29 In 2006, the president of the United States Chamber of Commerce, Thomas J. Donohoe, made a speech on Capitol Hill. In this speech, he outlined the Chamber of Commerce's plan for stopping counterfeiting and piracy. Read this excerpt from that speech.

First, we are educating businesses, media, and lawmakers on the growing economic threat of counterfeiting and piracy in the United States.

Second, we are working with Congress and federal agencies to secure the supply chain by toughening existing laws and increasing detection and enforcement efforts.

Which statement BEST describes how “The New \$5 Bill” addresses part of the Chamber of Commerce’s plan?

- A. The “New \$5 Bill” explains the order in which redesigned currency will be introduced.
- B. The “New \$5 Bill” describes efforts to improve education and improve counterfeiting detection.
- C. The “New \$5 Bill” explains how serious penalties will discourage counterfeiters.
- D. The “New \$5 Bill” describes several ways in which the new bill is different from the old bill.

30 Read this sentence from the text.

Engraving details have been added to the **vignette**, framing the Lincoln Memorial against a sky full of clouds.

Read the dictionary entry.

vignette *n.* (vin-yet') 1. a short description or story 2. a brief scene from a play or movie 3. a picture or illustration in a book 4. any small picture or illustration

What does **vignette** mean as it is used in the text?

- A. a short description or story
- B. a brief scene from a play or movie
- C. a picture or illustration in a book
- D. any small picture or illustration

31 Based on the text, something that is **counterfeit** is

- A. made to look like something else.
- B. produced in great quantities
- C. protected from harm.
- D. numbered in order.



Midterm Exam

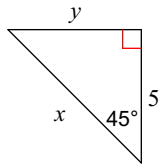
Date _____ Period _____

PART 1: MULTIPLE CHOICE

Answer every question in this section. Bubble the correct answer on your bubble sheet. You may write on this paper, but only your bubble sheet will be graded! (20 questions, 2 points each)

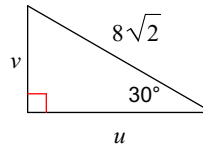
Find the missing side lengths. Leave your answers as radicals in simplest form.

1)



- A) $x = 5, y = 5\sqrt{2}$
 B) $x = 5\sqrt{2}, y = 5$
 C) $x = \frac{5\sqrt{2}}{2}, y = 5$
 D) $x = \frac{5\sqrt{2}}{2}, y = \frac{5}{2}$

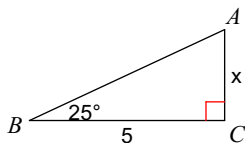
2)



- A) $u = 8\sqrt{3}, v = 8\sqrt{2}$
 B) $u = 4\sqrt{6}, v = 4\sqrt{2}$
 C) $u = 8\sqrt{3}, v = 4\sqrt{2}$
 D) $u = 4\sqrt{6}, v = 8\sqrt{2}$

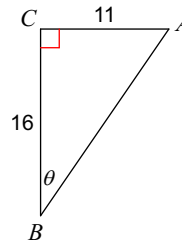
Find the missing value. Round your answer to the nearest tenth.

3)



- A) 2.3 B) 2.9
 C) 1.3 D) 3.3

4)



- A) 34.5° B) 43.3°
 C) 30.7° D) 41.4°

Convert each degree measure into radians and each radian measure into degrees.

5) -140°

A) $-\frac{14\pi}{9}$

B) $-\frac{5\pi}{6}$

C) $-\frac{7\pi}{9}$

D) $-\frac{29\pi}{36}$

6) $\frac{10\pi}{9}$

A) 200°

B) 165°

C) 170°

D) 215°

Find the exact value of each trigonometric function.

7) $\tan 315^\circ$

A) $-\sqrt{2}$

B) $-\frac{\sqrt{2}}{2}$

C) -1

D) $\sqrt{2}$

8) $\sin \frac{7\pi}{4}$

A) 1

B) -1

C) 0

D) $-\frac{\sqrt{2}}{2}$

9) $\csc 180^\circ$

A) -1

B) Undefined

C) 0

D) $\sqrt{2}$

10) $\sec \frac{\pi}{2}$

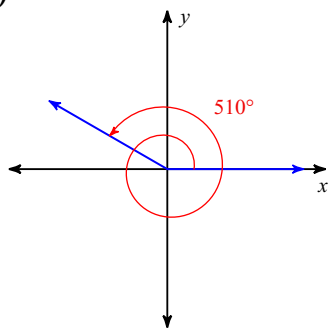
A) Undefined

B) $\frac{1}{2}$

C) -2

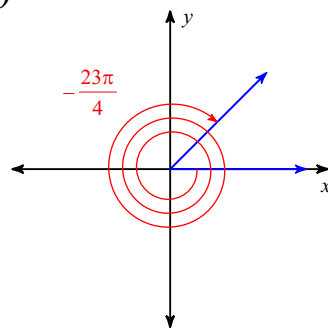
D) $-\frac{2\sqrt{3}}{3}$

11) $\cot \theta$



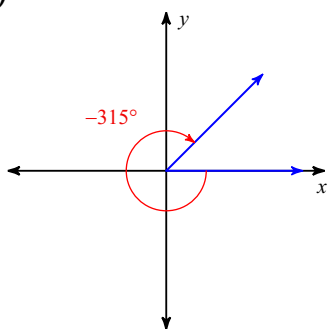
- A) $-\sqrt{3}$ B) $-\frac{2\sqrt{3}}{3}$
 C) $-\frac{\sqrt{3}}{3}$ D) 2

12) $\cos \theta$



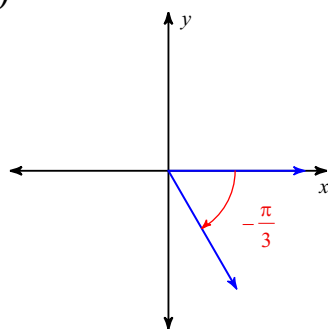
- A) $-\frac{\sqrt{2}}{2}$ B) $\sqrt{2}$
 C) $\frac{\sqrt{3}}{2}$ D) $\frac{\sqrt{2}}{2}$

13) $\sec \theta$



- A) $-\sqrt{2}$ B) $\sqrt{2}$
 C) $-\frac{2\sqrt{3}}{3}$ D) -1

14) $\csc \theta$



- A) $-\sqrt{2}$ B) $-\frac{2\sqrt{3}}{3}$
 C) $-\sqrt{3}$ D) -1

Use a double-angle identity to find the exact value of each expression.

15) $\cos \theta = -\frac{24}{25}$ and $\frac{\pi}{2} < \theta < \pi$

Find $\tan 2\theta$

- A) $\frac{24}{7}$ B) $-\frac{24}{7}$
 C) $-\frac{336}{527}$ D) $\frac{7}{25}$

16) $\sin \theta = \frac{2\sqrt{13}}{13}$ and $\frac{\pi}{2} < \theta < \pi$

Find $\cos 2\theta$

- A) $-\frac{12}{13}$ B) $-\frac{12}{5}$
 C) $\frac{5}{13}$ D) $\frac{13}{5}$

Use a half-angle identity to find the exact value of each expression.

17) $\cos \theta = -\frac{12}{13}$ and $\frac{\pi}{2} < \theta < \pi$

Find $\tan \frac{\theta}{2}$

- A) $-\frac{1}{3}$ B) $\frac{\sqrt{13}-3}{2}$
 C) $\frac{1}{3}$ D) 5

18) $\cos \theta = -\frac{12}{13}$ and $\frac{\pi}{2} < \theta < \pi$

Find $\cos \frac{\theta}{2}$

- A) 5 B) 3
 C) $\frac{\sqrt{26}}{26}$ D) $\frac{5\sqrt{26}}{26}$

Use the angle sum or difference identity to find the exact value of each.

19) $\cos 285^\circ$

- A) $\frac{-\sqrt{6}-\sqrt{2}}{4}$ B) $\frac{\sqrt{6}+\sqrt{2}}{4}$
 C) $\frac{\sqrt{2}-\sqrt{6}}{4}$ D) $\frac{\sqrt{6}-\sqrt{2}}{4}$

20) $\sin 105^\circ$

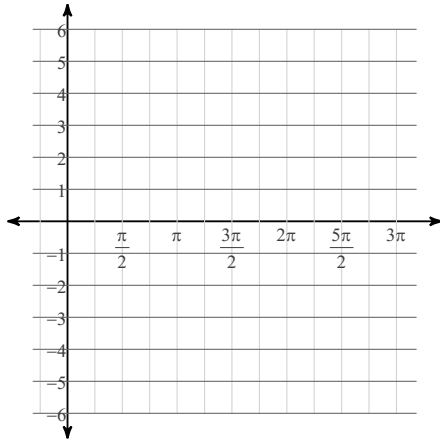
- A) $\frac{\sqrt{6}-\sqrt{2}}{4}$ B) $\frac{\sqrt{2}-\sqrt{6}}{4}$
 C) $\frac{-\sqrt{6}-\sqrt{2}}{4}$ D) $\frac{\sqrt{6}+\sqrt{2}}{4}$

PART 2: FREE RESPONSE

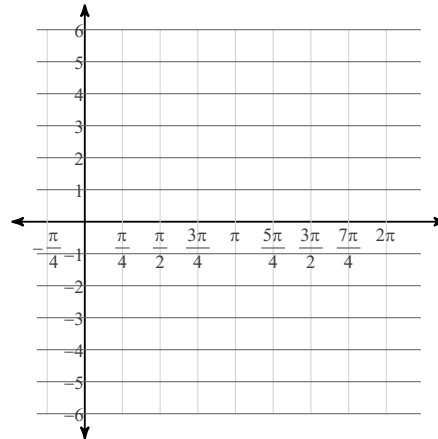
Answer each question below. **SHOW ALL WORK** for full credit. Partial credit will be given, where possible. (10 questions, 6 points each)

For each function, find the amplitude, period, phase shift and vertical shift. Then, graph the function using radians.

21) $y = \cos\left(\theta - \frac{\pi}{6}\right)$

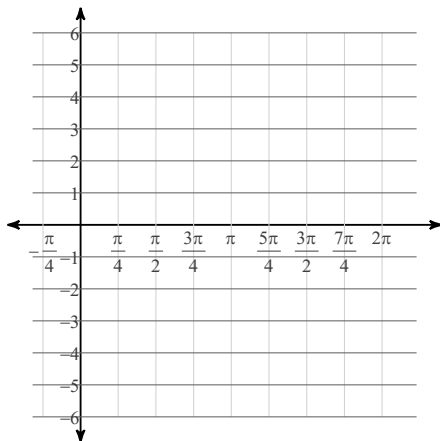


22) $y = 3\sin 3\theta - 2$

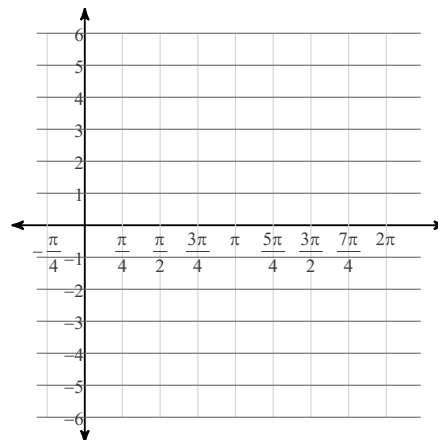


Identify the values of A, B, C and D. Then, write the equation of the graph shown.

23) $y = 2 + \frac{1}{2} \cdot \cos 2\theta$

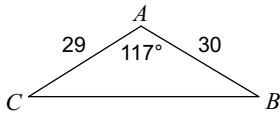


24) $y = -1 + 3\sin 4\theta$



Solve each triangle, then find the area. Round all answers to the nearest tenth.

25)



26) $m\angle C = 114^\circ$, $m\angle B = 54^\circ$, $a = 8$

Solve each equation for $0 \leq \theta < 2\pi$.

27) $4 - 4\cos \theta = 6$

28) $2\sin^2 x - 3\sin x + 1 = 0$



Sacramento Charter High School
Chemistry Department
Term 1, Semester 1
Fall Midterm Exam

15-16_SHS_Benchmark01_FallMidterm_Science_Chemistry

Part I and II. Constructed Response and Multiple Choice

NAME

DATE

PERIOD

TEAM

You are somebody

You were somebody when you walked into this class.
You will be somebody when you leave.

You are strong. You are valued.

Take these words as you begin your test. Find your motivation and use it. Prove your knowledge.

I **believe** in you.

SCORE 1. Complete the following percent error calculations. **Show all work for full credit.**

a. A scientist gathers an experimental value of 34.5 mL and the accepted value is 45.6 mL. What is the percent error of the scientist's data?

Final Answer: _____

b. The experimental value for a data set is 12.3 grams and the accepted value is 12.03 grams. What is the percent error of this data set?

Final Answer: _____

c. A student collects the density of a substance to be 0.34 g/mL. A data table suggests the density of this substance to be 0.46 g/mL. What is the student's percent error for the collected information?

Final Answer: _____

SCORE 2. Determine the answer to the following questions using your understanding of the density formula. **Show all work for full credit.**

a. What is the density of a substance with a mass of 34.6 g and a volume of 23.1 mL?

Final Answer: _____

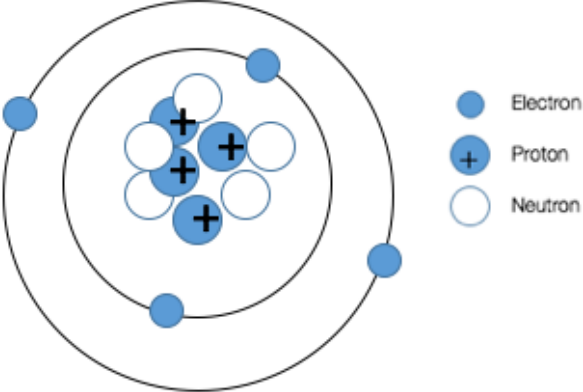
b. What is the density of a substance with a mass of 87.92 g and a volume of 65.98 cm³?

Final Answer: _____

c. The density of a substance is 0.783 g/mL. The mass of a sample of this substance is 23.1 g. What is the volume of this substance?

Final Answer: _____

SCORE 3. Using your understanding of the Bohr model for atomic structure, determine if the following model is accurate or inaccurate. Use complete sentences to explain your reasoning for your claim.

Model A of Beryllium-9	This model is [ACCURATE or INACCURATE] because...
 <p data-bbox="602 394 738 531"> ● Electron + Proton Neutron </p>	

SCORE 4. A chemist has conducted an experiment in a controlled environment in order to examine the properties of an unknown substance X. The chemist collected the following data set after her experimentation.

Figure 1. Summary of data collected from test of various substances with Oxygen (O₂), Fluorine (F₂), Helium (He), and distilled water (H₂O).

	Mass (g)	Reactivity with 5.0 g Oxygen (O ₂)	Reactivity with 5.0 g Fluorine (F)	Reactivity with 5.0g Helium (He)	Reactivity with 5.0 g water (H ₂ O)
Substance X	5.0 g	Highly reactive	Semi reactive	No reaction	Moderately reactive
Sodium (Na)	5.0 g	Semi reactive	Highly reactive	No reaction	Violently reactive
Potassium (K)	5.0 g	Semi reactive	Highly reactive	No reaction	Violently reactive
Beryllium (Be)	5.0 g	Highly reactive	Semi reactive	No reaction	Moderately reactive
Barium (Ba)	5.0 g	Highly reactive	Semi reactive	No reaction	Moderately reactive

Based on the data provided in **Figure 1**, to what elements is Substance X most similar? Based on the data, describe what assumptions can be drawn about the atomic structure of Substance X, as well as where Substance X should be placed on the periodic table. Cite evidence from the data and use complete sentences.

Construct your response here. Use complete sentences.

SCORE 5. Create a visual model (using the **Bohr Model**) of the following based on the information provided. You may use the abbreviated notation for describing the contents of the nucleus. Label your models appropriately.

Helium-2	Carbon-12	Fluorine-19
----------	-----------	-------------

6. **SCORE** Create a visual model (using the **Lewis dot diagram**) of the following individual atoms.

a. Magnesium (Mg)	b. Potassium (K)	c. Silicon (Si)	d. Sulfur (S)	e. Chlorine (Cl)
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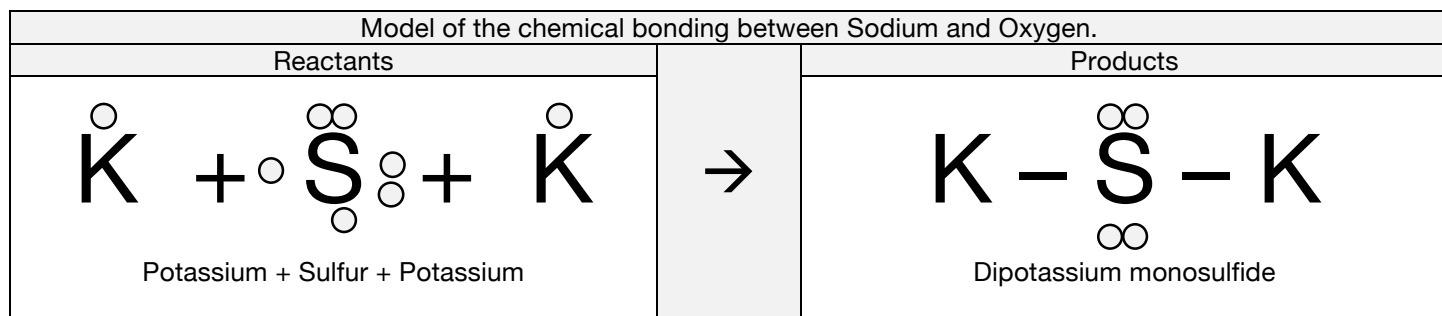
7. **SCORE** Create a visual model (using the **Lewis dot diagram**) of the following IONIC compounds. Only the final products are necessary. Circle or box your final answer.

a. Sodium chloride (NaCl)	b. Calcium sulfide (CaS)	c. Rubidium selenide (Rb ₂ Se)
---------------------------	--------------------------	---

8. **SCORE** Create a visual model (using the **Lewis dot diagram**) of the following COVALENT compounds. Only the final products are necessary. Circle or box your final answer.

a. H ₂ O	b. CF ₄	c. PN
---------------------	--------------------	-------

9. **SCORE** Analyze the following model of a chemical bond. Determine if the model is accurate or inaccurate. Provide a reasoning using complete sentences. When evaluating the model, be sure to examine all parts, including labels of chemicals and naming of compounds.



This model is [ACCURATE or INACCURATE] because...

10. **SCORE** For each of the following compounds develop the appropriate formula of the compound using the conventions discussed in class.

a. Carbon tetroxide	b. Trinitrogen hexoxide	c. Iron (III) sulfide
d. Barium carbonate	e. Sodium oxide	SPACE INTENTIONALLY LEFT BLANK

11. The nucleus of an atom consists of 8 protons and 6 neutrons. The total number of electrons present in a neutral atom of this element is:

- A. 6
- B. 8
- C. 2
- D. 14

12. What are the numbers of protons, neutrons, and electrons in an *isotope* of zinc with a mass number of 67?

- a. 30 p, 30 n, 35 e
- b. 37 p, 30 n, 30 e
- c. 30 p, 35 n, 30 e
- d. 30 p, 37 n, 30 e

13. An orbital or electron shell is a region of space where there is a high probability of finding a:

- a. proton
- b. neutron
- c. electron
- d. positron

14. How many neutrons does an atom of Chlorine-35 contain?
- 35
 - 17
 - 18
 - 52
15. Which property of an element is determined by adding the number of protons and number of neutrons?
- atomic mass
 - atomic radius
 - electrical charge
 - electrical potential
16. Atoms of the same element must:
- contain the same number of neutrons
 - have the same mass number
 - contain the same number of protons
 - have equal numbers of protons and neutrons
17. An atom has a mass number of 23 and atomic number 11. The number of protons in the atom are _____.
- 11
 - 12
 - 23
 - 44
18. Most of the mass in an atom is located where?
- electron cloud
 - proton
 - neutron
 - nucleus

19. The following table shows some properties of four elements.

Element	Sodium (Na)	Magnesium (Mg)	Chlorine (Cl)	Argon (Ar)
Phase	Solid	Solid	Gas	Gas
Melting point (°C)	97.7	650	- 102	- 189
Density (g/cm ³)	0.968	1.74	0.00320	0.00178
Number of valence electrons	1	2	7	8

Which element on the periodic table MOST likely has properties similar to Magnesium (Mg)?

- Calcium (Ca)
 - Neon (Ne)
 - Phosphorous (P)
 - Potassium (K)
20. Hydrogen is a gas at room temperature, but is found with the Alkali Metals in group 1A on the periodic table. Which is MOST likely the reason hydrogen is grouped with the Alkali Metals?
- All group 1A elements have the same number of protons
 - Alkali Metals behave like hydrogen gas at high temperatures
 - Hydrogen behaves more like the Alkali Metals only when at room temperature
 - All group 1A elements have one valence electron
21. Valence electrons determine an atom's
- Mass
 - Chemical properties
 - Electric charge
 - Period

22. How many protons, neutrons, and electrons are there in the species ^{26}Mg ?

	Protons	Neutrons	Electrons
A	10	14	10
B	12	14	12
C	12	26	10
D	14	12	12

23. Which of the following would have chemical properties most similar to Fluorine (F)?

- Hydrogen (H)
- Helium (He)
- Oxygen (O)
- Chlorine (Cl)

24. Which subatomic particles would you find in the nucleus of an atom?

- Electron and proton
- Proton and neutron
- Neutron and electron
- All the subatomic particles

25. What is the mass, charge and location of neutrons in an atom?

- 1, +1, nucleus
- 1, 0, nucleus
- 1, 0, orbitals
- 1, -1, orbitals

26. Which compound is held together by ionic bonds?

- CaF_2
- CCl_4
- NO_2
- Pt (s)

27. What is the name of the chemical substance with the formula MgCl_2 ?

- Magnesium Chlorine
- Magnesium Dichloride
- Magnesium Chlorite
- Magnesium Chloride

28. What is the most correct name for the ionic compound formed by Fe^{2+} and Cl^- ?

- iron chloride
- iron (I) chloride
- iron (II) chloride
- iron (III) chloride

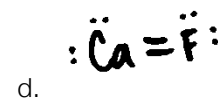
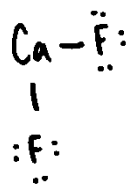
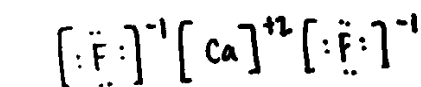
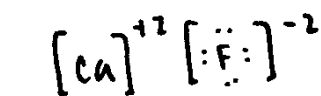
29. Which of the following is the correct formula for the compound Calcium carbonate?

- $\text{Ca}(\text{CO}_3)_2$
- CaCO_3
- Ca_4C_2
- $\text{Ca}_2(\text{CO}_3)_2$

30. Which of the following is the correct name for the compound Mn_2S_3 ?

- Manganese sulfide
- Manganese (II) sulfide
- Dimanganese trisulfide
- Manganese (III) sulfide

31. Which of the following would be the correct Lewis dot diagram for the combination of calcium and fluorine?



32. Which of the following compounds contain a triple bond?

- A. O₂
- B. N₂
- C. F₂
- D. Cl₂

33. What is the total number of electrons shared in a double covalent bond?

- A. 1
- B. 2
- C. 4
- D. 6

34. Which of the following elements has the same Lewis dot structure as silicon?

- A. Germanium (Ge)
- B. Aluminum (Al)
- C. Arsenic (As)
- D. Gallium (Ga)

35. When an atom of lithium loses an electron, the atom becomes a

- A. Negative ion with extra electrons
- B. Negative ion with less electrons
- C. Positive ion with extra electrons
- D. Positive ion with less electrons

36. Which element forms an ionic compound when it reacts with lithium?

- A. K
- B. Fe
- C. Kr
- D. Br

37. What is the formula of phosphorus trichloride?

- A. KCl
- B. KCl₃
- C. P₃Cl
- D. PCl₃

38. Which of the following compounds are held together by covalent bonds?

- A. NaCl
- B. HF
- C. NaF
- D. MgO

39. Which of the following would be the correct formula for the compound Trihydride monofluoride?

- A. HF₃
- B. H₃F₃
- C. H₃F
- D. HF

40. Which of the following is the correct name for the compound created when lithium reacts with oxygen?

- A. Dilithium monoxide
- B. Lithium monoxide
- C. Lithium oxide
- D. Lithium (II) oxide

Name	World History
Period	Midterm October 7-8, 2015 VERSION 1

Multiple Choice Directions: For each multiple choice question, complete the following steps:

- 1. Annotate the question or answer choices a minimum of 2 times**
- 2. Eliminate wrong answers**
- 3. Circle the correct choice**

1. In Latin America, the Maya and the Aztec civilizations were similar in that they

- (A) Showed little evidence of urbanization
- (B) Lacked a strong central government
- (C) Developed complex mathematical and calendar systems
- (D) Used military weapons superior to those of Europeans

2. What was the main purpose of the early exploration voyages?

- (A) To establish colonies
- (B) To drive the Spanish from the Americas
- (C) To create ports for trading
- (D) To discover direct trade routes to Asia

3. Which of these events during the Age of Exploration was a cause of the other three?

- (A) Europeans brought food, animals, and ideas from one continent to another
- (B) European disease had an adverse effect on the native populations of new territories
- (C) Warfare increased as European nations competed for land and power
- (D) Advances in learning and technology made long ocean voyages possible

4. One reason the Spanish conquistadors were able to conquer the Aztec and Inca Empires rapidly is that

- (A) The three empires had no standing armies
- (B) The Spanish had better weapons than the Aztecs and Incas did
- (C) The Spanish greatly outnumbered the Aztecs and Incas
- (D) The Aztecs and Incas joined together to fight the Spanish

5. One way in which the contributions of Copernicus, Galileo, and Newton are similar is that each

- (A) challenged the heliocentric theory of the universe
- (B) based his work on Enlightenment principles of social contract
- (C) practiced observation and experimentation in his work
- (D) supported the work of the Inquisition

6. What was the impact of the introduction of American crops into Europe?

- (A) The introduction of corn and potatoes led to major population growth in Europe.
- (B) Although American crops were introduced around the world by European traders, they were not adopted in Europe itself.
- (C) Plantation agriculture fueled by slave labor became the norm in European agricultural systems.
- (D) Most Europeans rejected the new foods as uncivilized and began to import rice from China.

7. Planters in the Americas began to use African slaves for labor because

- (A) Aztecs refused to work on plantations
- (B) they believed Native Americans were not human
- (C) disease had killed millions of Native Americans
- (D) African slaves were less expensive than Native American slaves

8. In the 1600's, the interest of Europeans in Africa was based mainly on Europe's need to

- (A) Market its surplus agricultural products
- (B) Obtain workers for its colonies
- (C) Establish collective security arrangements
- (D) Settle its surplus population on new lands

9. The enlightenment philosopher who said that governmental power should be separated into equally powerful branches was.... (10. 2.1)

- (A) Locke
- (B) Wollstonecraft
- (C) Rousseau
- (D) Montesquieu

10. The Enlightenment philosopher who said that the government should follow the will of the people was... (10.2.1)

- (A) Locke
- (B) Wollstonecraft
- (C) Rousseau
- (D) Montesquieu

11. The American colonists rebelled for all the following reasons EXCEPT... (10.2.3)

- (A) they felt they were being unfairly taxed
- (B) they had no representation in the English government
- (C) They were forced to house British troops
- (D) The King of England came to America

12. Which event happened last? (10.2)

- (A) the Declaration of Independence
- (B) the U.S. Constitution
- (C) the Declaration of the Rights of Man
- (D) Napoleons rise to power

13. What was NOT a cause of the French Revolution? (10.2.4)

- (A) dissatisfaction with the rights of French Citizens
- (B) Lack of money in France
- (C) Lack of food in France
- (D) Too much power to the people

14. A study of the revolutions in Latin America in the 19th century would show that

- (A) religion was a major cause of the conflicts
- (B) Spanish-born peninsulars led most of the Latin American uprisings
- (C) nationalism had little influence on the outcome
- (D) events in North America and Europe influenced Latin Americans

“ . . . Give Venezuela such an executive power in the person of a president chosen by the people or their representatives, and you will have taken a great step toward national happiness. No matter what citizen occupies this office, he will be aided by the Constitution, and therein being authorized to do good, he can do no harm, because his ministers will cooperate with him only insofar as he abides by the law. If he attempts to infringe upon the law, his own ministers will desert him, thereby isolating him from the Republic, and they will even bring charges against him in the Senate. The ministers, being responsible for any transgressions committed, will actually govern, since they must account for their actions. . . .”

— Simón Bolívar, 1819

15. In this passage, which type of government is Simón Bolívar proposing for Venezuela?

- (A) theocracy
- (B) monarchy
- (C) democracy
- (D) dictatorship
- (E)

16. How did French nationalism help bring Napoleon to power? (10.2.5)

- (A) The power of France was extended by his conquests.
- (B) The French people were convinced that other nations threatened them.
- (C) All Frenchmen were reminded of their revolutionary past.
- (D) The French accepted Napoleon because he was not part of the Aristocracy

17. Which group lost social, economic, and political standing with the rise of Napoleon?

- (A) French citizens born in the French colonies
- (B) Women
- (C) Soldiers who served in the French army
- (D) Common laborers

Bill of Rights (England)
Declaration of the Rights of Man and
Citizen (France)
Bill of Rights (United States)

18. What did all of these documents have in common?

- (A) protection of individual liberties against the state
 - (B) limitation of the powers of a monarch
 - (C) statement of the spiritual dignity of the individual
 - (D) protection of property from unfair competition
- (10.2.2)

19. Which list of French leaders is in the correct chronological order?

- (A) Louis XVI → Napoleon → Robespierre
- (B) Robespierre → Napoleon → Louis XVI
- (C) Louis XVI → Robespierre → Napoleon
- (D) Napoleon → Louis XVI → Robespierre

20. What was one effect of the Latin American revolutions of the 19th century?

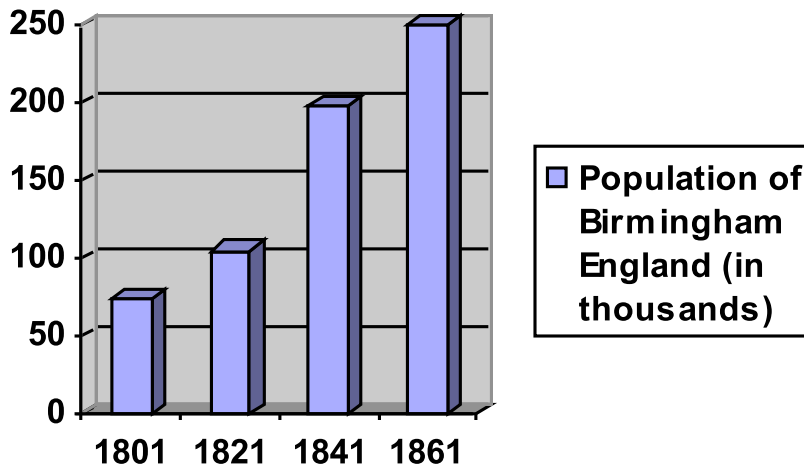
- (A) Democracy became the dominant political system in Latin America.
- (B) European colonialism replaced the independent governments of Latin America.
- (C) Many Latin American countries achieved independence.
- (D) Countries in Latin America deported most people with European ancestry.

21. The agricultural changes which took place in England during the 1600s contributed to England's later industrial development by

- (A) strengthening the importance of the family farm.
 - (B) breaking large estates into smaller farms.
 - (C) encouraging city dwellers to return to farming.
 - (D) producing more food with fewer workers.
- (10.3.1)

22. Louis Pasteur's research into germ theory in the nineteenth century is significant because it

- (A) created safety standards for machine workers.
 - (B) led to techniques that increase crop production.
 - (C) identified the importance of vitamins to nutrition.
 - (D) proved that cleanliness helps to prevent infections.
- (10.3.2)



23. What historical trend was *most* responsible for the change in Birmingham's population shown above?

- (A) immigration from the colonies
 - (B) industrial growth
 - (C) improvements in urban health care
 - (D) famine in rural areas
- (10.3.3)

24. In the nineteenth century, labor unions developed mostly in response to

- (A) increasing unemployment.
 - (B) government ownership of businesses.
 - (C) wages and working conditions.
 - (D) racial and gender discrimination.
- (10.3.4)

25. To increase production output during the Industrial Revolution, businesses primarily invested in
(A) workers' wages.
(B) machinery.
(C) training.
(D) marketing.
(10.3.2)

26. In the mid-1700s, how did trade contribute to the early growth of an industrial economy in Great Britain?
(A) It allowed the British to educate their workforce.
(B) It provided funds to pay high wages to the new labor class.
(C) It enabled British merchants to hire skilled foreign laborers.
(D) It gave British entrepreneurs the capital needed to open new factories.
(10.3.5)

27. The American Civil War decreased Europe's supply of cotton from the American South. What did the Europeans do to maintain the flow of this natural resource for their textile industries?
(A) European factory owners agreed to pay a higher price for American cotton.
(B) European factory owners supported abolition of slavery to end the Civil War.
(C) European factory owners turned to Egypt and India as new sources of cotton.
(D) European governments intervened militarily to force the resumption of the trade in cotton.
(10.3.4)

28. One result of the Industrial Revolution was that it
(A) Led to an increased use of slave labor
(B) Promoted the formation of the working class
(C) Discouraged the formation labor unions
(D) Prevented the growth of democracies
(10.3.2)

<p>1763 Kay – Flying Shuttle 1765 Hargreaves – Spinning Jenny 1769 Arkwright – Water Frame 1787 Cartwright – Power Loom</p>

29. All of the invention in the Industrial Revolution allowed for the increased production of
(A) cloth
(B) guns
(C) shoes
(D) steel
(10.3.2)

30. What was an immediate effect of the Industrial Revolution on cities?
(A) Urban population declined because of widespread disease
(B) Factories closed because of the laws against child labor
(C) Tenements were built to improve the living standards of workers
(D) Urban population increased because of the availability of jobs
(10.3.3)

31. During the Industrial Revolution, which invention freed factories from the need to be located along a river for power?

- (A) The internal combustion engine fueled by gasoline
- (B) The steam engine, fueled by coal
- (C) The turbine engine, powered by pressurized gas
- (D) The generator, powered by electricity

(10.3.2)

32. What was one consistent goal of labor unions during the 1800s?

- (A) To increase productivity
- (B) To desegregate the workplace
- (C) To improve working conditions
- (D) To establish equal pay practices for women

(10.3.4)

33. Which statement is true of social class during the Industrial Revolution?

- (A) People could move freely from one social class to another
- (B) Social classes became increasingly divided
- (C) The very idea of social classes became outdated
- (D) Europe was generally divided between an upper class and a working class

(10.3.4)

PAY FOR WORKERS

Cottage Industry	Factory System
Workers paid by the piece	Workers paid ?

34. Which statement *best* completes this table?

- (A) with food crops
- (B) for individual products
- (C) in company stock
- (D) for hours worked

(10.3.4)

35. Karl Marx and Friedrich Engels encouraged workers to improve their lives by

- (A) electing union representatives
- (B) participating in local government
- (C) overthrowing the capitalist system
- (D) demanding pensions and disability insurance

(10.3.6)

36. The economic theory of laissez-faire capitalism proposes that

- (A) command economies should provide the greatest opportunity for national growth
- (B) the nobility should have strict control over business and industry
- (C) the practices of mercantilism should be expanded
- (D) governments should not interfere with business

(10.3.6)

37. What was one of the effects of the Industrial Revolution on women?

- (A) Women began holding management positions in factories
- (B) Women did not work outside of their homes until the Industrial Revolution.
- (C) Women often left the confines of their home to work
- (D) All of the above.

(10.3.4)

Sadler: "Were you always on time?"

Worker: No.

Sadler: What was the consequence if you had been too late?

Worker: I was most commonly beaten.

Sadler: Severely?

Worker: Very severely, I thought.

38. This 1832 interview of a factory worker in England will influence which of the following publications?

- (A) *The Wealth of Nations*
- (B) *The Communist Manifesto*
- (C) "White Man's Burden"
- (D) *The Declaration of the Rights of Man and Citizen*

(10.3.6)

39. How did the enclosure movement in agriculture help bring about the Industrial Revolution?

- (A) It was a model for the factory system
- (B) It spurred an entrepreneurial spirit
- (C) Ordinary tenant farmers moved to cities for work
- (D) It was an example of an early labor union that would be modeled in the factories

(10.3.1)

40. Which of the following was one of the most deadly effects of the urbanization and movement to cities that accompanied the Industrial Revolution?

- (A) Over 50% of the children that worked in factories were killed by unsafe working conditions
- (B) Unsanitary living conditions
- (C) Increased crime rate
- (D) Urban riots by labor unions

(10.3.3)

Nombre _____

Nombre _____

Parte 1: Match the structures with their Spanish translation:

- | | |
|-------------------------|---------------------------|
| 1. S/he talks | A. hablaba |
| 2. S/he talked | B. hablamos |
| 3. S/he was talking | C. hablo |
| 4. They talk | D. habla |
| 5. We talk | E. hablan |
| 6. I talk | AB. hablé |
| | |
| 7. S/he won | A. había |
| 8. S/he was | B. agarró |
| 9. S/He went | C. firmar |
| 10. S/He grabbed | D. era |
| 11. To sign | E. fue |
| 12. There was | AB. Ganó |
| | |
| 13. He signed | A. tenían |
| 14. They had | B. exploraría |
| 15. As fast as possible | C. Ella quería |
| 16. She wanted | D. necesitaba |
| 17. I would explore | E. Él firmó |
| 18. S/he needed | AB. Lo más pronto posible |
| | |
| 19. S/he trips | A. Le puso yeso |
| 20. They fell | B. Le pone yeso |
| 21. S/he broke his/her | C. Le duele |
| 22. Day after day | D. Le dolía |
| 23. It hurts me | E. Se quejaban |
| 24. It hurt him/her | AB. Se lastimaron |

Parte 2: Fill-In: Write the word that best completes the sentence

25. La República Dominicana está localizada en _____.
- a) México
 - b) Estados Unidos
 - c) Mar Tahoe
 - d) Mar Caribe
 - e) Mar Atlántico
26. La República Dominicana es famosa por _____ y _____.
- a) La comida y el básquetbol
 - b) Las playas y el béisbol
 - c) El béisbol y la comida
 - d) El fútbol y el fútbol americano
 - e) Los caballos y los dragones
27. La música es muy importante en la isla, _____ y _____ es la música de La República Dominicana.
- a) R & B y la bachata
 - b) La quebradita y el merengue
 - c) La salsa y el guacamole
 - d) La bachata y el merengue
 - e) Beyoncé y Shakira
28. El _____ es el deporte más importante en La República Dominicana.
- a) El fútbol
 - b) El baile
 - c) El básquetbol
 - d) El béisbol
 - e) El tenis
29. ¿Por qué practican mucho el béisbol los dominicanos?
- a) Quieren salir de la pobreza
 - b) Es divertido
 - c)
- 30.

Parte 3: Answer in complete sentences to the best of your knowledge. Use specific examples from the book.

31. ¿Cuáles son (are) las dos partes de (of) La isla Española?

32.¿Cómo se llamaba el dictador de la republica dominicana?

33.¿Por qué es (is it) irónico que(that) al Dictador no le gustaban los haitianos?

34.¿Cómo se llamaba la masacre de la República Dominicana?

35.El dictador era malo, pero también hizo cosas buenas. The dictator was mean , but he also did some good. ¿Qué son las cosas (things) que construyo?

36.¿Cuándo los Haitianos no pronunciaban correctamente la palabra _____ los asesinaban con un _____.

37.Describe a la familia de Felipe.

38. ¿Qué es el trabajo del papá de Felipe? What is his dad's job?

39. ¿Cuáles deportes (sports) jugaba (played) Felipe en la República Dominicana?

40. El equipo nacional quería eliminar distracciones para los jugadores. ¿Qué estaba prohibido para los jugadores? The national team wanted to eliminate distractions for the players. What was forbidden?

41. ¿Qué es la opinión del el papá de Felipe sobre (about) el béisbol?

42. ¿Qué son los dos obstáculos de Felipe?

43. ¿Qué fue el primer error de Felipe al firmar (to sign) con los Grigantes?

44. En los años 50 había leyes (laws) de segregación en Estados Unidos? ¿Cuáles son unas reglas (rules) de segregación?

45. ¿Cómo fue afectado Felipe por las leyes y la discriminación? How was Felipe affected by the laws and discrimination?

Requirements:

Part I - The Professional

- Cover Letter
- Resume
- Pathway Philosophy

Part II - Quality (4 Pieces)

- Create 4 pieces of work that demonstrate your mastery of design with an emphasis on quality and professionalism. Examples will include projects you've created for real world applications.

Part III - Concentration (5 Pieces)

- Create 5 pieces of work unified by an underlying idea, theme or technique. You may develop a concept, a technique, a style or a real world topic. Focus on work that demonstrates the development of your own voice and your own particular style.

Part IV - Breadth (5 Pieces)

- Create a variety of works demonstrating a wide range of design principles or graphic design techniques. This part of your portfolio is focused on experimentation and risk taking to display your ambition and ability to tackle complexity and nuance.

Part V - Research (1000 words)

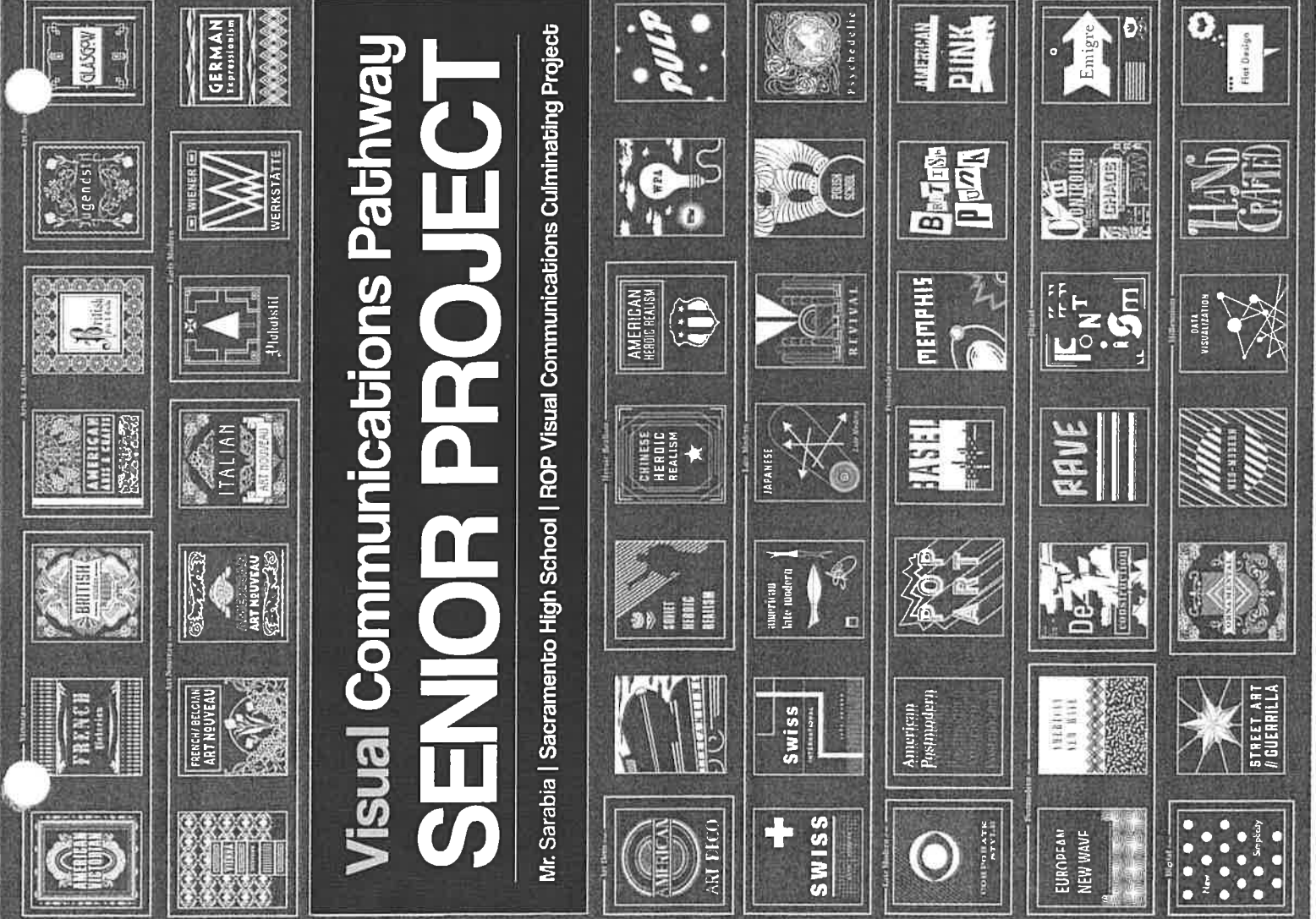
- Research a topic relating to media, graphic design, visual art or technology. Your paper should include research into the history of your topic, its current applications, its future and any controversies related to your topic.

Part VI - Skill Set Assessments

-
-
-
-

Visual Communications Pathway SENIOR PROJECT

Mr. Sarabia | Sacramento High School | ROP Visual Communications Culminating Project



Part II - Quality

Create 4 pieces of work that demonstrate your mastery of design with an emphasis on quality and professionalism. Examples will include your most fully developed art projects as well as work you've created for actual clients.

Requirements and Scoring Guidelines:

- Successful use of the Elements of Design (Balance, symmetry, framing, color harmony, coherence, emphasis, scale, repetition, negative space, etc)
- Well informed decision making and intention, meaning the work does not look like it resulted from accidents or random experimentation.
- The work is original, imaginative, and inventive.
- The work as a whole is confident and evocative, engaging the viewer with strong visual qualities. It is aesthetically pleasing.
- Technical skills look fully developed and no apparent mistakes.
- Appropriation of published work must be intentional and sufficiently modified from the original for a specific purpose.

JUST A FEW IDEAS:

- Event Poster
- Photoshop Collage
- Complex Illustrator Trace
- Digital Art Piece
- Company Logo & Identity
- Product Packaging
- Media/CD/DVD/Album Cover



Best of Sac High by Abigail Muniz - Adobe Photoshop - 2010

Part III - Concentration

Create 5 pieces of work unified by an underlying idea, theme or technique. You may develop a concept, a process or explore a real world topic. Focus on work that demonstrates the development of your own voice and your own particular style.

Requirements and Scoring Guidelines:

- Displays the development of a topic or theme present in a coherent visual form.
- Shows ambition in the choices of the topic, theme or technique.
- Displays your decision making and discovery through investigation, meaning that you explore the same theme, topic or technique from different vantage points with a nuanced approach.
- Shows innovative thinking by recombining techniques and images to create original work that is significantly modified from the source material.
- Displays growth and transformation by pushing the level of challenge in each of your pieces.
- Displays technical competency and skills with media and software, showing no apparent mistakes.

JUST A FEW IDEAS:

- Art Movement Reimagining
- Digital Paintings
- Complex Illustrator Traces
- Digital Art Pieces
- Digital/Paper/Photography collage.
- Social Themed Artwork



Part IV - Breadth

Create a variety of works demonstrating your range of skills and your ability to experiment with design principles or graphic design techniques. This part of your portfolio is focused on risk taking to display your ambition and ability to tackle complexity and nuance.

Requirements and Scoring Guidelines:

- Displays 5 clearly different aesthetic, technical or thematic projects.
- Your work shows experimentation but each one has a clearly defined purpose.
- Each project shows ambition and a willingness to challenge yourself and push the limits of your ability.
- Although technical expertise is not the primary requirement, the work must show a clear effort to be resolved.
- Shows your ability to solve visual problems or work within defined confines.
- The work clearly demonstrates original vision, a variety of innovative ideas and or risk taking.
- Implements different types of media, drawing, photography, video, 3D modeling,

JUST A FEW IDEAS:

- Self Portrait
- 3D model artwork
- Multi-software piece
- Digital Painting
- Using skills from a Complex Photoshop Tutorials in novel and interesting ways.
- Traditional/Digital art Mashup.



Self Portrait by Connie Epson - Adobe Illustrator - 2008

Part V - Research

Requirements:

- 1000 words
- MLA Format
- 3 cited sources. One must be an online magazine. One physical book.

Prompt:

Choose one important event, person, invention or innovation in the history of Computer Graphics, Design, Multimedia, Technology or Art. Using sources, provide an overview of your topic. Explain its importance, what is its contribution to the future or how did it change people's lives during its time. Explain its importance to our modern way of life.

What I am looking for:

- Explain the issue in detail with research and quotes.
- Explain how your topic has affected society in its past, in the present and in the future.
- Describe the problems or controversies surrounding the issue.
- Describe the positive and negative aspects or things that may result from the technology/issue/innovation/discovery.
- Focus and describe an example where this issue affected people in the real world
- Finish with your opinion about what will happen in the future relating to the topic.

Suggested Essay Breakdown:

- Brief Introduction of the topic with an interesting hook. Then your thesis: why is this topic so important? Give me at least three reasons.
- One paragraph summarizing the history of the your topic.
- A paragraph about how your topic, person, event, or invention changed or influenced society during its time. How did people at the time react? Did it replace any other technology?
- Explain the modern results of the innovation, technology, style or technique as a result of its discovery or development. Explain the influence that your topic has had in modern times.
- Summarize any controversies related to your topic, such as copyright, privacy, human v. technology, economic or cultural issues.

Part VI - Skill Sets

- Open Adobe Illustrator.
- Create a new page in a standard 8.5x11 size.
- Be able to change orientation from portrait to landscape and vice versa
- Create guides from rulers and from shapes.
- Be able to zoom in and out of the canvas with tools and shortcuts.
- Know location and use of the following tools: Pen Tool, Shape tools, line segment tool, and text tools.
- Be able to move, resize, and rotate objects with the selection tool.
- Be able to manipulate individual points of an object using the direct selection tool.
- Be able to type and manipulate text, including creating outlines of text.
- Be able to increase the number of sides for polygons or points for stars.
- Copy objects using shortcuts.
- Be able to send objects in front or behind other objects.
- Be able to change color of objects for the fill and border.
- Be able to make gradient fills and change the colors and direction of the gradient.

- Be able to create, lock, move and delete layers.
- Be able to open the option windows, including transparency, color, gradient, and pathfinder.
- Be able to trace any shape with the pen tool and know all the button commands associated with vector tracing.
- Shortcuts to hide and close programs.
- Change the page views from full screen to normal.
- Reset the tools and windows.
- Changing color from Grayscale to CMYK to RGB.
- Be able to use pathfinder to combine objects together.
- Know the keys to duplicate a command multiple times.
- Be able to transfer a vector trace to Photoshop.
-



Adobe Illustrator

Digital Work Grading Rubric

5 points

Technical Competence, Clarity, Neatness

The works shows the student has mastered the technical skills required to complete the assignment. His final product is clean, with no apparent technical mistakes or imperfections.

Meets Criteria, Quality

The student's work is professionally presented in the right format, size and resolution. The quality of the work is exceptional all the requirements of the assignment have been met.

Application of Composition, Elements, and Design Principles

The student's work shows an excellent application of the elements of design, including but not limited to the concepts of Balance, symmetry, framing, color harmony, coherence, emphasis, scale, repetition, negative space, etc.

Planning, Effort, Level of Challenge

The student shows significant planning, foresight, and has challenged himself in contrast and has improved drastically in comparison to his earlier assignments. He has a clear intention of what the work is trying to accomplish and the aesthetic value or content does not seem accidental.

Aesthetics, Evocative, Emotional Impact

The student's work is aesthetically strong, visually appealing and creates an emotional connection with the viewer. The work is subtle but impactful.

Student Voice, Creativity & Imagination, Originality, Innovative thinking

The student's work shows significant originality and any appropriated images are significantly modified from the original source. The student's voice comes through in the work showing he or she is conscious of the meaning of their pieces.

3 Points

The works shows the student has proficient understanding of the technical skills required to complete the assignment. His final product is clean, with few apparent technical mistakes or imperfections.

The student's work is in the right format, size and resolution. The quality of the work is good and most of requirements of the assignment have been met.

The student's work shows a good application of at least one element of design, including but not limited to the concepts of Balance, symmetry, framing, color harmony, coherence, emphasis, scale, repetition, negative space, etc.

The student shows planning, foresight, and his work is consistent with previous work. He shows some intention of what the work is trying to accomplish his accidents are developed into some intentional meaning.

The student's work is visually appealing and creates some connection with the viewer. The work is visually engaging

The student's work shows inventiveness and any appropriated images are modified from the original source. The student's intentions are somewhat clear

0 Points

The works shows significant technical errors, is not neat or clear in its intention.

The work is not in the correct size, resolution or format, it lacks quality and a sense of professionalism.

The elements of design are significantly absent. The work is put together haphazardly and the composition is not well developed.

The work appears to have minimal effort, little complexity or results from plain experimentation or accidents but without development.

The work has no intended meaning, contains no emotional substance or looks unpleasantly composed and messy.

The student's work does not appear to be original or innovative. Images are appropriated without attribution and without significant modifications.

Essay Grading Rubric

	5 points	3 Points	1 Points	0 Points
--	----------	----------	----------	----------

Thesis & Analysis

Includes a strong thesis, using at least 3 concrete examples to justify their analysis of the subject. Essay displays a coherent structure

Includes a basic thesis, and uses some examples to justify their analysis of the subject. Essay structure is strongly coherent.

Includes a general sense of an argument but no supporting examples or no specific thesis. Some lapses in coherence and structure.

No thesis or central argument. Vague direction. No structured argument.

Content & Examples

Addresses all topics in prompt and uses at least 5 strong, well researched and relevant facts that support their arguments.

Addresses most topics in prompt Displays 3-4 facts that support their arguments. Some of the facts are cited with research

Addresses only a few topics in prompt and displays 2 facts with some research or some text is copied directly from internet.

Does not address many of the points and displays facts with no visible research or large amounts of text are copied directly from the internet.

Syntax & Grammar

Students displays 0 errors in syntax or grammar. No errors in
1.Spelling,
2.Sentence fragments,
3.Inexact pronouns
4. Verb agreements.

Student displays 2 or more errors in syntax and grammar.
1.Spelling,
2.Sentence fragments,
3.Inexact pronouns
4. Verb agreements.

Student displays 5 or more errors in syntax and grammar.
1.Spelling,
2.Sentence fragments,
3.Inexact pronouns
4. Verb agreements.

Student displays 10 or more errors in syntax and grammar.
1.Spelling,
2.Sentence fragments,
3.Inexact pronouns
4. Verb agreements.

MLA Format

Student displays all aspects of the format conventions:
1.Works Cited page.
2.Margins
3.Fonts
4.Headings
5.Indents and line spacing.

Student is missing 1 of the format conventions:
1.Works Cited page.
2.Margins
3.Fonts
4.Headings
5.Indents and line spacing.

Student is missing 2 of the format conventions:
1.Works Cited page.
2.Margins
3.Fonts
4.Headings
5.Indents and line spacing.

Student is missing 3 or more of the format conventions:
1.Works Cited page.
2.Margins
3.Fonts
4.Headings
5.Indents and line spacing.

Word Count

Completes the full word count expectation

All Classes:

1000 words

(All or nothing credit)

This category measures a student's GRIT to follow through and finish assignments.



SAMPLE ILLUMINATE REPORT

Search Students, Help, Navigation, etc...

Dashboard Control Panel

Students Attendance Scheduling Language Health Grades GradeBook Behavior Reports Counselor Assessments

15-16_BM1_SHS_ELA_9th Overview Details Setup Administration Reports Advanced

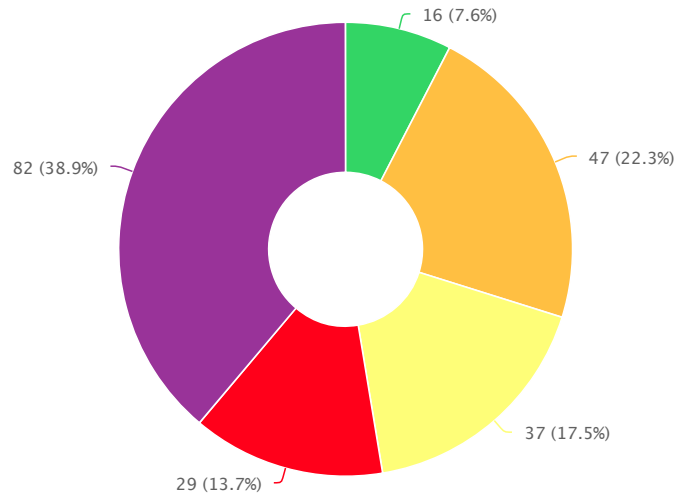
Filter Students

15-16_BM1_SHS_ELA_9th

Created by (860) Munoz, Kimanh
Scope: Teacher Created
Grade Levels: 9
Subject Area: English Language Arts
Questions: 21

Shared Portal Custom Reports Curriculum Associate ALS Data Director
Fluence Online Testing Itembank Versions Edusoft

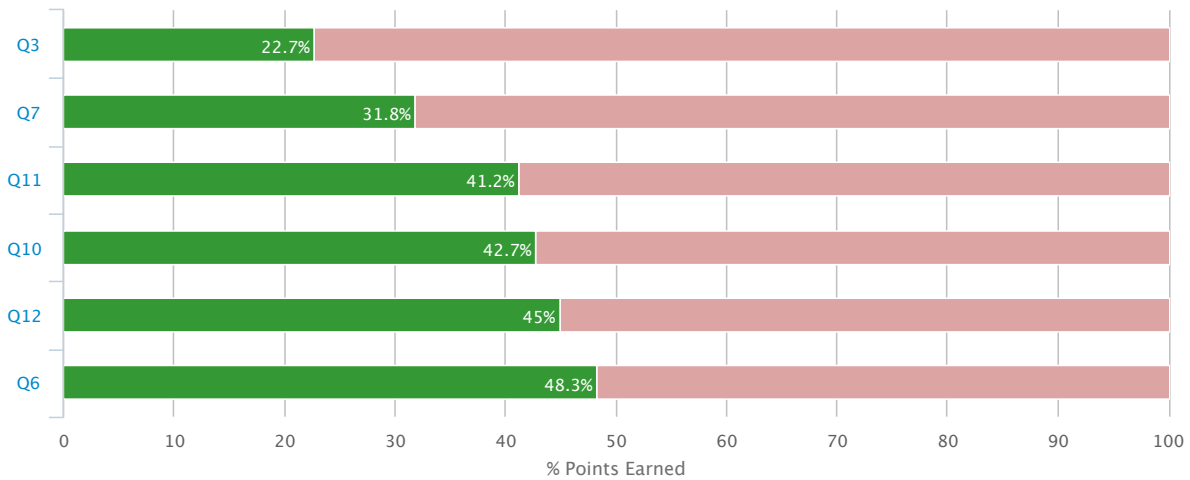
Overall Performance

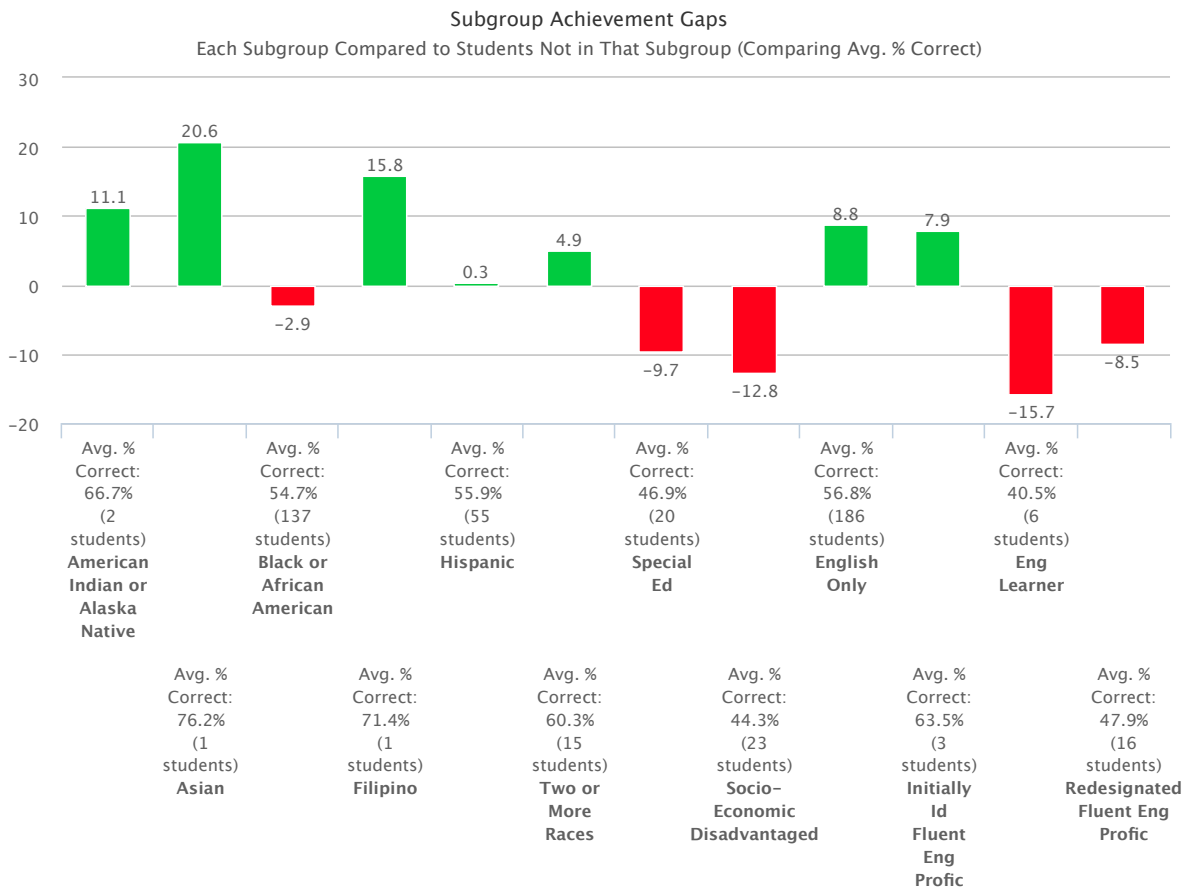


Summary

Table with 4 columns: Avg. % Correct (55.7%), Students (211), % Not Mastered (70.1%), % Mastered (29.9%)

Lowest Performing Questions







APPENDIX D

- **SHPS Bylaws**
- **SHPS Articles of Incorporation**
- **SHPS Conflict of Interest Policy**
- **School Site Council Calendar**
- **School Site Council Roster**
- **School Site Council Bylaws**
- **SPHS Parent Involvement Policy**
- **Sac High Student Senate Roster**
- **Sac High Student Senate Handbook**



SHPS BYLAWS

**BYLAWS OF
ST. HOPE PUBLIC SCHOOLS**
A California Nonprofit Public Benefit Corporation

**ARTICLE I
NAME**

Section 1. **NAME OF CORPORATION.** The name of this corporation shall be St. HOPE Public Schools and shall be referred to herein as "SHPS" or "Corporation."

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of this Corporation is located at 2315 34th St., Sacramento, in Sacramento County, California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these Bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. **OTHER OFFICES OF THE CORPORATION.** The Board may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES, LIMITATIONS**

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purpose of this Corporation is to manage, operate, guide, direct and promote charter schools formed and organized pursuant to Education Code section 47600 et seq., as outlined in the Articles of Incorporation, and to educate students, pursuant to and within the meaning of Internal Revenue Code section 501(c)(3) or the corresponding provision of any future United States Internal Revenue law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**ARTICLE IV
CORPORATIONS WITHOUT MEMBERS**

Section 1. **CORPORATIONS WITHOUT MEMBERS.** This Corporation shall have no voting members within the meaning of the California Corporations Code pertaining to non-profit organizations. This Corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board finds appropriate.

Section 2. **ASSOCIATED PERSONS.** Nothing in this Article IV shall be construed as limiting the right of SHPS to refer to persons associated with it as "members" even though such persons are not members, and no such reference shall constitute anyone a member, within the meaning of section 5056 of the California Corporations Code, as amended from time to time (hereinafter referred to as the "Corporations Code").

SHPS may confer by amendment of its Articles of Incorporation or these Bylaws, some or all of the rights of a member, as set forth in the Corporations Code, upon any person or persons who does not have the right to vote for the election of Directors, on a disposition of substantially all of the assets of SHPS, on a merger, on a dissolution, or on changes to the Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said section 5056. The Board may also, but without establishing memberships, create an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support SHPS.

Section 3. STUDENT REPRESENTATIVE. The Board shall appoint, at its discretion, one student representative, or his/her parent, each year to advise and support SHPS and the Board. The student representative, or his/her parent, shall provide the Board with valuable insight on the culture and operations of the schools from within the classroom. The student representative, or his/her parent, however, shall not be a "director" within the meaning of California Corporations Code §5047, shall not have the authority to vote, and shall not count towards the establishment of a quorum.

ARTICLE V BOARD OF DIRECTORS

Section 1. GENERAL CORPORATION POWERS. Subject to the provisions and limitations of the Corporations Code relating to Non-Profit Public Benefit Corporations, the Corporation's Articles of Incorporation, these Bylaws, and the Charter Schools Act of 1992, and any other applicable laws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board.

The Board may delegate the management of the activities of the Corporation to any person or persons, management company or committee, however composed, provided that notwithstanding any such delegation, the activities and affairs of the Corporation shall continue to be managed and all Corporate powers shall continue to be exercised under the ultimate direction of the Board. No assignment, referral, or delegation or authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may rescind any such assignment, referral, or delegation at any time.

Section 2. SPECIFIC POWERS. Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove all of the officers, agents and employees of the Corporation; to prescribe powers and duties for them that are not inconsistent with the law, the Corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;
- b. To conduct, manage and control the affairs and activities of the Corporation and to make such rules and regulations therefore that are not inconsistent with the law, the Corporation's Articles of Incorporation or these Bylaws, as it deems best;
- c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;

- d. To borrow money and incur indebtedness for the purpose of the Corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidence of debt and securities therefore;
- e. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may lawfully engage;
- f. To act as trustee under any trust incidental to the principal object of the Corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- g. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and
- i. To carry out such other duties as are described in the charters.

Section 3. NUMBER AND QUALIFICATION OF DIRECTORS. The Board of Directors shall consist of not less than seven (7) and no more than fifteen (15) directors, unless changed by amendment to these Bylaws. The exact number of Directors shall be fixed, within those limits, by a resolution adopted by the Board of Directors.

The Board of Directors shall include one representative of SCUSD who, to prevent any real or perceived conflict of interest or incompatibility of office, should not be a SCUSD staff or board member.

Section 4. APPOINTMENT TO OFFICE. Notwithstanding anything in these Bylaws to the contrary, all of the initial directors shall be nominated by Kevin M. Johnson, who may at any time grant to one or more individuals or entities (together with Kevin M. Johnson, the "Designating Parties") the power to nominate the initial directors and who may specify the terms of the exercise of any such power. Notwithstanding any provision of these Bylaws, including any document signed and delivered pursuant to the following sentence, Kevin M. Johnson may remove any such Designating Parties. The Designating Parties shall exercise the powers described in this section by a signed and dated document specifically referring to such powers and a copy of such document shall be delivered to the Chairman of the Board, the Secretary of this Corporation or any director. Unless otherwise indicated, the later of any such document shall be deemed to revoke any earlier documents in conflict with it. The Designating Parties, except Kevin M. Johnson, must be directors.

A "Nominating Committee" of four (4) shall be designated by Kevin M. Johnson, or the Designating Parties, and shall consist of Kevin M. Johnson and three directors. The Nominating Committee shall have the exclusive power to submit the qualified nominees for election to the Board of Directors and shall be deemed a Designating Party. No director may be elected or appointed to the Board of Directors unless nominated by the Nominating Committee.

The directors shall be nominated by the Nominating Committee immediately prior to the regular annual meeting of the directors.

Section 5. TERM OF OFFICE. The term of office of all Directors of the initial Board of Directors shall be one year. At the end of the first year, the Board shall provide for staggered terms of its Directors, by designating approximately one-half of the Directors to one-year and two-year terms. Following the expiration

of those designated terms, the term of each Director shall continue for two years, except the term of any Director who is the parent, alumni, or student representative shall be one year. The term of office of all Directors elected hereafter shall be for two years, except the term of any Director who is the parent, alumni, or student representative shall be one year.

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies in the Board of Directors shall be deemed to exist on the occurrence of any of the following: (i) the death or resignation of a Director; (ii) the removal of a Director; or (iii) an increase of the authorized number of Directors.

Section 7. RESIGNATION OF DIRECTORS. Any Director may resign, which resignation shall be effective on giving written notice to the Chief Executive Officer (CEO), the secretary, or the Board of Directors, unless the notice specifies a later time for the resignation to become effective. If the resignation of a Director is effective at a future time, the Nominating Committee may provide the Board of Directors with a qualified nominee and the Board of Directors shall elect the nominee as a successor to take office when the resignation becomes effective.

Section 8. VACANCIES FILLED BY BOARD. When a vacancy occurs in the office of any Director, the Nominating Committee shall provide the remaining directors with a list of qualified nominees and the Board shall elect a Director from the nominees to sit as a Director for the remainder of the term.

Section 9. REMOVAL OF DIRECTORS FOR CAUSE. The Board of Directors shall have the power and authority to remove a Director and declare his or her office vacant if he or she has (i) been declared of unsound mind by a final order of court; (ii) been convicted of a felony; (iii) been found by a final order or judgment of any court to have breached any duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; or (iv) if the Director fails to attend three (3) consecutive regular meetings of the Board of Directors that have been duly noticed in accordance with article VI, below.

Section 10. REMOVAL OF DIRECTORS WITHOUT CAUSE. Except as otherwise provided in Section 9 above, a Director may only be removed from office prior to the expiration of his or her term by a majority of the Directors then in office.

Section 11. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

ARTICLE VI BOARD MEETINGS

Section 1. PLACE OF MEETINGS; MEETINGS BY CONFERENCE TELEPHONE. Regular and special meetings of the Board of Directors may be held at any place within California that has been designated from time to time by resolution of the Board and stated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, Government Code §54950, et. seq., (hereinafter referred to as the "Brown Act") as said chapter may be modified by subsequent legislation. In the absence of such designation, regular meetings shall be held at 2315 34th Street, Sacramento, CA 95817. Any meeting, regular or special, may be held by conference telephone or similar communication equipment under specified circumstances subject to the Brown Act. Specifically, at least a quorum of the members of the Board of Directors must participate from

locations that are within the boundaries over which the Board exercises jurisdiction, which for purposes of these Bylaws shall be Sacramento County. Additionally, all votes taken during a teleconference meeting must be conducted by roll call.

Furthermore, when the Board elects to use teleconferencing, it shall post an agenda at each teleconference location and list each teleconference location in the notice and agenda. These locations must also be fully accessible to members of the public.

Section 2. ANNUAL MEETING OF DIRECTORS. The Board of Directors shall hold an annual meeting for the purpose of organization, election of Directors and Officers, and the transaction of other business. The annual meeting shall be held during the month of October each year. The annual meeting of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act, as said chapter may be modified by subsequent legislation. The date, time and location of the meeting shall be set forth in the notice thereof issued in accordance with Section 5, below, of this Article.

Section 3. OTHER REGULAR MEETINGS. Ordinarily, regular meetings shall be conducted at least quarterly. Notice of the date, time and place of regular meetings shall be in accordance with the terms and provisions of the Brown Act, as said chapter may be modified by subsequent legislation.

Section 4. SPECIAL OR EMERGENCY MEETINGS OF THE BOARD. Special or emergency meetings of the Board of Directors for any purpose may be called in accordance with the terms and provisions of the Brown Act, as said chapter may be modified by subsequent legislation. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 5. NOTICE OF MEETINGS. Notice of the time and place of the annual regular, special, and emergency meetings of the Board shall be given to each Director by one of the following methods: (i) by personal delivery of written notice; (ii) by first-class mail, postage prepaid; (iii) by telephone communication, either directly to the director or to a person at the director's home or office who would reasonably be expected to communicate such notice promptly to the director; (iv) by telegram, charges prepaid; or (v) by e-mail. All such notices shall be given or sent to the Director's address, telephone number or email address as shown on the records of the Corporation and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Brown Act, as said chapter may be modified by subsequent legislation which is applicable to the type of meeting called.

Section 6. AGENDA REQUIREMENTS. At least 72 hours prior to an annual or a regular meeting, the board of directors must post an agenda containing a brief general description of each item to be discussed or transacted at the noticed meeting, including items to be discussed in closed session. Additionally, every agenda for a regular meeting must provide an opportunity for members of the public to directly address the board of directors on any item under its subject matter jurisdiction.

Notice of a special meeting must be provided 24 hours in advance of the meeting to all Board members and to all media outlets who have requested notification. The notice must also be posted at least 24 hours prior to the meeting in a location freely accessible to the public. At every special meeting, the Board of Directors must provide the public with an opportunity to address the Board on any item described in the notice.

Section 7. QUORUM REQUIREMENTS.

- a. Specified Quorum. A majority of the authorized number of directors then in office shall constitute a quorum for the transaction of business, except that a quorum need not be present to vote to adjourn as provided in Section 8, below, of this Article.
- b. Action of the Board. Except as otherwise provided herein or in the Corporations Code relating to Nonprofit Public Benefit Corporations, every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.
- c. Effect of Withdrawal of Directors From Meeting. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of directors below a quorum, if any action taken is approved by at least a majority of the required quorum for that meeting or such greater number as is required by the Articles of Incorporation or these Bylaws.

Section 8. ADJOURNMENT. A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place or may adjourn for purposes of reconvening in executive session to discuss and vote upon personnel matters, litigation in which the Corporation is or may become involved and orders of business of a similar nature. If the meeting is adjourned for more than 24 hours, notice of adjournment to any other time or place shall be given prior to the time of the adjourned meeting to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 9. NO COMPENSATION FOR DIRECTORS. Directors of this Corporation shall not be entitled to compensation for their services as such, although they may be reimbursed for such actual expenses as may be determined by resolution of the Board of Directors to be just and reasonable. Expenses shall be supported by an invoice or voucher acceptable to the Board.

Section 10. CONDUCT OF MEETINGS. Meetings of the Board shall be presided over by the Chairperson of the Board or, if no such person has been so designated, the Secretary of the Board, or in the absence of the Chairperson of the Board, the Vice-Chairperson of the Board, or in his or her absence, by a chairperson chosen by a majority of the directors present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Meetings shall be governed by Robert's Rules of Order, as amended and revised from time to time by the Board, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation or with provisions of law.

ARTICLE VII COMMITTEES

Section 1. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committees, each consisting of two or more Directors, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the Directors or an otherwise authorized number of Directors. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any

such committee shall have all the authority of the Board, to the extent provided in the Board resolution, except that no committee may:

- a. Fill vacancies on the Board or any committee of the Board;
- b. Fix compensation of the Directors for serving on the Board or on any committee;
- c. Amend or repeal Bylaws or adopt new Bylaws;
- d. Amend or repeal any resolution of the Board that by its express terms is not so amendable or repealable;
- e. Create any other committees of the Board or appoint the members of committees of the Board;
or
- f. Expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected.

Section 2. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these Bylaws and the Brown Act concerning meetings and other Board actions, if applicable, to the particular committee. The same notice and agenda requirements governing meetings of the full Board of Directors shall govern the time for general meetings of such committees and the calling of special meetings of such committees. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these Bylaws and the Brown Act. If the Board has not adopted rules, the committee may do so.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this Corporation shall be a CEO (a.k.a. Superintendent), a Secretary, and a Chief Financial Officer (a.k.a. Business Officer or Treasurer). The Corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Chairpersons, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under these Bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the CEO or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this Corporation, except any appointed under Article VIII, Section 4 of these Bylaws, shall be chosen annually by the Board and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board may appoint and authorize the Chairman of the Board, the CEO, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board may remove any officer with or without cause. An officer who was not chosen by the Board may be removed by any other officer on whom the Board confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRPERSON OF THE BOARD. If a Chairperson of the Board of Directors is elected, he or she shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time. If there is no CEO, the Chairperson shall also be the Chief Executive Officer and shall have the powers and duties of the CEO of the Corporation set forth in these Bylaws.

Section 9. CHIEF EXECUTIVE OFFICER (aka SUPERINTENDENT). Subject to such supervisory powers as the Board may give to the CEO, if any, and subject to the control of the Board, the CEO shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers. The CEO shall have such other powers and duties as the Board or the Bylaws may require.

Section 10. VICE-CHAIRPERSON. If the Chairperson is absent or disabled, the Vice-Chairpersons, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-Chairperson designated by the Board, shall perform all duties of the Chairperson. When so acting, a Vice-Chairperson shall have all powers of and be subject to all restrictions on the Chairperson. The Vice-Chairpersons shall have such other powers and perform such other duties as the Board or the Bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board, of committees of the Board, and of members' meetings. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; the names of persons present at Board and committee meetings; and the number of members present or represented at members' meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings, of the Board, and of committees of the Board that these Bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board or by Bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer (a.k.a. Chief Business Officer or Treasurer) shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these

Bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Chief Financial Officer shall (i) deposit or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board may designate; (ii) disburse the Corporation's funds as the Board may order; (iii) render to the CEO, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (iv) have such other powers and perform such other duties as the Board or the Bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This Corporation shall not lend any money or property to or guarantee the obligation of any Director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a Director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or officer would be entitled to reimbursement for such expenses by the Corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this Corporation may indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this Bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c), the Board shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board shall authorize indemnification.

Section 2. **NONAPPLICABILITY TO FIDUCIARIES OF EMPLOYEE BENEFIT PLAN.** This section does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan and such person's capacity as such, even though such person may also be an agent of the employer Corporation. The Corporation shall only have the power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by Section 207(f) of the California Corporations Code.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This Corporation shall keep:

- a. Adequate and correct books and records of account; and
- b. Written minutes of the proceedings of its board and committees of the Board.

ARTICLE XV OTHER PROVISIONS

Section 1. **VALIDITY OF INSTRUMENT.** Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the Corporation and any other person, shall be valid and binding on the Corporation when signed by the CEO and the Secretary or Chief Financial Officer of the Corporation, unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee

shall have any power or authority to bind the Corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

Section 2. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise requires, the general provision, rules of construction, and definitions contained in the General Provisions of the California Non Profit Corporation Law and in the California Non Profit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both the Corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 3. FISCAL YEAR. The fiscal year of the Corporation shall be set by the Board.

Section 4. INTERPRETATION OF CHARTER. In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of the Charter shall control.

Section 5. AMENDMENT OF BYLAWS. These Bylaws will be reviewed at least once every four (4) years and shall be documented as to the date of such review. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board.

Section 6. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code §1232g and attendant regulations as they may be amended from time to time.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The board shall cause an annual report to be sent to Directors within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue of receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. An independent accountants' report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records; and
- f. Any other information the Board deems relevant.

This requirement of an annual report shall not apply if the Corporation receives less than \$25,000 in gross receipts during the fiscal year, provided, however, that the information specified above for inclusion in an annual report must be furnished annually to all Directors and to any member who requests it in writing.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all Directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each Director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 1. Any Director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 2. Any holder or more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- b. Any indemnification or advances aggregating more than \$10,000 paid during the fiscal year to any officer or Director of the Corporation under Article XI of these Bylaws, unless that indemnification has already been approved by the Directors under Corporations Code section 5238(e)(2).

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of St. HOPE Public Schools, a California non-profit public benefit Corporation; that these Bylaws, consisting of thirteen (13) pages, are the Bylaws of this Corporation and have not been amended as of March 18, 2015.

Executed on March 18, 2015 at Sacramento, California.

Lori Mills, Secretary



SHPS ARTICLES OF INCORPORATION

DEC 19 2001


BILL JONES, Secretary of State

**ARTICLES OF INCORPORATION
OF
ST. HOPE PUBLIC SCHOOL # 7
(A California Non-Profit Public Benefit Corporation)**

I.

The name of the Corporation is St. HOPE Public School # 7.

II.

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purpose of the Corporation is to manage, operate, guide direct and promote St. HOPE Public School # 7 (a California Public School), and such other educational activities as the Board of Directors may define from time to time.

III.

The name and address of the corporation's initial agent for service of process is:

Kevin J. Hiestand
Attorney at Law
1121 L Street, Suite 404
Sacramento, CA 95814

IV.

The corporation is organized and operated exclusively for educational and charitable purposes to manage, operate, guide, direct and promote St. HOPE Public School # 7, and to educate students, pursuant to and within the meaning of Internal Revenue Code Section 501 (c)(3) or the corresponding provision of any future United States Internal Revenue law.

Notwithstanding any other provision of these articles, the corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the corporation. The corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

V.

No substantial part of the activities of this corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

VI.

The property of this corporation is irrevocably dedicated to the management, operation, guidance, direction and promotion of St. HOPE Public School # 7, and the education of students, and no part of the net income or assets of the organization shall ever inure to the benefit of, or be distributable to any of its directors, trustees, officers, or other private persons.

Upon the dissolution or winding up of the corporation, its assets remaining after payment of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.



Kevin J. Hiestand, Incorporator

23689 4

A0592778

FILED
in the office of the Secretary of State
of the State of California

FEB 26 2003

Kevin Shelley
KEVIN SHELLEY, Secretary of State

**CERTIFICATE OF AMENDMENT
of
ARTICLES OF INCORPORATION**

The Undersigned certify that:

1. They are the President and Secretary, respectively, of St. HOPE Public School # 7, a California nonprofit benefit corporation.
2. Article One of the Articles of Incorporation of this Corporation is amended to read as follows:

ARTICLE ONE: The name of the corporation is St. HOPE Public Schools.

3. Article Two of the Articles of Incorporation of this Corporation is amended to read as follows:

ARTICLE TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purpose of the Corporation is to manage, operate, guide, direct and promote public charter schools and such other educational activities as the Board of Directors may define from time to time.

4. Article Four of the Articles of Incorporation of this Corporation is amended to read as follows:

ARTICLE FOUR: The corporation is organized and operated exclusively for educational and charitable purposes to manage, operate, guide, direct and promote public charter schools, and to educate students, pursuant to and within the meaning of Internal Revenue Code Section 501 (c)(3) or the corresponding provision of any future United States Internal Revenue law.

Notwithstanding any other provision of these articles, the corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the corporation. The corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

5. Article Six of the Articles of Incorporation of this Corporation is amended to read as follows:

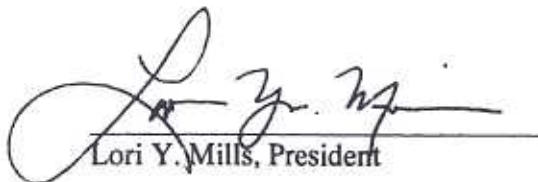
ARTICLE SIX: The property of this corporation is irrevocably dedicated to the management, operation, guidance, direction and promotion of public charter schools, and the education of students, and no part of the net income or assets of the organization shall ever inure to the benefit of, or be distributable to any of its directors, trustees, officers, or other private persons.

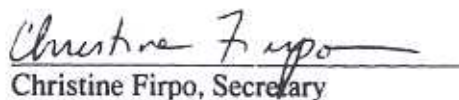
Upon the dissolution or winding up of the corporation, its assets remaining after payment of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

6. The foregoing amendments of Articles of Incorporation have been duly approved by the board of directors.
7. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: February 25, 2003.


Lori Y. Mills, President


Christine Firpo, Secretary



SHPS CONFLICT OF INTEREST POLICY



ST. HOPE PUBLIC SCHOOLS

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., **St. HOPE Public Schools (“SHPS”)** hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all SHPS Board of Director members, candidates for member of the governing board, and all other designated employees of **SHPS** as specifically required by California Government Code Section 87300. As SHPS has agreed to comply with Government Code Section 1090, in addition to the Political Reform Act, this Code conforms with the requirements of Section 1090.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of SHPS, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest Form 700 (“Statement”) at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With SHPS. All Statements shall be supplied by SHPS. All Statements shall be filed with SHPS. The SHPS filing officer shall make and retain a copy of the Statement.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any SHPS decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to the Superintendent. The Superintendent shall immediately reassign the matter to another employee and retain a record of the employee's disqualification. In the case of a designated employee who is the Superintendent, this determination and disclosure shall be made in writing to the Board of Directors.

B. Governing Board Member Designated Employees

Financial interest in a contract: Where a Governing Board member has a personal, material financial interest in a contract, the financial interest will be reviewed under Government Code Section 1090, to determine whether the remote or non-interest exceptions apply. Should the Board determine that no applicable remote or noninterest exceptions apply, the Board must either: (1) not enter into the contract, as Government Code Section 1090 prevents the entire board from voting on the contract; or (2) prior to the Board of Director's discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record.

All other financial interests: Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).
 - A. Members of the SHPS Board of Directors
 - B. Candidates for Member of the Board of Directors
 - C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
 - D. Superintendent of Charter Schools
 - E. Principals of Charter Schools
 - F. Facilities Director
 - G. Chief Business Officer
 - H. Director Human Resources
 - I. Consultants¹

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”
 - A. Purchasing Manager
 - B. Assistant Business Officer

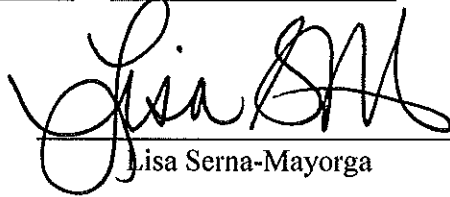
- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
 - A. Information Systems Technician
 - B. Contractor

¹ The Superintendent may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Superintendent’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the St. HOPE Public Schools, a California nonprofit public benefit corporation; that this Conflict of Interest Code, consisting of four (4) pages, is the Conflict of Interest Code of this Corporation as adopted by the Board of Directors on September 16, 2011; and that this Conflict of Interest Code has not been amended or modified since that date.

Executed on September 16, 2011 at Sacramento, California.


_____, Secretary
Lisa Serna-Mayorga



SAC HIGH SSC CALENDAR

Sacramento Charter High School

School Site Council

PROPOSED 2016-2017 Meeting Schedule

Meeting #	Date	Time	Location
1	Monday, October 3	4:00pm to 5:00pm	W9
2	Monday, November 7	4:00pm to 5:00pm	W9
3	Monday, December 5	4:00pm to 5:00pm	W9
4	Monday, January 9	4:00pm to 5:00pm	W9
5	Monday, February 6	4:00pm to 5:00pm	W9
6	Monday, March 6	4:00pm to 5:00pm	W9
7	Tuesday, April 3	4:00pm to 5:00pm	W9
8	Tuesday, May 1	4:00pm to 5:00pm	W9

Sacramento Charter High School

School Site Council

PROPOSED 2016-2017 Meeting Schedule

Meeting #	Date	Time	Location
1	Monday, October 3	4:00pm to 5:00pm	W9
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4	Monday, January 9	4:00pm to 5:00pm	W9
5	Monday, February 6	4:00pm to 5:00pm	W9
6	Monday, March 6	4:00pm to 5:00pm	W9
7	Tuesday, April 3	4:00pm to 5:00pm	W9
8	Tuesday, May 1	4:00pm to 5:00pm	W9



SAC HIGH SSC ROSTER

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Michelle Seijas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kingsley Melton	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hari Shetty	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ari Colondres	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domina Stamas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pamela Lewis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Francine Hardy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chris Baker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michelle Brown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Faye Lawrence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deanna Jenkins	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aubree Deloach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ferrick Moore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Davon Thomas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Aaliyah Parker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	4	2	4	4

¹ EC Section 52852



SAC HIGH SSC BYLAWS



BYLAWS OF THE SACRAMENTO CHARTER HIGH SCHOOL SITE COUNCIL

(Proposed February 6, 2012; Approved February 6, 2012)

Bylaws

1. Article I – Duties of School Site Council
2. Article II – Members of School Site Council
3. Article III – Officers of School Site Council
4. Article IV – Committees
5. Article V – Meetings of School Site Council
6. Article VI – Amendments

Article I – Duties of School Site Council

The School Site Council (SSC or Council) of Sac High (SCHS) shall carry out the following duties:

- Develop and approve the Local Education Agency (LEA) Plan and School-Wide Plan (referred to collectively as the “Plans”) in accordance with all state and federal laws and regulations.
- Recommend the Plans and related expenditures to the SHPS Board of Directors for approval.
- Provide ongoing review of the implementation of the Plans with SCHS principals, teachers and staff members.
- Modify the Plans whenever the need arises.
- Develop, modify and approve (yearly) the SHPS Parent Involvement Policy (PIP)
- Recommend the PIP to the SHPS Board of Directors for Approval
- Act as the English Learner Advisory Committee (ELAC) and fulfill all duties of this committee as required by law
- Carry out all other duties as necessary under state and federal law

Article II – Members of School Site Council

A. Composition of School Site Council

The Council shall be composed of at least fifteen (15 + ELL parent as necessary) members as follows:

1. SCHS Principal(s);
2. Four (4) certificated teachers;
3. Two (2) non-certificated school-staff members;
4. Four (4) parents/community members;
5. Four (4) students; and
6. At least one (1) English Language Learner parent (as necessary to form ELAC)

B. Selection of Members and Terms of Office

1. SCHS Principal(s)

All Principals of SCHS are automatically selected to the SSC

2. Teachers (4)

The teacher members shall be selected by a vote of all teachers at SCHS. The terms of office for the teacher members shall be one year with the option to continue for a 2nd term. The selection of new teacher members shall take place at the beginning of each school year.

3. Non-certificated Staff Members (2)

The non-certificated staff members shall be selected by a vote among the non-certificated staff. The term of office for the non-certificated staff member is one year. The selection of the non-certificated staff members shall take place at the beginning of each school year.

4. Parents/community members (4)

The parent-members shall be selected by a vote of all SCHS parents. The terms of office for the parent-members shall be one year with the option to continue for a 2nd terms. The selection of new parent members shall take place at the beginning of each school year.

5. Students (4)

Nominations for student members (one from each grade) shall be taken from teachers at the beginning of each school year. All nominated students will be placed on a ballot (by grade) and voted upon by all students in that grade level. The term of office for student members shall be one year. The selection of new student members shall take place at the beginning of each school year.

6. Parent of an English Language Learner (at least one as necessary to form ELAC)

The ELL parent members shall be selected by a vote of all ELL parents. The terms of office for the parent-members shall be one year with the option to continue for a 2nd term. The selection of new ELL parent members shall take place at the beginning of each school year.

C. Voting Rights

Each Council member is entitled to one (1) vote and may cast that vote on any matter submitted to a vote of the Council. Absentee ballots or proxies shall not be permitted.

A deadlock occurs when a vote on any issue results in an identical number of votes in support of an issue as the number of votes against an issue. In the event of a documented deadlock, the Chairperson of the Council may elect to re-open discussion on the matter followed by another vote. In the alternative, the Chairperson may elect to end a deadlock by counting only the votes of the Council's officers (Chairperson, Vice-Chairperson and Secretary) on a particular matter.

D. Termination of Council Membership

The Council may, by an affirmative vote of two-thirds of all of its members, suspend or expel a member from the Council. Any Council member may terminate his or her membership by submitting a signed letter of resignation to the Council Chairperson.

E. Transfer of Membership

Council membership may not be assigned or transferred.

F. Vacancy

Any vacancy shall be filled by placing the teacher, staff, student, parent/community member who received the next highest number of votes from their peers in the initial school year election.

Article III – Officers of School Site Council

A. Officers

The officers of the Council shall be a chairperson, vice-chairperson, and secretary:

The Chairperson shall:

- Preside at all of the Council meetings and ensure compliance with parliamentary rules.
- Sign all letters, reports and other communications on behalf of the Council.
- Perform all duties incident to the office of the Chairperson.
- Perform other such duties as assigned by the Council.

The Vice-Chairperson shall:

- Represent the Chairperson in assigned duties.
- Substitute for the Chairperson in his or her absence.
- Perform other such duties as assigned by the Council.

The Secretary shall:

- Keep minutes of all regular and special meetings of the Council.
- Transmit true and correct copies of the minutes of such meetings to Council members and to the SHPS Superintendent's office.
- Provide all notices in accordance with these bylaws.
- Prepare and post copies of meeting agendas at least 24 hours before the meeting.
- Be custodian of all records of the Council.
- Keep a register of names, addresses and telephone numbers of each Council member.
- Perform such other duties as assigned by the chairperson.

B. Election and Terms of Office

The term of each officer shall be for one (1) year expiring at the last meeting or until a successor has been elected. The officers shall be elected annually at the first regular meeting of the school year.

C. Removal of Officers

Any officer may be removed from their office by a two-thirds vote of the Council members.

D. Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the Council, for the remaining portion of the term of office.

Article IV – Committees

A. Sub-committees

The Council may establish and abolish sub-committees of their own membership to perform duties as shall be prescribed by the Council. No sub-committee may exceed the authority of the Council.

B. Other Standing or Special Committees

The Council may establish and abolish standing or special committees with such composition and to perform such duties as shall be prescribed by the Council. No such committee may exercise the authority of the Council.

C. Membership

Unless otherwise determined by the Council, the Council chairperson shall appoint members of the standing, special or sub-committees. A vacancy shall be filled by appointment made by the Chairperson. Membership of standing or special committees may include non-members of the Council who are members of the SCHS community.

D. Terms of Office

The Council shall determine the terms of office for members of any committee.

E. Rules

Each committee may adopt rules for its own government provided said rules are not inconsistent with these bylaws or rules adopted by the Council, or policies of the SHPS Board of Directors.

F. Quorum

A majority of the members of a committee shall constitute a quorum, unless otherwise determined by the Council. The act of the majority of the members shall be the act of the committee, provided a quorum is in attendance.

Article V – Meetings of the School Site Council

A. Meetings

The Council shall meet monthly at a time and day to be determined by the Council at the first regular meeting of the school year. Special meetings may be called by the Chairperson or by a majority vote of the Council.

B. Place of Meetings

The Council shall hold its regular meetings at a facility provided by SCHS. Alternative meeting sites may be selected by the Chairperson or by a majority vote of the Council.

C. Notice of Meetings

Written public notice shall be given of all Council meetings at least seventy-two (72) hours in advance of the meeting. The Notice and Agenda for any meeting shall be posted in a conspicuous place of public viewing as in accordance with state law. All required notices shall be delivered to Council members no less than seventy-two (72) hours in advance of any meeting, either personally or by mail/e-mail.

D. Quorum

The act of a majority of the members present shall be the act of the Council, provided a quorum is in attendance, and no decision may otherwise be attributed to the Council. A majority of the members of the Council shall constitute a quorum.

E. Conduct of Meetings

Meetings of the Council shall be conducted in accordance with Robert’s Rules of Order or an adaptation thereof approved by the Council.

F. Meetings Open to the Public

All Council meetings shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this Article.

Article VI – Amendments

An amendment of these bylaws may be made at any regular or special meeting of the Council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to the council members at least seven (7) days prior to the meeting at which the amendment is to be considered for adoption.



SHPS PARENT INVOLVEMENT POLICY



Parental Involvement Policy

St. HOPE Public Schools (SHPS; consisting of 3 distinct and separate independent charter schools; St. HOPE Public School 7 (PS7), Oak Park Preparatory Academy (Oak Park Prep) and Sacramento Charter High School (Sac High)) is committed to working with parents and guardians to provide a high quality education for all students attending our schools. It is only when students, parents, families, staff, teachers, administrators and the community are actively involved that students can continue to grow academically and as individual citizens.

We encourage all parents to be involved in their students' education as well as the overall school programs. To this end, the schools have established, in conjunction with parent groups and with St. HOPE Public Schools Board of Directors approval, the following Parental Involvement Policy to provide parents the opportunity to be involved in creating policies, decision making, and taking an active role as advocates for all students at Public School 7, Oak Park Preparatory Academy and Sac High.

As per the Elementary and Secondary Education Action (ESEA; section 1118(a)), SHPS will implement the following statutory requirements (at each school separately unless otherwise noted):

SHPS will take the following actions to involve parents in the joint development of the local plan and the process of school review:

- Convene a School Site Council at each school consisting of administrators, teachers, staff, parents, and students (at Sac High only) who join the council by peer vote (with the exception of administrators).
- Make the school site plan available to all parents via each school's website and also in hard copy upon request.
- Provide parents with the opportunity to give input into the local plan via surveys, meetings and/or other means as feasible and practical.

SHPS will take the following actions to plan and implement effective parental involvement activities to improve student academic achievement and school performance:

- Provide all staff, teachers, parents, and students with the school's School-Parent Compact (*Commitment to Excellence Contract*) to identify activities and responsibilities for the education of all students.
- Review and revise the School-Parent Compact annually (or as necessary) in conjunction with the School Site Council.
- Provide opportunities to review the School-Parent compact with parents at back to school nights/open houses parent village meetings, parent universities or other parent-attended events.
- Provide parents with information regarding school performance, curriculum, core content, student assessments, and parents' rights.
- Provide parents with frequent and up-to-date information on individual student academic progress in writing, in person, and via the Illuminate student information system. At Sac High parents will receive, and be required to sign, classroom grades and attendance once per week (Data Tuesday) in addition to end of semester and term grades. At PS7, parents will receive frequent progress reports, including end of quarter grades, and PS7 will hold parent-teacher conferences at a minimum of two (2) times per year. At OPPA, parents will receive PREP and progress reports every Wednesday as well as end of quarter grades.

SHPS will do the following to build the schools' and parents' capacity for strong parental involvement:

- Convene a School Site Council at each school and other advisory committees as necessary.
- Provide all parents at each school with a complete copy of the Parental Involvement Policy via the student handbook, direct mailing or back to school nights/open house and by making the plan available at each school's main office by October 1 (or after Board of Directors approval).

- Utilize a *Parent and Family Coordinator* that coordinates parent communication, workshops, activities and clubs to educate, empower and train parents (as feasible).
- Hold back to school meetings.
- Provide, as necessary, training for parents to enhance involvement in specific activities or committees.
- Offer alternative opportunities for parent involvement by scheduling alternative meeting dates/time and conducting in-home conferences for those parents unable to participate in regularly scheduled meetings.

SHPS will coordinate and integrate parental involvement strategies into other programs by:

- Involving community organizations and businesses, including faith-based organizations, in parental involvement activities.

SHPS will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings to design more effective parental involvement by:

- Identifying barriers to participation by parents (especially limited English proficiency, limited literacy, and minority parents).
- Tracking parent volunteering and attendance at school wide meetings.

SHPS will take the following actions to involve parents in the activities of Title I schools:

- Hold an annual meeting (for each school separately) to inform parents of their school's participation in Title I, Title I requirements, and their right to be involved.
- To the extent feasible, each school will offer varied meeting times, dates, places to increase parental involvement.
- Provide parents with opportunities to volunteer and actively support school initiatives (e.g., charter renewal) at his/her student's school. PS7 parents are encouraged to serve 40 hours of voluntary service. Utilize a variety of communication methods to ensure parental involvement.

SHPS will provide notice and information under the 'Parents Right to Know' requirements to all parents in an understandable and uniform format, and to the extent practical, in a language that parents can understand. We will do this via student handbooks, parent-school meetings, and other means as necessary. Notices pertain to, but are not limited to:

- Teacher and paraprofessional qualifications, including highly qualified teachers
- Program Improvement status of school and any relevant information (i.e., school choice)
- English Language Learner program participation
- Military release of information (Sac High only)



SAC HIGH STUDENT SENATE ROSTER



**Senate
2016-2017**

Student ID	Last Name	First Name	Grade
520001028	Arriola-Randalle	Isaiah	11
519003634	Belveal	Chelsea	12
519001191	Cabrellis	Anaiyah	10
520001047	Deloach	Aubree	11
70036	Ellis	Myles	12
519003658	Freese	Destyni	12
520000693	Holland Harris	Isaiah	10
78047	Hunter	Zhanai	10
520003490	Johnson	Nadia	9
520001013	Johnson	Takayla	11
520000772	Jones	Kaiyin	12
520000994	Levingston	Shalyiah	11
520001408	Mais	Danielle	9
70041	Mayorga	Andres	12
70025	Mitchell	Shelby	12
519003389	Moore	Ferrick	12
70345	Nichols	Torionna	11
520000711	Pitts	Brandon	10
520001489	Roberson	Mattheu	11
519001131	Ruvalcaba	Aliyah	9

70708	Ruvalcaba	Orlando	10
519003722	Samayoa Mathis	Destiny	12
519003395	Sanders	Brianna	12
70030	Smith	Devin	12
70709	Swygert	Keishay	10
520001045	Thompson	Rayonna	11
519003717	Thompson	Ronald	12
70231	Thrower	Mishal	12
519003731	Trosclair	Elajah	12
519003732	Velasquez	Daniel	12
519000743	Young	Kiarah	10

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SAC HIGH STUDENT SENATE HANDBOOK



**Sac High Senate
HANDBOOK**

Sacramento Charter High School
Service for Others

TABLE OF CONTENTS

**SAC HIGH SENATE HANDBOOK
2016 – 2017**

I. WELCOME	1
II. GENERAL INFORMATION	2
History	2
School Philosophy	3
Senate Philosophy	4
School Pride	5
Calendar 2014 - 2015	6
III. SAC HIGH SENATE	7
Overview & Structure	7
Roster	8
Special Roles and Responsibilities	9
Chain of Command	10
Committees	11-12
IV. SENATE LIFE	13
Code of Conduct & Professional Behavior	13
Disciplinary Action	14-16
V. SENATE COURSE	17
Overview & Structure	17
Attendance & Tardy Policy	17-18
Grading	18
VII. SENATE CONSTITUTION	20-33
VIII. Attachments	
VIII. Choice & Commitment Contract	34

WELCOME FROM SENATE PRESIDENT

On behalf of Sacramento Charter High School Sac High Senate, I would like to welcome both new and returning senators and interns to Senate for the 2016 - 2017 school year. Sac High Senate is a close-knit group that will hopefully be considered as your second family. I encourage you to connect with each and every senator and create a special bond. As Senate is a family, we must recognize that there are a variety of people that make up this family and must respect one another, as leaders should.

You have taken the oath to be the best senator possible and to embody the mission and the vision of Sacramento Charter High School--to not only represent your grade, but to represent Sacramento Charter High School, the Oak Park Community, and the City of Sacramento and beyond. I am confident in your leadership abilities and in your drive and sense of duty to stay on top of your game and to know your limits as a leader are.

I am confident that as a Senator/Intern, you will model the 5 pillars of St. HOPE Public Schools. Therefore, continue to have **high expectations** for your constituents. You've made the **choice** to be in Senate, so I encourage you to be **committed** to the group and continually put your best foot forward. Always remember to never let your schoolwork suffer due to your Senate obligations and if necessary give **more time** to the academic area. Continue to **focus on** student achievement and the **results** that Senate desires; do not settle for less. Lastly, as Senators/Interns, you have the **power to lead**. Use this power wisely and respectfully, and continue to evolve into a better leader.

My goal is for Senate to grow together and make the best of this upcoming year. Although it will be challenging, it will also be eventful and enjoyable. I am enthusiastic about this year; let's maintain our Dragon Pride!!!

Takarra Johnson (c/o 2015)

Student Body President

HISTORY

Established in 1856, Sacramento High School is the second-oldest high school west of the Mississippi. First located at 8th and M streets, the school opened in a rented, one-room building with 39 students. Sacramento High School moved several times before settling at its current location at 34th and Y streets in 1924. This site originally housed a set of two-story brick buildings anchored by a clock tower. In 1976, the modern, earthquake-safe campus used today was completed.

For years Sacramento High School was the only high school in Sacramento and it grew to be quite large. At its peak, the school accommodated 4,000 students. With the opening of C.K. McClatchy High School in 1937, Sacramento High School's student body was split in half, an action that initiated the friendly rivalry the two schools enjoy to this day. The annual Thanksgiving Day football game between the two schools was, for a long time, one of the best-attended events in Sacramento. The coveted "victory bell" continues to be the trophy held by the school winning the annual Sac High-McClatchy football game.

Over the last 153 years, Sacramento High School has graduated many prominent Sacramentans, including former governor and state senator Hiram Johnson; Sacramento's first woman mayor Belle Coolidge; and San Francisco Chronicle columnist Herb Caen.

On September 2, 2003, Sacramento Charter High School opened as an independent public charter school managed by St. HOPE Public Schools. Building on a century and a half of rich tradition and heritage, the mighty Dragons continue to proudly display the purple and white school colors and their unrivaled school spirit.

At Sacramento Charter High School, the motto is "Service for Others." Through community service, students develop a strong sense of civic responsibility while giving back to the community in which they live.

SCHOOL PHILOSOPHY

VISION

To create one of the finest urban high schools in America.

MISSION

To graduate self motivated, industrious, and critically thinking leaders who are passionate about lifelong learning and committed to serving others

MOTTO

Service for Others

FIVE PILLARS

Five pillars form the foundation of Sac High's success. These five pillars provide the Senate with a leadership framework and a decision-making compass. Senate uses the pillars to provide focus for our choices and serve as a guide for short and long term planning and goal setting.

1. **High Expectations.** There are no excuses. Sac High holds all students and staff to high standards for academic achievement and behavior.
2. **Choice and Commitment.** Students who choose to attend Sac High take responsibility for their learning and commit to putting in the time and effort required to achieve success.
3. **More Time.** There are no shortcuts. Sac High offers more time and support directed toward student learning.
4. **Focus on Results.** Sac High focuses relentlessly on high academic performance that enables students to succeed in college and the world beyond.
5. **Power to Lead.** Sac High The measure of a person's success is in what he or she gives to others. Through community service, students are empowered to become leaders and benefit the community in which they live.

SENATE PHILOSOPHY

VISION

Whatever benefits the student body!

OATH

Officers:

"I, _____ (insert their name), do solemnly swear (or affirm) that I will faithfully execute the Office of _____ of Sac High Senate, and will to the best of my ability, serve and honor the students and faculty of Sacramento Charter High School.

Senators:

"I, _____ (insert their name), do solemnly swear (or affirm) that I will support and defend the Constitution of the student body of Sacramento Charter High School and that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office on which I am about to enter."

PLEDGE

United We Stand,
Divided We Fall,
I Promise to be:
The Best Senator of All!

MOTTO

One Senate, One Success

SCHOOL PRIDE

As the second oldest high school west of the Mississippi, Sac High is founded on a rich history and years of tradition. Founded in 1856, Sac High has long been recognized as a community landmark and alma mater to many of the state's most successful civic, business and political leaders.

MASCOT

Dragon

SCHOOL COLORS

Purple and white

FIGHT SONG

Fight Dragons fight,
For the purple and the white.
Sturdy and true, today means victory for you.
Our banners unfurled, for were here to tell the world.
We'll fight for Sacramento, so fight mighty Dragons fight!

SCHOOL HYMN

In the sunshine of the valley glorious to view
Stands so proudly Sacramento, alma mater true
In the darkness of the battle, ever shining bright
Hail to thee O' Sacramento, purple and the white

TENTATIVE CALENDAR 2014-2015

August 10	Term 1 Begins
August 25	Back to School Night
August 26	Freshman BBQ
September 1	Back to School Rally
September 5	Labor Day
September 6 - 9	Club Rush
October 3 -5	Breast Cancer Awareness
October 6 - 17	Fall Break
Oct 31 – Nov 4	Spirit Week
November 4	Homecoming Rally
November 5	Homecoming Game
November 5	Homecoming Dance
November 11	Veterans Day
November 21 – 25	Thanksgiving Break
December 7	Block Party
December 22 - January 10	Winter Break
January 16	Dr. Martin Luther King, Jr. Day
February 13	
February 20	Presidents Day
Feb 27 – Mar 3	Multicultural Week
March 23 – April 1	Spring Break
TBD	Honors Assemblies
TBD	Prom EXPO
TBD	Senior Goodbye Rally
May 16	Blood Drive
TBD	Prom
May 29	Memorial Day
TBD	Senior Days
May 26	Senior Signing Day
June 7 - 8	Term 2 Finals
June 8	Term 2 Ends
June 10	Graduation
TBD	St Hope Classics, Spirit Lunch Activities, Senior Trip
TBD	Turkey Bowl, Movie Nights, Spirit Days

OVERVIEW & STRUCTURE

Sac High Senate is a campus-wide student governance organization made up of four student representatives from each of the grade levels on the Sacramento Charter High School campus for a total of 20 senators. Senators come together to plan and implement student activities campus wide.

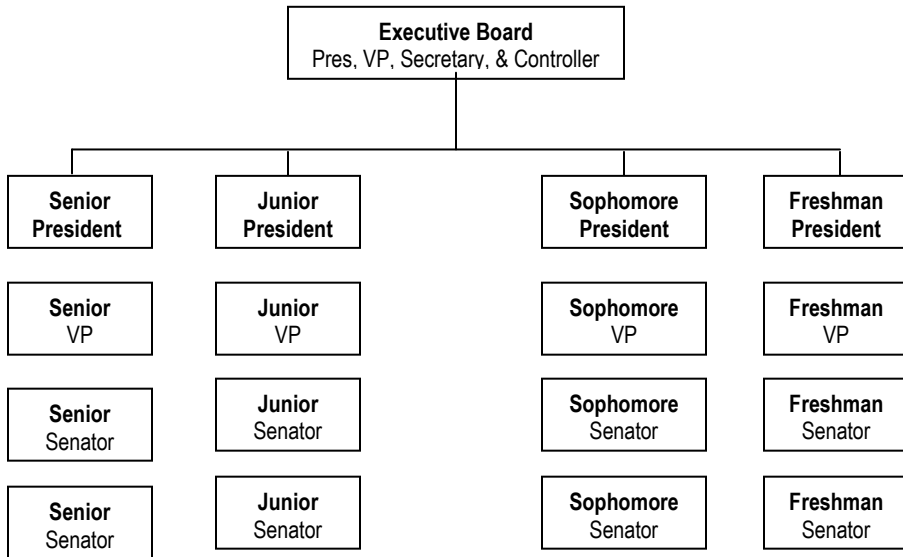
The role of the Sac High Senate is as follows:

- Provide a structure for students to voice their ideas and concerns
- Develop student leaders on campus

Senators are elected to represent the study body and serve as leaders for their grade level. Sac High senators represent their class level and are elected into senate by this constituent.

Structure

As stated above the Senate is comprised of four student representatives from each grade level on the Sac High campus. Senators are elected in their advisory classes by their grade level peers. The chart below illustrates this structure.



ROSTER 2012-2013

The Sacramento Charter High School campus has assembled a dynamic group of student leaders with the commitment and motivation to serve as leaders on campus and represent the voice of the study body. The individuals listed below comprise the current Senate.

Student Body President: Shelby Mitchell, Senior
Student Body Vice President: Ferrick Moore, Senior
Student Body Secretary: Aubree Deloach, Senior
Student Body Treasurer: Devin Smith, Senior

12th:

Senior President: Kai Jones
Senior VP: Andres Mayorga
Senior Senator:
Senior Senator:

11th:

Junior President: Torianna Nicholis
Junior VP: Shalyiah Levingston
Junior Senator:
Junior Senator:

Interns:

10th:

Sophomore President: Anaiyah Cabrellis
Sophomore VP:
Sophomore Senator:
Sophomore Senator:

9th:

Freshman President:
Freshman VP:
Freshman Senator:
Freshman Senator:

ROLES & RESPONSIBILITIES

Executive Board

The Executive Board includes the President, Vice President, Controller, and Executive Secretary. The Executive Board meets once a week and is responsible for determining the agenda for each Senate business meeting, driving the planning of student activities, discussing and determining the needs and the money handling of the ASB, and to maintain the mission of Student Senate. The election process and a list of specific duties are provided in the By-Laws, which appear in the Constitution.

Commissioners

Commissioners hold year long offices and are appointed to position by the outgoing executive board and Senate Electoral College of the previous year with the approval of the Student Activities Director. There are 5 Commissioners appointed within Senate: Events, Tech, PR, Rally, and Clubs. Commissioners are responsible for the efficiency and excellence of their designated area of specialty.

Grade Level Team Leads

Team Leads can only be senators or interns that have committed to a full year with Sac High Senate. Team Leads report directly to the president.

Their main responsibilities include:

- 1) Having the phone numbers of all the senators in their grade level at all times.
- 2) Having an updated copy of the following information at all times:
 - a. If a senator or intern is absent from Senate or an event, the team lead is responsible for calling or contacting them before the next school day to get an update on what happened and to keep them accountable.
 - b. Principal reports completed and turned in at the business meeting
 - c. Attendance points are updated for all senators within grade level
 - d. Advisor list by grade level updated at all times for their grade level
 - e. All correspondence to senators for following day must be sent by 4PM, checked by the senator/intern by 10PM, and you must REPLY that you have received the email or phone calls
 - i. If you call the Senate Advisor or a team lead (or officer), you MUST leave a message!
 - ii. Phone call rules: No calling past 9:30PM at night and no earlier than 6AM

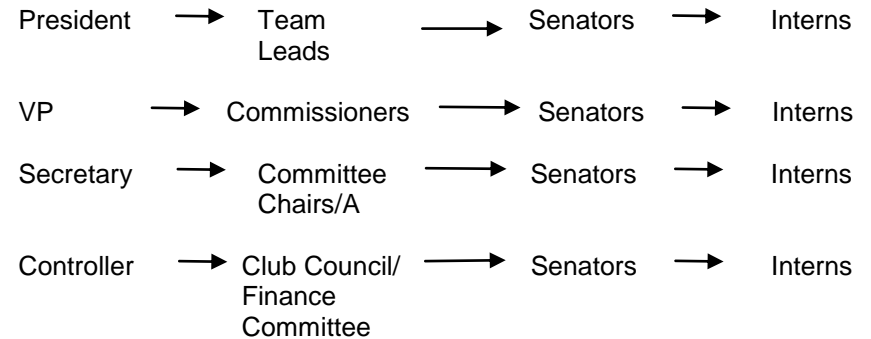
- iii. No calling team leads about non-Senate related things unless team lead approves

Committee Chairs

Every committee will have senator or intern that will oversee the delegation of planning for there area of focus.

GOVERNANCE

Sac High Senate is governed by a strict code of ethics and chain of accountability. The Executive Board reports directly to the Student Activities Director. The diagram below outlines the chain of command. The purpose of the structure is to promote novice leadership and mutual accountability.



President

The president will reside over the Executive Board Meetings in conjunction with the Student Activities Director. The president can submit an appeal to veto bills passed by Senate, and they also supervise team leads. For more details, see Constitution, Sec. 3.A.

Commissioners

Appointed by Senate Advisor and Senate Executive Board. They report directly to the VP, who will work in tandem with the President.

Grade Level Team Leads

Appointed by Senate Advisor and Senate Executive Board. All senators and interns report to their Grade level team leads. All team leads report to the Student Body President. (Responsibilities listed on previous page.)

Senators

Senators are elected representatives of their grade level and serve a commitment of one academic school year in Sac High Senate. All senators report to their grade level team lead. See Constitution for duties and powers.

Senate Advisors

The primary role of the Senate Advisor(s) is to provide structure and support to senators in their role as novice leaders. The advisor(s) direct senators in projects and serve as the ultimate decision making authority when it comes to discipline, activities, and class.

COMMITTEES

Sac High Senate includes several working committees as the year progresses. Each senator will sit on several committees throughout the course of the school year. Each committee will have a chairperson or commissioner. There are two different types of committees senators will participate in; Homecoming Committees and Standing Committees.

Homecoming committees—Homecoming is broken up into the following committees due to the large amount of responsibility each homecoming event entails and the limited time frame between each event.

1. Spirit Dress Days/LTA's
2. Homecoming Dance/Royalty
3. Homecoming Rally
4. Homecoming Game

Standing Committees— Yearlong Committees that delegate different Senate supervision duties throughout the group. The following standing committees are listed below.

Senior Committee

This group is responsible for overseeing, organizing, fundraising, and more for special events and deadlines for the senior class. The chair of this committee will sit on the graduation committee and will give input and feedback.

Multicultural Committee

This group is responsible for finding vendors, performers, designing and creating the name and theme of the multicultural assembly each year. They are also responsible for the overall planning and executing of this assembly in conjunction with Mrs. Barringer.

Prom Committee

This group plans, organizes, and executes the upper division ball. They are responsible for researching, price checking, fundraising, and ticket sales for this event, as well as the post production of organizing the binder and report for next year's prom committee.

Elections Committee

This group is responsible for the Senate Elections paperwork, calendar, and process. This group is responsible for communicating with the candidates and applicants throughout the entire election process. The chair of this committee will sit on the Senate interview panel.

CODE OF CONDUCT & PROFESSIONAL BEHAVIOR

The foundation for the Code of Conduct is the Sac High Senate Honor Code—*I will not lie, cheat or steal. I will be accountable for all of my actions and choices. I will not whine, complain, or make excuses; nor tolerate anyone who does.* This is the basis, the minimum expectation. Sac High Senators are accountable for upholding a standard of excellence in all areas of their lives—in school, in the community, and in their homes. Because we are a team, Senators are accountable for their actions, as well as that of their peers in senate; therefore, Senators' conduct should always be in the best interests of the Senate. The outline below sets forth standards of acceptable behavior that will allow Senators to learn and work closely together.

All ASB Senators will:

- Model school pride and responsibility in their daily conduct and behavior and, at all times, exhibit a positive attitude.
- Treat all persons with respect and courtesy and settle disputes in a non-violent/non-abusive manner.
- Avoid intentional or reckless harm to other persons.
- Adhere to the rules and regulations of Sac High Senate as specified in this handbook, the Sacramento Charter High School Commitment to Excellence Contract, and all applicable city, state, and federal laws.
- Commit to making the Sac High Senate leadership program a top priority as an extra-curricular activity after school hours.
- Attend all Sac High Senate daily classes.
- Arrive 15 minutes early for all scheduled activities and service assignments.
- Bear a fair share of the workload and exceed minimum program expectations.
- Accept and complete special projects assigned by the Student Activities Director and school principal even when completion requires extended work during non-school hours.
- Refrain from using profanity in all professional and public settings; whenever representing the Sac High Senate.
- Wear the Sacramento Charter High School uniform with pride; including before and after school, and at special events.

DISCIPLINARY ACTION

Throughout the Sac High Senate experience Senators are encouraged and empowered to successfully complete the program. They are taught discipline, team-building, and mission accomplishment.

Violating the *Code of Conduct*, program policies, and rules is taken very seriously. Should a violation occur, appropriate disciplinary action will be taken based on the type and severity of the violation—minor versus flagrant. This section of the Handbook addresses three key items: (1) official sanctions, (2) a description of the two types of violations, and (3) the process by which the imposition of appropriate punishment is guided. It is important to note that the Student Activities Director is not required to follow this process and has the discretion to impose the sanctions he or she deems appropriate.

Official Sanctions

A sampling of the consequences Sac High Senators may experience when in violation of the *Code of Conduct*, and/or program rules, is provided below.

a. Extra Instruction (EI)

When a Senator has violated a rule or policy and/or exhibited a deficiency in a specific area of conduct (e.g., not being on time for work, training, or meetings) or performance of duties (e.g., not completing an assignment), the Student Activities Director or designated Executive Officer may impose EI in order to correct the violation which may or may not be directly related to the violation. EI will be documented and assigned after normal class hours or on weekends and will not involve activities that are inherently dangerous, demeaning, or otherwise inappropriate.

b. Verbal Warning

Sac High Senate Executive Officers are authorized to administer a verbal warning. This is in addition to informal attempts to correct deficiencies. The verbal warning may be documented in writing. If the Senator repeats the infraction, further disciplinary action will be initiated.

c. Written Incident Report

If a Senator continues to behave inappropriately, a written incident report will be filed by an Executive Officer or the Student Activities Director. The Senator will acknowledge receipt of the written incident report by signing the document. The incident report and the official verbal warning will be placed in the Senator's personal file, and will set in motion the Tribunal process described in the Governance section.

d. Fines (Community Service Hours)

At the discretion of the Student Activities Director, a Senator may be assigned community service duty, or campus clean-up duty for misconduct that, in the Student Activities Director’s opinion, warrants the imposition of such punishment. The Senator will also be expected to perform all service hours and other normal duty requirements. This punishment may be given in addition to extra instruction and/or appropriate verbal or written warnings.

Violations

Behavior constituting violations vary in type and degree. Most violations fall under one of two categories—minor infraction and flagrant violation. A definition and examples are provided for each.

1. Minor Infractions

A minor infraction is a rule or policy violation that occurs without express intent to violate program policy. Examples of minor infractions include, but are not limited to the following:

- Arriving late to Senate activities or class
- Submitting late work product
- Missing a Senate activity or work activity

Senators who commit minor infractions are subject to disciplinary action including, but not limited to the following:

- Extra Instruction (EI)
- Verbal warnings and/or written incident reports
- Fine (community service or campus clean-up)
- Suspension from Senate activities at the discretion of the Student Activities Director

2. Flagrant Violations

A flagrant violation is an offense of the Sac High Senate policy that is more serious in nature and characterized by inappropriate behavior and a lack of respect for the program.

Flagrant I Violation

- Consistent (3-4 incidents) pattern of minor infractions
- Negative attitude
- Failure to accept responsibility for one’s actions
- Unexcused Absence (w/o parent note)
- Unexcused Tardy (w/o parent note)

Flagrant II Violation

- Insubordination
- Undermining authority
- Lying, cheating, or stealing
- Egregious attitude

Disciplinary action for flagrant violations is severe. Consequences for Flagrant I violations may be three times as severe as those for minor infractions. Consequences for Flagrant II violations may be 3-5 times as severe as those for minor infractions, and warrant an automatic suspension. Disciplinary action for flagrant violations includes, but is not limited to the following, including dismissal:

- Extra Instruction (EI)
- Verbal warnings and/or written incident reports
- Fine (community service or campus clean-up)
- Suspension from Senate activities at the discretion of the Student Activities Director
- Suspension from daily Senate class
- Permanent suspension from the Sac High Senate

COURSE OVERVIEW & GRADING

One of the requirements for participation in Sac High Senate is attending the student government class. The class is mandatory. Dropping the class will result in immediate dismissal from the Senate.

Course Schedule

Sac High Senate meets daily throughout the school year. Below is the schedule for the class:

Days: Monday – Friday
Time: 7:00 am – 7:50 am
Place: W-7

Senators have additional time commitments during lunch, after school, and on occasional evenings and weekends as a part of the class and their service. Classes may be canceled, notification will be made through the use of Remind 101 (texting app).

Senate Goals

The goals for the course are as follows:

- 100% will master 80% of the content taught
- 100% of senators will attend 95% of the school events and activities
- 100% of the students will be on track to fulfill A-G college requirements

Course Requirements

1. **Participation.** Attend class daily and actively participate in discussions and activities. Each senator will receive 10 points a day for participation. 7 points for students tardy, and a zero for failure to meet the class norms. Binders must be present at all classes and meetings.
2. **Assignments.** Complete all readings, homework, work plans, and group projects. Turn in weekly Principal & Committee reports. Senators will be graded on both individual and group work. Working binders will be submitted at each grading period. Notes should be neat and legible, and copies of their work plans and reports should be kept. Working binders will be worth 200 points at each grading period. After each grading period, much of the work required will be transferred to Senate portfolios. These binder checks will serve as benchmarks for their final exam. If they meet all their benchmarks, little will need to be done to ace the final.
3. **Community Service and School Pride.** Senators are required to be at every Senate planned school-wide activity in addition to three home games a term and many St. HOPE events.
4. **Final Exam.** A Senate Portfolio will be presented at the end of the academic school year.

Grading

Students will be given a grade of “A, B, C or No Credit” for the course. Grades will be based on the course requirements described above. Each term senators may earn 5 credits, if they pass the course. The total credits earned from being in senate are 10 credits. If a student drops the class within the first month of any semester, they will not receive credit for the course. If it is after this point, their grade will be based on the students’ total earned points out of the total points for the semester.

Group Agreements: The Way to Be in Senate

The following are key expectations of senators:

1. Be Prompt
–Be on Time, if not early!
2. Be Prepared
--Be ready to work with the right attitude
3. Be Productive
--Assign Yourself
4. Be Polite
--Always SLANT
5. Be Proactive
--Go the extra mile, take the initiative, be flexible, and open to change!

Sit Up

Listen

Ask and Answer Questions

Nod Your Head and Track the Speaker

Take Notes

CONTACT LIST

Last Name	First Name	Email	Phone Number

Our purpose is the conduct of activities on behalf of the students of Sacramento Charter High School as approved by the school principal and the governing board of the St. Hope Public Schools District.

Article II - Membership

Sac High Senate shall consist of 16 elected student senators, four elected from each grade level.

Article III - Executive Board

Section 1. Membership, Purpose, Collective Duties and Powers

- A. Membership. Members of the Executive Board of Sac High Senate shall be a President, a Vice President, an Executive Secretary, and a Controller.
- B. Purpose. The members of the Executive Board must act so as to contribute to the overall welfare of Sac High Senate and promote the goals and purpose of Sac High Senate
- C. Collective Duties and Powers.
 - 1. The Executive Board shall act as an advisory board to the Senate Committees and the Student Senate.
 - 2. The Executive Board shall inform students of and represent students in school-wide issues by means of Student Senate, other student assemblies, the Senate Website, all PR and written materials, and to represent the student body to Administration and Faculty.
 - 3. The Executive Board, with the approval of the Student Activities Director, will determine the rules of Sac High Senate proceedings.

Article I - Name and Purpose

We, the Sac High Senate of Sacramento Charter High School, vow to be self-motivated, industrious, and critically thinking Student leaders who are passionate about lifelong learning and committed to serving Sacramento Charter High School.

Section 2. Requirements to Run for Election

- A. The president shall be a member of the incoming senior class, with a current GPA of 3.0 or above at the time of election, which must be maintained throughout the term of office. The President must be a student at Sacramento Charter High School the entire term of office. The President shall have at least one year of experience in Senate or demonstrate previous comparable experience. Questions of eligibility will be reviewed by a panel consisting of the Principal, Assistant Principals, all advisors to Senate, the Outgoing Executive Board, and the Elections Chair.

- B. The Vice President shall be a member of the incoming junior or senior class. If a rising junior or senior, s/he must have a current GPA of 3.0 or above at the time of election, which must be maintained throughout his/her entire term of office. The Vice President must be a student at Sacramento Charter High School the entire term of office. The Vice President shall have had at least one year of experience in Senate or demonstrate previous comparable experience. Questions of eligibility will be reviewed by a panel consisting of the Principal, Assistant Principals, all advisors to Senate, the Outgoing Executive Board, and the Elections Chair.
- C. The Executive Secretary shall be a member of the incoming junior or senior class. If a rising junior, s/he must have a current GPA of 3.0 or above at the time of election, which must be maintained throughout the term of office. The Executive Secretary must be a student at Sacramento Charter High School the entire term of office. The Executive Secretary must demonstrate knowledge of publications and/or media or demonstrate previous comparable experience. Questions about eligibility will be reviewed by a panel consisting of the Principal, Assistant Principals, all advisors to Senate, the Outgoing Executive Board, and the Elections Chair.
- D. The Controller shall be a member of the incoming junior/senior class. S/he must have a current GPA of 3.0 or above at the time of election which must be maintained throughout the term of office. The Controller shall have served as the treasurer of some organization, on or off campus, or demonstrate previous comparable experience. Questions of eligibility will be reviewed by a panel consisting of the Principal, Assistant Principals, all advisors to Senate, the Outgoing Executive Board and the Elections Chair.

Section 3. Powers and Duties of the Executive Board Members

- A. The President shall call and preside over all meetings of the Sac High Senate Executive Board. The executive powers of Sac High Senate shall be vested in the President of Sac High Senate. S/he shall serve as the student representative to the Board of St. Hope Public Schools.

21

S/he shall be a liaison between the students and the Faculty and Administration. S/he shall appoint all committees (in conjunction with the approval from the Student Activities Director) not otherwise provided for in the Sac High Senate Constitution and By-Laws. S/he shall oversee all Student Senate standing committees. S/he shall have the right to postpone all acts for veto by the Student Activities Director, in whole or in part, of the Senate. S/he shall report to the Senate information concerning the student body at least once a month and inform the Senate of

her activities. S/he can, on extraordinary occasions, convene the Senate; but in no case will s/he have the power to adjourn the Senate. At the end of the term in office, s/he shall submit an annual written report of Sac High Senate.

- B. The Vice President shall call and preside at all meetings of the Student Senate. In the event that the President of Sac High Senate vacates her office, the Vice President, regardless of academic class standing, shall assume the duties of that office until such a time as the President returns or is declared unable to continue their term in office. S/he shall vote in the Student Senate in the case of a tie. S/he shall serve as a member of the Sac High Senate Executive Board. S/he shall submit a written report at the end of the term of office.
- C. The Executive Secretary shall be responsible for all Sac High Senate public relations commissioner, and Senate correspondence. S/he shall write a report for each edition of the school newspaper. S/he shall maintain the school-wide PA Announcement rotation schedule and make sure that all submitted announcements are included in the Student Daily and PA Announcements. S/he will keep attendance and minutes for every Student Senate business meeting, and provide copies by the end of each week to all members of Senate. S/he shall serve as a member of the Student Senate Executive Board. S/he shall submit a written report at the end of the term of office.
- D. The Controller shall write and propose to the Student Senate for approval, with the assistance of the SHPS Business Office and Student Activities Director, a budget for the allocation of Sac High Senate revenue. S/he shall submit three reports a year to the Executive Board, the Student Senate, and the School Newspaper on the expenditure of the Student Senate revenue. S/he will be responsible for payment of all bills of Sac High Senate and reports of School Senate budget at each Senate Business Meeting.

22

S/he shall keep all financial records, recording all assets and expenditures. S/he shall serve as a member of the School Senate Executive Board and oversee School Site Council meetings. S/he shall submit a written report at the end of the term of office.

Article IV - School Senate Legislation

Section 1. The legislative powers of Sacramento Charter High School shall be vested in the Sac High Senate.

Section 2. School Senate

A. Membership

1. The Vice President in conjunction with the President of Sac High Senate presides at Senate meetings and votes in case of a tie.
2. Interns shall serve as voting members unless otherwise specified by the Student Activities Director.
3. All Senators are voting members.

B. Election of Representatives to Student Senate

1. Elections will be carried out as stated in the By-Laws, Article VI.
2. A Senator shall be a full-time member of the incoming freshman, sophomore, junior, or senior class. At the time of election, s/he must have a cumulative GPA of 3.0 or above, which must be maintained throughout the term of office.

C. Purpose. The Senate shall act as a channel of communication among the Executive Board, the Faculty and Administration, and the student body. The student body will be represented by Senators on all resolutions, bills, and referendums brought before the Senate. Student Senate will act as a resource for the Student Senate Executive Board.

D. Meetings. The Senate will assemble four days a week, Tuesdays through Fridays, except during the months of June and July and during scheduled breaks. When necessary, a special session of the Senate may be called by the Vice President, the President of Student Senate, or the Student Activities Director. During scheduled breaks, there may also be required work days or Senate sessions scheduled. These will be called at least three weeks prior to the scheduled break for proper advance notice. Senators will meet with the principal and Dean of Culture on Thursday of each week.

23

E. Voting: A two-thirds majority of Senate members will constitute a quorum to do business. Voting shall occur every Tuesday of each week that school is in session. The Executive Board and its advisor will determine all penalties as necessary for excessive absences and misconduct. Penalties may include removal from the office of Senatorship.

1. The Senate will keep a record of its proceedings and, from time to time, will publish the same in whole or in part.
2. All votes of the Senate members will be entered into the official record.

F. Every Act of the Senate passed by the Senate will be presented to the President of the Senate. If s/he approves, she will sign it; if not, she will return it in whole or in part, stating the objections.

1. Every order or resolution passed by the Senate will be treated as a regular bill and, before the same will take effect, it must be approved by the Student Activities Director.

G. Powers of the Student Senate

1. Any resolution pertaining to student life may be introduced to the Student Senate.
 - a. The Student Senate Constitution and By-Laws must be voted on by the student body as represented through the Student Senators.
 - b. School issues affecting student life may be brought before the Student Senate by any member of the student body.
2. The method of voting in Student Senate shall be specified in the By-Laws, Article III.
3. Upon presentation to the Student Senate of a petition pertaining to student affairs, signed by at least 15% of the student body, a referendum vote of the Student Senate must be taken. The referred measure must be passed by a two-thirds majority of the voting Student Senate. If signed by the President of the Executive Board and the Student Activities Director, it will then be taken to the appropriate administrative, staff, faculty, or student office for consideration of the petition. A mandatory report must be presented to Student Senate giving an update or outcome of the petition.
4. The Senate will have the power to pass all bills for expending revenues of Student Senate.

24

5. The Senate will have the right to present grievances in regards to any matter concerning the welfare of the members of Student Senate. Grievances must first be put into writing, presented to the Senate Advisors, and Senate Executive Board, and may then be discussed in a session of Senate.

H. Duties of Student Senators

1. Senators serve as voting members of the Student Senate.
2. A Senator shall act as a liaison between the students of their grade and Student Senate.

3. Senators are required to report matters pertaining to Student Senate to their constituencies weekly by means of advisory visits, or by placing a report in public view. Senators will also be responsible for conducting informative polls and communicating with their constituents via conversation as necessary.
 4. A Senator shall be responsible for serving on committee(s) within the Senate as appointed by the Student Activities Director.
 5. A Senator shall be responsible for special projects as assigned.
 6. A senator is a confidential position and will refrain for speaking about confidential material to the student body until directed.
- I. Vice President Replacement
1. The Senate shall choose from its own membership a Senator who, in the event that the Vice President vacates his/her office, will assume the office of the Vice President until such a time as the Vice President returns or is declared unable to continue his/her term of office.
 2. S/he must meet the same qualifications as the Vice President. See Article III, Section 2, B.
 3. S/he must report to the President of the Executive Board and to the Student Activities Director after each Senate meeting.

Article V - Amendments

Amendments to the Constitution and By-Laws may be proposed to the Student Senate. To become a part of the Constitution, these amendments must be passed by the Student Senate by a two-thirds majority vote. Substantive changes to the Constitution and By-Laws are subject to approval by the Faculty, Administration, and Board of SHPS.

25

BY-LAWS

Article I - Legislative Procedure

All questions of order must be determined by Robert's Rules of Order (Revised Edition).

Article II - Finance

The Sac High Senate Revenue from home game ticket sales, student activity fees, and Sac High Senate fundraisers, shall constitute the budget of Sac High Senate.

Article III - Method of Voting within the Student Senate

Each Senator shall consult the individual members of her constituency on all matters pertaining to student affairs. When voting as a responsible Senator, s/he shall vote in consideration of the opinions of her constituency and all discussion that has taken place in Student Senate pertaining to the issue.

Article IV - Committees

Section I. All special committees shall be overseen by the Senate President and shall be required to report to the Student Activities Director.

A. Elections Committee

1. Purpose: The Elections Chair shall supervise all Student Senate elections. The Elections Committee will organize and carry out all elections for each senator and executive board term of office for each new school year.
2. Membership: The Chair(s) shall be an incoming junior or senior appointed by a committee consisting of a Student Activities Director, the Student Senate President, and the outgoing Elections Chair. The Chair shall call and preside over all meetings of the Elections Committee, which shall be formed no later than the first week in April and which shall serve through the end of the academic year.
3. Duties:
 - A. The Elections Chair is responsible for planning and carrying out all Student Senate elections per established procedures.
 - B. The Elections Committee is responsible for informing the entire student body about student government elections.
4. Advisor. The Student Activities Director shall advise the Elections Committee.

26

Section II. Student Senate Committees: The purpose of the committees is to plan, organize, and supervise all Sac High Senate activities related to the committee and to facilitate requests for additional activities from student clubs or grade levels. The Sac High Senate shall nominate and approve nominees from within the senate to act as chairperson of each committee with the approval of the Student Activities Director. The Senate Committees shall be overseen by the Senate Vice President and will report to the Executive Board every Tuesday. The Sac High Senate may create ad hoc committees to manage special events or issues not covered in the following committees:

A. The Finance Committee

1. Purpose. The Finance Committee shall allocate the Student Senate revenue to school-wide activities, student clubs, and organizations. It shall facilitate organizational financial planning and offer incentives for "revenue raising."
2. Philosophy. The Finance Committee is designed to help complete the Student Senate programming schedule. It is not to be relied upon to meet club and organizational expenses.
3. Membership. The Student Senate Controller will chair the Finance Committee meetings. Other Finance Committee members include three appointed members of the Student Senate as appointed by the Student Activities Director.
4. Procedure. To request Student Senate funds, all clubs and organizations with Student Senate approved constitutions must submit documentation supporting their financial need. The deadlines for these materials will be set and publicized by the Student Senate Controller. These forms, along with emergency fund request forms and financial planning tips, can be obtained through the Controller. Mandatory meetings for all organization treasurers and presidents will be held to provide more information about this system. Requests will be considered on Tuesday business meetings and a Senate decision will be made at that time.
5. Reports. Reports on the expenditure of the Student Senate revenue will be prepared by the Controller three times a year--in September, January, and April. The Controller shall submit these statements to the Student Senate Executive Board, the Student Senate, and the school newspaper.

27

6. Loan Policy. Clubs and organizations without a Student Senate approved constitution, with the exception of the class organizations, will not be granted loans. Organizations with a constitution may qualify for a loan. All organizations must pay back their loans in full by the date agreed upon.

B. Homecoming Committee

1. Purpose
2. Philosophy
3. Membership

4. Procedure
5. Reports
6. UD Ball

C. Senior Committee

1. Purpose
2. Philosophy
3. Membership
4. Procedure
5. Reports
6. Graduation

Article V-Procedure for Financial Requests from the Student Senate Budget

Section 1. Eligibility: A club or organization is eligible to request funding from Student Senate if its constitution has been approved by the Student Senate. However, a request for funding does not necessarily guarantee that it will be granted.

Section 2. Disbursement of funds:

A. Automatic Disbursements

1. At the beginning of each term, the following budget disbursements shall be made:

B. Community Fund

1. The remaining money shall be placed in a Community Fund. All Student Senate approved clubs and organizations are free to request money from this fund at any time during the year. Requests may also be made up to a semester in advance if necessary.

Section 3. Prioritization of Allotment Requests: Allotment requests must be prioritized and trimmed down by the Student Senate due to the fact that the amount of money requested typically exceeds Student Senate financial resources.

28

- A. Procedure. Allotment requests will be examined individually and line by line during Finance Committee meetings. In some cases, officers of the club in question may be called upon to give further information or negotiate a compromise.

- B. Line-item request refusals and prohibited expenditures. The Finance Committee may refuse to grant funding for a particular project or event while granting the remainder of the request. Items that may be automatically refused include the following:

1. Transportation to off-campus events.

2. Activities that are deemed dangerous, illegal, or unbecoming of a Sacramento Charter High School student.
 3. Purchase of illegal substances.
 4. Compensation.
- C. Proportional Coverage. The Student Senate Controller and Finance Committee may opt to grant funding for a percentage of the expenses for activities or projects that low in priority or deemed inordinately costly. The organization will then be required to raise the money for the remainder of the cost.
- D. Prioritization of requested items
1. High Priority. Items high on an allotment request are considered high in priority if they:
 - a. Take place at Sacramento Charter High School
 - b. Appeal to or include a high percentage of the campus community.
 - c. Promote service, education on an issue, or cultural awareness
 - d. Demonstrate cooperation between organizations.
 - e. Demonstrate probability of attracting people from off campus.
 2. Low Priority: Items on allotment request are considered low priority if they:
 - a. Take place off-campus (off-campus events are generally only eligible for proportional coverage)
 - b. Appeal to or include a limited number of students
- E. Prioritization of clubs and organization: Requests from exemplary clubs will be given higher priority than requests from clubs that are deemed marginal. In determining priorities, the Finance Committee considers the following criteria:
1. Active membership and mass appeal. Clubs that maintain high levels of involvement and attract a diverse membership shall be given especially high priority.

30

2. Financial responsibility and compliance with the Finance Committee policies. The club must also demonstrate active interest in its financial condition by holding fundraisers.
3. Fulfillment of club goals. This means that a club should complete all activities for which funding was granted.
4. General activity levels. A club must hold regular meetings and make an effort to contribute to campus life through programming, fundraising, and cooperation with other organizations or departments.

Article VI-Student Senate Election Procedure

Section 1. Student Senate Elections

- A. Student Senate elections shall be supervised and coordinated by the Elections Chair, the Student Activities Director, and the Elections Committee.
- B. The following shall be elected by a campus-wide secret ballot: President, Vice President, Executive Secretary, Controller, and Senators. Fifty percent of the regularly enrolled students on campus must vote before the election can be declared valid. For an election in which one candidate will be elected, a winner will be declared when a simple majority of the vote is received by one candidate. In the event that no candidate receives a majority of the vote, a run-off will be held between the two candidates who received the most votes.
- C. Student Senate election deadlines and dates will be set by the Elections Chair with approval of the Student Senate Executive Board and the Student Activities Director.
- D. Candidates may campaign for any Student Senate position under the following conditions:
 1. Candidates may not spend more than 30 dollars total on the campaign.
 2. All posters and flyers must be posted according to the posting policy outlined by the Student Activities Director.
 3. Candidates may not campaign during class.
 4. Candidates will refrain from smear campaigning.
5. Only blue tape may be used to post materials.
6. Campaign parties are not permitted. Only one name may appear on posters.
7. Any other form of campaigning, not covered by these rules, must be cleared by the Student Activities Director.

31

- E. Candidates may run for only one Student Senate position (their incoming grade level) in an election, but may run as the senator and as an Executive Board member position concurrently.
- F. A student may not hold two elected offices in the Executive Board of Student Senate concurrently.
- G. No write-in candidates allowed.

Section 2. Qualifications

- A. Each candidate must have at least a 3.0 GPA for the previous term, and no unsatisfactory citizenship grades.

B. Each candidate must submit a completed application packet with signatures of recommendation from 3 teachers. Two of the teachers must teach a core subject.

C. Petition

D. Interview Panel

E. Speeches.

1. All candidates for Sac High Senate are required to give speeches to their grade level advisory.
2. Senate campaign speeches should include goals/objectives and qualifications.
3. If a candidate is unable to give a speech due to a scheduling conflict, he or she must notify the Election Committee at least one day prior to the scheduled speech date.

Section 3. Student Senate Executive Board Elections

A. Procedures: See By-Laws Article V, Section 1, B.

B. Qualifications: See Constitution, Article III, Section 2.

1. Candidates running for the Executive Board must submit a separate, completed application.
2. Candidates must come before a review board prior to receiving their approval to run for an Executive Board Office.
3. Speeches. Candidates running for the Executive Board will need to prepare and give a speech to the entire student body of Sacramento Charter High School. Speeches must be a minimum of 4 minutes and a maximum of 6 minutes. The Date of the speeches will be determined by the Elections Chair.

C. At the discretion of the advisors, a special meeting of the Student Senate Executive Board is called at which the case is reviewed and a decision made concerning whether the case will be referred to the Senate for an impeachment hearing.

Section 2. A three-quarters vote of all members of the Student Senate is required to remove the officer in question from office.

Section 3. Confidentiality is required throughout the impeachment process, beginning when a member of the Sacramento Charter High School community suspects that there are grounds for a removal from office.

Article VI - Removal from Office

Section 1. Process: In the event that a member of the Student Senate Executive Board should need to be replaced because s/he has failed to fulfill his/her duties as written in the Constitution or because his/her conduct has proved to be detrimental to the work of the Student Senate as a whole, the following may occur:

- A. The advisors of Student Senate and the Student Senate President shall be notified of the problem. The notification must be in the form of a written complaint.
- B. The Student Senate advisors will then hold a meeting with the officer against whom the complaint has been made.

CHOICE & COMMITMENT CONTRACT

I, _____, will do my best to never take my position on Sac High Senate for granted. I will attend all Sac High Senate's class sessions and calendared events. I will do my best to always be respectful, prepared, hard working, and positive. I understand all that is expressed in this Sac High Senate handbook.

Student Signature	Student Name	Date
Parent Signature	Parent Name	Date

Parent/Senator Contact Information:

Student	Phone Number	Email
Parent	Phone Number	Email

CORE VALUES

DRAGONS

Discipline

Respect

Ambitious

Grit

Optimistic

Navigation

Service



APPENDIX E

- **Job Descriptions**
 - **Sac High**
 - **SHPS Home Office**
- **SHPS Hiring Policy**
- **Sac High Teacher Orientation Schedule, Summer 2016**



SAC HIGH JOB DESCRIPTIONS

ST+HOPE

PUBLIC SCHOOLS

Job Description Principal

About St. HOPE Public Schools

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

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

The national statistics are daunting: Less than 40% of low-income students go to college. But at St. HOPE Public Schools, where the majority of our students are socioeconomically disadvantaged, we have not accepted that fate. For the past two years, 95% of our seniors were accepted to more than 75 colleges and universities across the United States. Our vision is that every one of our students will leave us prepared to complete college and we are working relentlessly with our students and families towards this goal.

Our Schools

PS7, a K-8 program, has produced stunning results. It is a 2010 California Distinguished school, a Blue Ribbon nominee, and was named charter school of the year for the state of California in 2011 out of almost 1,000 charters. In any classroom at PS7's middle school campus the scene is the same: a group of students leaning forward, listening intently as a teacher asks a questions. Then, a flurry of hands is raised. There is artwork on the walls reflecting high expectations, codes of conduct and commitments made. PS7 is a learning environment where students, faculty and parents embrace a standard of excellence in academic achievement, ethics and citizenship.

Oak Park Prep is SHPS' newest addition and the highest performing stand alone middle school in the city of Sacramento. It is a college-focused charter school whose mission is to educate students in grades seven and eight to excel in rigorous high school, succeed at a four-year university, and lead in their chosen profession. To support students on their path towards college graduation, Oak Park Prep scholars attend an extended school day and receive 40% more instructional minutes when compared to surrounding middle schools. Oak Park Prep scholars also receive a curriculum which has a laser-like focus on the core subjects. Students engage in three and a half hours of literacy, two periods of math, and thirty minutes of small group instruction every day. Students are also provided with a character education program that teaches them to be prepared, respectful, engaged, and professional and this is woven into every class. All these elements are combined with a learning environment that puts a premium on discipline, structure, and academic achievement, and a staff which is 100% committed to ensuring student success.

Sacramento Charter High School is the final step to college in the St. HOPE Public Schools system. After being closed as a failing school in 2003, Sac High reopened as a charter school and had a complete turnaround in academic results, becoming the highest achieving large open enrollment high school in the Sacramento City Unified School District. It is now the standard in the region for preparing all students for college, regardless of their background. Sac High has an extended day and houses four small learning communities, or themes, in a fully renovated facility that offers all the

amenities of a comprehensive high school, including a full athletic, elective and extracurricular program. Along with a daily advisory class and core academics, which include the A-G requirements, Sac High has a culture of high expectations, school spirit, and student leadership summed up in the motto, "Service to others." Sac High brings together the ultimate goal of all St. HOPE Public Schools, turning the distant hope for college into a tangible reality. This reality is presented on the school's wall of fame which lists the colleges attended by Sac High alumni and includes institutions such as Stanford, UC Berkeley, NYU and Duke, and countless others. This is proof to all students, teachers and families that through hard work and dedication our students can accomplish anything.

Position Summary

St. HOPE Public Schools is seeking an exceptional educator to serve as principal at [insert school]. The principal is an *instructional leader*, ensuring excellence in every classroom without exception. He or she is a *people leader*, taking all actions to ensure staff and team performance are excellent, and building strong working relationships with all stakeholders. The principal is an *operational leader*, managing school resources and promoting a safe, efficiently run school. Each SHPS principal has the authority to manage all aspects of the school in alignment with the school's mission, goals and Board policies. Candidates must hold the belief that all children can succeed academically and this belief must drive him or her to be relentless in their focus on student achievement.

The Principal reports to the Chief of Schools.

Responsibilities of the Principal will include:

Instructional Leadership

- Establish academic vision and goals for dramatically increasing student achievement
- Facilitate development and alignment of standards-based college-preparatory curriculum
- Design and implement school wide instructional framework and expectations
- Plan and deliver engaging, effective professional development
- Observe, coach, and give clear, actionable and individualized feedback
- Oversee the administration of multiple forms of assessments to measure and improve teaching and learning
- Support the team in using student performance data to drive improved teaching and learning

People Leadership

- Establish, articulate and teach the vision, mission and values of the organization and the school site
- Build and maintain school culture
- Clarify roles, accountability, and decision making among team members
- Promote collaboration and encourage team members to cooperate and coordinate efforts
- Model and encourage others to proactively solve problems and manage conflict openly and productively
- Prioritize team morale and productivity and celebrate team accomplishments
- Evaluate performance regularly
- Select and retain a highly effective staff

Operational Leadership

- Develop and adhere to financial budget goals
- Manage resources (people, financial, equipment) effectively to support the school's short and long term goals
- Pursue and secure additional resources to increase opportunities for school and students
- Maintain a focus on risk management and compliance systems
- Maintain a safe and secure campus
- Put systems and structures in place to ensure smooth operations
- Develop relationships and partnerships with internal and external stakeholders based on trust, respect, and achievement of common goals

- Manage the change process
- Use communication systems and style that proactively engages key stakeholders
- Be accessible, visible and responsive to stakeholders

Qualifications

We are seeking a results-driven leader committed to the St. HOPE Public Schools mission, high expectations and his or her own professional growth.

Required:

- Bachelor's Degree and Teaching Credential
- Three years' or more teaching experience
- Belief that each and every child can excel academically
- Belief that great teachers lie at the heart of a great school
- A proven track record of success in the classroom
- Exceptional ability to manage people and complex projects
- Experience supervising and evaluating staff performance
- Examples of a relentless drive and commitment to eliminate the disparity of educational quality that exists
- Knowledge of exemplary teaching and the capacity to distinguish among poor, mediocre, solid and outstanding teaching
- Excellent communication skills, both verbal and written
- Strong interpersonal skills
- Understanding and experience working with the nuances of urban school environments and school culture
- Strong strategic thinking and problem solving capabilities
- Proven ability to plan, organize, and direct education programs and activities
- Ability to organize workload independently and set priorities; to adapt quickly to changing priorities; and perform multiple interrelated tasks under deadline pressures

Highly Desired (but not required):

- Master's Degree in Education and/or an Administrative Credential
- Bilingual speaking, reading, and writing abilities (Spanish)

Salary

St. HOPE Public Schools offer a competitive salary and benefits commensurate with qualifications and experience. This is a full time exempt position.

To Apply

All candidates for this position must submit the following two pieces of information. *Please note you must submit both documents or your application will not be considered.*

1. Resume
2. Thoughtful cover letter outlining how your skills and experience meet the qualifications of this position and stating how you heard about this opportunity

Submit the application materials via the Careers page on our website at www.sthopepublicschools.org

As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability.

ST+HOPE

PUBLIC SCHOOLS

Job Description
Single Subject Teacher

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

The national statistics are daunting: Less than 40% of low-income students go to college. But at St. HOPE Public Schools, where the majority of our students are socioeconomically disadvantaged, we have not accepted that fate. For the past two years, 95% of our seniors were accepted to more than 75 colleges and universities across the United States. Our vision is that every one of our students will leave us prepared to complete college and we are working relentlessly with our students and families towards this goal.

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premium on discipline, structure, and academic achievement, and a staff which is 100% committed to ensuring student success.

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Position Summary

St. HOPE Public Schools is seeking exceptional teachers for St. HOPE Public Schools. Teachers must have a track record of success and a "whatever it takes" attitude. Teachers will plan and execute highly effective instruction; establish and maintain a strong, college-going classroom culture; and attain exceptional, measurable results for every student.

Candidates must hold the belief that all children can succeed academically and socially and this belief must drive him or her to be relentless in his or her work.

All teachers report to their school principal.

Responsibilities of a teacher include:

- Develop standards-aligned, measurable, ambitious and feasible big goals for dramatically increasing student achievement
- Use Common Core State (or "given") Standards to backwards plan, develop unit and long term pacing plans
- Create rigorous, objective-driven lesson plans
- Differentiate plans for individual students
- Invest students in working hard to achieve big goals
- Present academic content
- Engage and challenge students in learning
- Facilitate and manage students practice
- Check for student understanding using effective questioning strategies and student practice
- Demonstrate flexibility and responsiveness through monitoring and modifying instruction
- Evaluate and tracks students performance
- Use data effectively to inform instruction
- Ensure students and families are aware of progress toward goals
- Create a culture of respect and equity

- Create a culture of high expectations for learning
- Maintain student attention
- Support and manage student behavior effectively
- Effectively support students with continued or intensive behavior excesses
- Implement pacing and procedures to maximize time spent on learning
- Design a physical classroom environment to support engagement and learning

Qualifications

We are seeking a results-driven classroom leader committed to the St. HOPE Public Schools mission, and who holds high expectations for his or herself and every student.

Required:

- Bachelor's Degree
- Valid California Single Subject teaching credential in the applicable subject
- Must be highly qualified as defined by the No Child Left Behind Act of 2001
- Appropriate EL authorization to teach EL or SDAIE
- Examples of a relentless drive and commitment to eliminate the disparity of educational quality that exists
- Belief in and alignment with SHPS's mission
- Criminal background clearance

Highly Desired (but not required):

- Understanding and experience working with the nuances of urban school environments and school culture
- Bilingual speaking, reading, and writing abilities (Spanish)

Salary

St. HOPE Public Schools offer a competitive salary commensurate with qualifications and experience. This is a full time exempt position and includes a comprehensive benefits package.

To Apply

All candidates for this position must submit the following two pieces of information. *Candidates must submit both documents or your application will not be considered.*

1. Resume
2. Thoughtful cover letter outlining how your skills and experience meet the qualifications of this position and stating how you heard about this opportunity

Submit the application materials via our website at www.sthopepublicschools.org

As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability.

ST+HOPE

PUBLIC SCHOOLS

Job Description Education Specialist

About St. HOPE Public Schools

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

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

The national statistics are daunting: Less than 40% of low-income students go to college. But at St. HOPE Public Schools, where the majority of our students are socioeconomically disadvantaged, we have not accepted that fate. For the past two years, 95% of our seniors were accepted to more than 75 colleges and universities across the United States. Our vision is that every one of our students will leave us prepared to complete college and we are working relentlessly with our students and families towards this goal.

Our Schools

PS7, a K-8 program, has produced stunning results. It is a 2010 California Distinguished school, a Blue Ribbon nominee, and was named charter school of the year for the state of California in 2011 out of almost 1,000 charters. In any classroom at PS7's middle school campus the scene is the same: a group of students leaning forward, listening intently as a teacher asks a questions. Then, a flurry of hands is raised. There is artwork on the walls along expectations, codes of conduct and commitments made. PS7 is a learning environment where students, faculty and parents embrace a standard of excellence in academic achievement, ethics and citizenship.

Oak Park Prep is SHPS' newest addition and the highest performing stand alone middle school in the city of Sacramento. It is a college-focused charter school whose mission is to educate students in grades seven and eight to excel in rigorous high school, succeed at a four-year university, and lead in their chosen profession. To support students on their path towards college graduation, Oak Park Prep scholars attend an extended school day and receive 40% more instructional minutes when compared to surrounding middle schools. Oak Park Prep scholars also receive a curriculum which has a laser-like focus on the core subjects. Students engage in three and a half hours of literacy, two periods of math, and thirty minutes of small group instruction every day. Students are also provided with a character education program that teaches them to be prepared, respectful, engaged, and professional and this is woven into every class. All these elements are combined with a learning environment that puts a premium on discipline, structure, and academic achievement, and a staff which is 100% committed to ensuring student success.

Sacramento Charter High School is the final step to college in the St. HOPE Public Schools system. After being closed as a failing school in 2003, Sac High reopened as a charter school and had a complete turnaround in academic results, becoming the highest achieving large open enrollment high school in the Sacramento City Unified School District. It is now the standard in the region for preparing all students for college, regardless of their background. Sac High has an extended day and houses four small learning communities, or themes, in a fully renovated facility that offers all the

amenities of a comprehensive high school, including a full athletic, elective and extracurricular program. Along with a daily advisory class and core academics, which include the A-G requirements, Sac High has a culture of high expectations, school spirit, and student leadership summed up in the motto, "Service to others." Sac High brings together the ultimate goal of all St. HOPE Public Schools, turning the distant hope for college into a tangible reality. This reality is presented on the school's wall of fame which lists the colleges attended by Sac High alumni and includes institutions such as Stanford, UC Berkeley, NYU and Duke, and countless others. This is proof to all students, teachers and families that through hard work and dedication our students can accomplish anything.

Position Summary

St. HOPE Public Schools is opening the application process in an effort to attract the best candidates to work with students in Special Education at St. HOPE Public Schools. Research continues to show that teachers are the greatest determinant of student achievement. Therefore, St. HOPE Public Schools is committed to hiring a team of highly qualified teachers who are not only subject matter experts and effective instructors, but who are also committed to mission, culture and expectations set forth by the organization. Key attributes to describe a St. HOPE Public School teacher include: (1) instructional expert; (2) student advocate; (3) relentless achiever; (4) continuous learner; (5) critical thinker; (6) effective communicator; (7) problem solver; and (8) people person with excellent interpersonal skills. Candidates must hold the belief that [all children can succeed academically and socially and this belief must drive him or her to be relentless in his or her work].

The Education Specialist reports to the Principal or Special Education Program Coordinator, as assigned.

Responsibilities will include:

- Provides students with specialized instruction based on their unique needs resulting from their identified disabilities
- Uses peer-reviewed, research-based instructional strategies to facilitate learning in core academic subjects
- Demonstrates knowledge of subject matter and presents lessons with a clear and logical structure
- Prepares daily lesson plans utilizing a variety of specialized instructional techniques based upon the unique needs of individual students with a variety of learning needs
- Utilizes assessment results from psychological reports, academic reports and other related service provider reports to develop a draft IEP to be reviewed and modified as appropriate by the IEP team
- Writes legally defensible IEPs including individualized goals aligned to state content standards that are reasonably calculated to provide educational benefit to students
- Implements each student's IEP as it is written in accordance to the law
- Monitors individual student's progress utilizing data that reflects student performance on his or her IEP goals; adjusts instruction as needed based on analysis of the data
- Provides timely feedback to students, parents and general education teachers based on the data
- Schedules IEP meetings with parents, general education teacher, administrator and any member of an IEP meeting required by law
- Demonstrates knowledge of special education laws as well as SELPA and District policies and procedures
- Maintains appropriate classroom control and directs the activities of the class to appropriate learning tasks
- Writes and implements effective behavior plans for students. Participates in manifestation determinations for students as necessary
- Collaborates with general education teachers, other special education teachers and related service providers
- Writes appropriate Transition Plans that are related to the student's preferences and interests, develops measurable post-secondary goals to help the student achieve and has an awareness of the agencies and services available to help students meet post-secondary goals

- Performs assessment duties as required. Understands and is able to administer state standardized tests, teacher-made tests, and individual and group administered academic tests
- All staff must be available to help students, parents, and staff via cell phone at night and on weekends.
- Teachers serve as an advisor to a small group of assigned students (approximately 15), being a mentor and positive role model for students. Serve as a main point of contact for advisees' parents.
- Commit to the Teacher's Agreement in the Commitment to Excellence Contract
- Performs reasonably related duties as assigned

Qualifications

We are seeking a results-driven leader committed to the St. HOPE Public Schools mission, high expectations and his or her own professional growth.

Required:

- Holds a valid California Education Specialist credential (mild/moderate)
- Meets the Highly Qualified teacher (HQT) requirements
- Pass a criminal background check
- Have demonstrated success in the classroom

Highly Desired (but not required):

- At least 2 years of full-time relevant subject teaching experience in an urban, underserved community
- Bilingual speaking, reading, and writing abilities (Spanish or Vietnamese)
- Leadership and/or counseling experience and/or ability to teach enrichment classes (ex: music, art, sports)

Knowledge of:

- All areas of special education including: behavior management techniques, learning theories, curriculum development and vocational development
- Current laws and regulations pertaining to students with disabilities
- Policies and procedures pertaining to IEP's
- Assessment practices and statistics relevant to the behavioral sciences

Skills:

- Collaboration with administrators, teachers, classified personnel, parents and students
- Plan, organize; and prepare IEP's, behavior and transition plans as appropriate
- Exercise initiative and possess mature judgment
- Previous experience overseeing services or programs for children with special needs

Salary

St. HOPE Public Schools offer a competitive salary and benefits commensurate with qualifications and experience. This is a full time position.

To Apply

All candidates for this position must submit the following two pieces of information. *Please note you must submit both documents or your application will not be considered.*

1. Resume
2. Thoughtful cover letter outlining how your skills and experience meet the qualifications of this position and stating how you heard about this opportunity

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Job Description Instructional Aide

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Our Schools

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premium on discipline, structure, and academic achievement, and a staff which is 100% committed to ensuring student success.

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Position Summary

St. HOPE Public Schools is seeking an exceptional leader to work as an Instructional Aide to join the Special Education team at St. HOPE Public Schools. Candidates must hold the belief that all children can succeed academically and socially and this belief must drive him or her to be relentless in his or her work.

The Instructional Aide reports to the Principal.

Responsibilities of the Instructional Aide will include:

- Assist individual or small groups of students, reinforcing instruction as directed by the teacher
- Perform a variety of clerical duties including but not limited to: preparing materials, grading papers, recording grades, maintain records. Provide support to teacher by setting up work areas and displays, audio-visual equipment, distributing and collecting papers, confer with teachers concerning programs and materials to meet student needs
- Administer, monitor and score a variety of tests and assignments
- Observe and control behavior of students according to approved procedures; report progress regarding student performance and behavior
- Assure the health and safety of students by following health and safety practices and procedures
- Help keep classroom and other school facilities neat, clean and safe
- Participate in staff meetings and attend professional development meetings
- Ability to life/transfer student
- Perform other duties as assigned

Qualifications

We are seeking a results-driven leader committed to the St. HOPE Public Schools mission, high expectations and his or her own professional growth.

Required:

- A high school diploma, or equivalent AND a) an Associate of Arts degree of higher or higher, OR b) 48 or more college units, or c) a passing score on a test (CBEST, ParaPro or CODESP).
- Employment eligibility will include being fingerprinted, passing TB test and/or other employment clearance requirements

Ability to:

- Ability to assist with instruction and related activities in a classroom or assigned learning environment
- Print and write legibly
- Add, subtract, multiply and divide quickly and accurately
- Understand and follow oral and written directions
- Communicate effectively with children and adults

Knowledge of:

- Child guidance principles and practice
- Basic subjects taught in schools including arithmetic, grammar, spelling, language and reading
- Basic instructional methods and techniques
- Basic record-keeping techniques
- Classroom procedures and appropriate student conduct
- Operation of office, instructional and audio-visual equipment

Salary

St. HOPE Public Schools offer a competitive salary commensurate with qualifications and experience. This is a part time position.

To Apply

All candidates for this position must submit the following two pieces of information. *Please note you must submit both documents or your application will not be considered.*

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Job Description

Special Circumstance Instructional Aide

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Our Schools

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Oak Park Prep is SHPS' newest addition and the highest performing stand alone middle school in the city of Sacramento. It is a college-focused charter school whose mission is to educate students in grades seven and eight to excel in a rigorous high school, succeed at a four-year university, and lead in their chosen profession. To support students on their path towards college graduation, Oak Park Prep scholars attend an extended school day and receive 40% more instructional minutes when compared to surrounding middle schools. Oak Park Prep scholars also receive a curriculum which has a laser-like focus on the core subjects. Students engage in three and a half hours of literacy, two periods of math, and thirty minutes of small group instruction every day. Students are also provided with a character education program that teaches them to be prepared, respectful, engaged, and professional and this is woven into every class. All these elements are combined with a learning environment that puts a premium on discipline, structure, and academic achievement, and a staff which is 100% committed to ensuring student success.

Sacramento Charter High School is the final step to college in the St. HOPE Public Schools system. After being closed as a failing school in 2003, Sac High reopened as a charter school and had a complete turnaround in academic results, becoming the highest achieving large open enrollment high school in the Sacramento City Unified School District. It is now the standard in the region for preparing all students for college, regardless of their background. Sac High has an extended day and houses four small learning communities, or themes, in a fully renovated facility that offers all the amenities of a comprehensive high school, including a full athletic, elective and extracurricular program. Along with a

daily advisory class and core academics, which include the A-G requirements, Sac High has a culture of high expectations, school spirit, and student leadership summed up in the motto, "Service to others." Sac High brings together the ultimate goal of all St. HOPE Public Schools, turning the distant hope for college into a tangible reality. This reality is presented on the school's wall of fame which lists the colleges attended by Sac High alumni and includes institutions such as Stanford, UC Berkeley, NYU and Duke, and countless others. This is proof to all students, teachers and families that through hard work and dedication our students can accomplish anything.

Position Summary

The Special Circumstance Instructional Aide will report to the Special Education Coordinator.

Responsibilities will include:

Behavior Management:

- Manage, monitor, and implement individualized Behavior Intervention Plans (BIP's) of the students assigned one-on-one services within the classroom setting under the supervision of the Special Education Coordinator and other SPED team members.
- Empower general education and special education teachers in implementing BIP's and managing one-on-one student behavior.
- Provide short or long term behavior support to individual students.
- Teach and reinforce specific skills with students assigned one-on-one services to improve student behavioral self-management, coping skills, and participation in the general education classroom under the direction of the Special Education Coordinator and Case Manager.
- Help classroom teachers ensure the safety of students assigned one-on-one services and classmates both within and outside of the classroom in the event of aggressive, injurious, or other maladaptive behavior, using CPI interventions or reactive strategies suggested by the IEP team and/or those outlined within the behavior intervention plan (BIP).
- Gradually fade one-on-one support for behavior management in order to help one-on-one students meet the expectations of the general education classroom with greater independence.
- Assist Instructional Aides (IA's) and education specialists in managing behavior of students assigned one-on-one services and implementation of strategies outlined in the behavior intervention plan (BIP).
- Assist Special Education Coordinator and other SPED Support Staff in implementing other programming for students assigned one-on-one services and other special education students, including co-managing small group interventions.
- Provide support to other SPED students when student assigned one-on-one services is working with other service providers or is absent.
- Assist Instructional Aides and Case Managers in teaching students with IEPs specific skills relating to behavior intervention plans (BIP) or other behavior interventions.
- Assist students assigned one-on-one services during individual and small group activities, reinforcing instruction as directed by the teacher for both the one-on-one student and his/her group-mates.
- Provide academic support/assistance to students as directed by the Special Education Coordinator, Case Manager, or Classroom Teacher.

Data Collection:

- Collect data needed to monitor progress of students assigned one-on-one services in meeting goals and expectations of individualized behavior intervention plans (BIP's).
- Collect observational data to help SPED support staff examine any new behaviors exhibited by one on one student.
- Assist SPED support staff in collecting observational data for newly referred students undergoing a functional behavior assessment or evaluation of need of one-on-one support from a Special Circumstance Instructional Aide (SCIA).
- Assist SPED support staff in interviewing students assigned one-on-one services in order to conduct preference assessments and gain student buy-in and participation in developing or revising behavior intervention plans (BIP's).
- Assist the SPED support staff in creating spreadsheets for data entry.
- Enter data into spreadsheets to be monitored by the SPED support staff and Case Manager.

Other Job Duties:

- Complete clerical work for SPED team as assigned by Special Education Coordinator or Case Manager including but not limited to: preparing materials, maintaining data records, and developing excel/google spreadsheets and forms.
- Participate in staff meetings and attend assigned professional development meetings.
- Meet and/or correspond regularly with Special Education Coordinator to receive supervision and support.
- Assist case managers and IA's in preparing materials needed for one on one student support in the classroom.
- Provide support to teacher by modeling and instructing him/her on the implementation of interventions, conferring with teachers concerning programs and materials to meet student needs
- Assure the health and safety of students by following health and safety practices and procedures
- Perform other duties as assigned

Qualifications

We are seeking a results-driven leader committed to the St. HOPE Public Schools mission, high expectations and his or her own professional growth.

Required:

- Meet Highly Qualified requirement of No Child Left Behind: A high school diploma, or equivalent AND a) an Associate of Arts degree of higher or higher, OR b) 48 or more college units, or c) a passing score on a test (CBEST, ParaPro or CODESP).
- Employment eligibility will include being fingerprinted, passing TB test and/or other employment clearance requirements

Ability to:

- Assist with instruction and related activities in a classroom or assigned learning environment
- Physically lift, transfer, and/or restrain a student
- Print and write legibly
- Add, subtract, multiply and divide quickly and accurately
- Understand and follow oral and written directions

- Communicate effectively with children and adults

Knowledge of:

- Child guidance principles and practice
- Basic subjects taught in schools including arithmetic, grammar, spelling, language and reading
- Basic instructional methods and techniques
- Basic record-keeping techniques
- Classroom procedures and appropriate student conduct
- Operation of office, instructional and audio-visual equipment

Salary: St. HOPE Public Schools offer a competitive hourly rate.

To Apply: All candidates must submit a resume and thoughtful cover letter for consideration. Application materials can be submitted via the Careers page on our website at www.sthopepublicschool.org.

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SHPS HOME OFFICE JOB DESCRIPTIONS



Job Description
Chief Executive Officer St. HOPE Public Schools
2016-2017

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Our Schools

Triumph lays the foundation for a St. HOPE Public Schools education. With 85% of brain development complete by age five, the deepest and most significant impact on a child's long-term prospects occurs in early childhood. Triumph taps directly into this incredible opportunity, providing an outstanding experience for every child. Founded in 2007 on the belief that all students can succeed—regardless of ability, race, home language, family education, or socio-economic status—our inclusive program serves up to 100 students aged 2 through 5.

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Position Summary

The Chief Executive Officer holds the day-to-day responsibility for the effective operation of all aspects of St. HOPE Public Schools; for the general administration of all instructional, business, or other operations of the District; and for advising and making recommendations to the organization's Board of Directors with respect to such activities.

Organizational Leadership and Listening: The Chief Executive Officer is responsible for building and maintaining an organization focused on delivering an excellent education for students. Specifically, the Chief Executive Officer is responsible for the following:

- Conceptualize – through collaboration – the broad goals for the school system, translating those goals into actionable plans, ensuring that the organization is designed to accomplish those goals, and continuously assessing the organization's progress toward those goals
- Provide for the coordination of the total educational program including curriculum and instruction
- Maintain close ties with the Board of St. HOPE Public Schools on the condition of the organization and ensure effective and appropriate communication between the Board and the staff of the school system
- Maintain a close pulse on the staff of the organization, creating meetings with teachers and other employees as necessary to discuss matters concerning the improvements and welfare of our students and schools

Academic Leadership: The Chief Executive Officer owns the academic vision for St. HOPE Public Schools and ensures that, amidst any challenges of the day – whether the shift to the Common Core State Standards or the implementation of a new state assessment – the system and all stakeholders within it (students, staff, administrators, parents) are poised and ready for those changes.

- Manage the organization's school leadership, ensuring that they effectively direct the operations and the activities of each of St. HOPE Public Schools' sites

- Solicit the guidance of school leadership in formulating internal objectives, plans and programs; evaluate their job performance; and stand ready at all times to support and advise them
- Develop – throughout the organization – high standards of performance in educational achievement, use and growth of personnel, public responsibility, and operating efficiency
- Set a vision for an aligned system of school supports and manage effectively across the academic functions of a system of schools including: Curriculum & Instruction, Assessments & Accountability, Student Supports, and Special Education

Operational Leadership: The Chief Executive Officer is responsible for the financial sustainability and operational efficiency of St. HOPE Public Schools. Specifically, the Chief Executive Officer is responsible for the following:

- Sound supervision of financial management functions including: budgeting process, payroll, financial controls, cash management, general accounting, annual audit process, etc.
- Ensure that our human capital function retains, recruits, and selects best-in-class talent to serve our students
- Take an innovative approach to individual performance management across the organization – building a process that supports our staff in their professional growth
- Has an intentional focus on all compliance aspects, ensuring the effective implementation of all constitutional or statutory laws, federal and state, and Board policy

Effective Partnership Development and Communications – Internal and External: The Chief Executive Officer is the public face of St. HOPE Public Schools and is responsible for developing community awareness of and support for the St. HOPE Public School's vision and mission. Additionally, the Chief Executive Officer shall play a lead role in cultivating partnerships with businesses and foundations to enhance the educational opportunities for our students. Specifically, the Chief Executive Officer is responsible for the following:

- Communicate to all staff members, directly or through delegation, actions of the organization's leadership to ensure that the organization is unified and working with a singular purpose
- Establish and maintain a program of public relations to keep the public well informed of the activities and needs of the school system, affecting a wholesome and cooperative working relationship between the schools and the community.
- Serve as the spokesperson for St. HOPE Public Schools in the community
- Maintain a close relationship with the Board Members and Staff of our authorizing school district, the Sacramento City Unified School District
- Develop and cultivate relationships with public and private organizations, as well as individuals, to secure additional resources and champions who ultimately support our students

Training Education and Experience:

Minimum of an MA, ideally an MBA; and demonstrated record of managing an organization of similar size, scope and mission.

Qualifications:

- Strong record of measurably improving student achievement, primary with minority and low-income students
- Strong record of leading and supporting a team of adults in achieving individual and team/organizational goals
- Alignment with St. HOPE Public Schools' pillars

- Critical thinking; keen ability to use data in decision-making processes with strong analytical and problem solving acumen
- Possess an entrepreneurial spirit that continuously seeks new and innovative methods for serving our students

Salary

St. HOPE Public Schools offer a competitive salary and benefits commensurate with qualifications and experience. This is a full time exempt position.

To Apply

All candidates for this position must submit the following two pieces of information. *Please note you must submit both documents or your application will not be considered.*

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Job Description

Director of Special Education, St. HOPE Public Schools

About St. HOPE Public Schools

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

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

The national statistics are daunting: Less than 40% of low-income students go to college. But at St. HOPE Public Schools, where the majority of our students are socioeconomically disadvantaged, we have not accepted that fate. For the past two years, 95% of our seniors were accepted to more than 75 colleges and universities across the United States. Our vision is that every one of our students will leave us prepared to complete college and we are working relentlessly with our students and families towards this goal.

Our Schools

Triumph lays the foundation for a St. HOPE Public Schools education. With 85% of brain development complete by age five, the deepest and most significant impact on a child's long-term prospects occurs in early childhood. Triumph taps directly into this incredible opportunity, providing an outstanding experience for every child. Founded in 2007, on the belief that all students can succeed regardless of ability, race, home language, family education or socioeconomic status, our inclusive program serves up to 92 students ages 2 through 5.

PS7, a K-8 program, has produced stunning results. It is a 2010 California Distinguished school, a Blue Ribbon nominee, and was named charter school of the year for the state of California in 2011 out of almost 1,000 charters. In any classroom at PS7's middle school campus the scene is the same: a group of students leaning forward, listening intently as a teacher asks a questions. Then, a flurry of hands is raised. There is artwork on the walls reflecting high expectations, codes of conduct and commitments made. PS7 is a learning environment where students, faculty and parents embrace a standard of excellence in academic achievement, ethics and citizenship.

Oak Park Prep is SHPS' newest addition and the highest performing stand alone middle school in the city of Sacramento. It is a college-focused charter school whose mission is to educate students in grades seven and eight to excel in rigorous high school, succeed at a four-year university, and lead in their chosen profession. To support students on their path towards college graduation, Oak Park Prep scholars attend an extended school day and receive 40% more instructional minutes when compared to surrounding middle schools. Oak Park Prep scholars also receive a curriculum which has a laser-like focus on the core subjects. Students engage in three and a half hours of literacy, two periods of math, and thirty minutes of small group instruction every day. Students are also provided with a character education program that teaches them to be prepared, respectful, engaged, and professional and this is woven into every class. All these elements

are combined with a learning environment that puts a premium on discipline, structure, and academic achievement, and a staff which is 100% committed to ensuring student success.

Sacramento Charter High School is the final step to college in the St. HOPE Public Schools system. After being closed as a failing school in 2003, Sac High reopened as a charter school and had a complete turnaround in academic results, becoming the highest achieving large open enrollment high school in the Sacramento City Unified School District. It is now the standard in the region for preparing all students for college, regardless of their background. Sac High has an extended day and houses four small learning communities, or themes, in a fully renovated facility that offers all the amenities of a comprehensive high school, including a full athletic, elective and extracurricular program. Along with a daily advisory class and core academics, which include the A-G requirements, Sac High has a culture of high expectations, school spirit, and student leadership summed up in the motto, "Service to others." Sac High brings together the ultimate goal of all St. HOPE Public Schools, turning the distant hope for college into a tangible reality. This reality is presented on the school's wall of fame which lists the colleges attended by Sac High alumni and includes institutions such as Stanford, UC Berkeley, NYU and Duke, and countless others. This is proof to all students, teachers and families that through hard work and dedication our students can accomplish anything.

Position Summary

St. HOPE Public Schools is seeking a Special Education Coordinator to ensure the SHPS special education program is *appropriately* serving the needs of students with special needs. Candidates must hold the belief that all students can achieve at high level with adequate support, resources and modifications. We are looking for an educator with the dedication and desire to go above and beyond to *insure that* our students succeed *academically, socially, and emotionally*.

Candidates must hold the belief that all children can succeed academically and socially and this belief must drive him or her to be relentless in his or her work.

The Director of Special Education reports to the Superintendent.

Responsibilities of the Director of Special Education will include:

- Plan, organize, and direct a variety of programs, projects, and activities related to special education.
- Work with Administration in locating and maintaining housing for special education programs and providing other services to student.
- Support Special Education Teachers with the development of student Individual Education Plans and ensure that each student's program reflects the current IEP.
- With the assistance of General Counsel, Human Resources, *and the El Dorado Charter SELPA*, represent the district in special education legal proceedings; investigate complaints, and report findings and recommendations as appropriate.
- If indicated on a student's IEP, Provide for Extended School Year (ESY) for special education students; assist with hiring staff, arrange locations, and perform related activities to set up the program.
- Perform student services activities involving special education students in areas of attendance, transfers, suspension and expulsion procedures, and other related areas.
- Develop and implement long and short-term plans and activities.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records, and files.

- Communicate with school leaders, other St. HOPE personnel, and contractors to coordinate activities and programs, resolve issues and conflicts, and exchange information.
- In coordination with assigned supervisors *provide input to supervisors to assist in the evaluation of the performance of assigned staff; participate in the interview and selection employees*, and recommend transfer, reassignment, termination, and disciplinary actions; plan, coordinate, and arrange for appropriate training of *special education staff, both certificated and classified*; initiate requisitions for positions funded by special education.
- With the assistance of the Chief Business Officer, develop and prepare the annual budget for special education; analyze programs, and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines.

Qualifications

We are seeking a results-driven leader committed to the St. HOPE Public Schools mission, high expectations and his or her own professional growth.

Required:

- Bachelor's Degree in Education, Special Education, or related field (*Psychology, Social Work, etc.*); Special Education Credential (*M/M, M/S, LD, RSP, etc.*) and Administrative Services Credential (*or eligible to enroll in Administrative Credential Program*)
- Proven ability to plan, organize, and direct special education programs and activities
- Possess knowledge of and the ability to interpret, apply, and explain current applicable laws, codes, regulations, policies, and procedures relating to special education programs.
- Knowledge of laws, regulations, rules, and policies governing SHPS and the ability to apply them with good judgment.
- Ability to analyze situations accurately and adopt an effective course of action.
- Experience with budget preparation and control.
- Ability to organize workload independently and set priorities; to adapt quickly to changing priorities; and perform multiple interrelated tasks under deadline pressures.
- Proven leadership skills and experience supervising and evaluating the performance of assigned staff.
- Excellent oral and written communication skills; ability to prepare comprehensive narrative and statistical reports.

Highly Desired (but not required):

- Teaching experience in an urban, underserved community
- Bilingual speaking, reading, and writing abilities (Spanish or Vietnamese)

Salary

St. HOPE Public Schools offer a competitive salary and benefits commensurate with qualifications and experience. This is a full time position.

To Apply

All candidates for this position must submit the following two pieces of information. *Please note you must submit both documents or your application will not be considered.*

1. Resume
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ST+HOPE

PUBLIC SCHOOLS

Job Description School Psychologist

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Our Schools

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Oak Park Prep is SHPS' newest addition and the highest performing stand alone middle school in the city of Sacramento. It is a college-focused charter school whose mission is to educate students in grades seven and eight to excel in rigorous high school, succeed at a four-year university, and lead in their chosen profession. To support students on their path towards college graduation, Oak Park Prep scholars attend an extended school day and receive 40% more instructional minutes when compared to surrounding middle schools. Oak Park Prep scholars also receive a curriculum which has a laser-like focus on the core subjects. Students engage in three and a half hours of literacy, two periods of math, and thirty minutes of small group instruction every day. Students are also provided with a character education program that teaches them to be prepared, respectful, engaged, and professional and this is woven into every class. All these elements are combined with a learning environment that puts a premium on discipline, structure, and academic achievement, and a staff which is 100% committed to ensuring student success.

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Position Summary

St. HOPE Public Schools is opening the application process in an effort to attract the best School Psychologist candidates at Sacramento Charter High School, PS7 Middle School and PS7 Elementary School. Research continues to show that teachers are the greatest determinant of student achievement. Therefore, St. HOPE Public Schools is committed to hiring a team of highly qualified staff who are not only effective psychologists, but who are also committed to mission, culture and expectations set forth by the organization. Key attributes to describe a St. HOPE Public School Psychologist include: (1) psychoeducational expert; (2) student advocate; (3) relentless achiever; (4) continuous learner; (5) critical thinker; (6) effective communicator; (7) problem solver; and (8) people person with excellent interpersonal skills. Candidates must hold the belief that all children can succeed academically and socially and this belief must drive him or her to be relentless in his or her work.

The Psychologist reports to Special Education Student Support Coordinator.

Responsibilities of the Psychologist will include:

- Provide individual and group services to children and/or parents that emphasize improved educational performance and/or conduct.
- Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program recommendations.
- Participate in the development of Functional Behavior Assessments (FBA), and Behavior Intervention Plans (BIP).
- Participate as a member of the multi-disciplinary team and the individualized education program (IEP) team contributing evaluation findings and collaborating on the child's educational plan.
- Provide collaborative consultation and documentation of results including assisting general education staff with suggestions and implementation of RTI, pre-referral intervention strategies, and providing recommendations and modifications to assist general education staff in working with special education students in the classroom setting.
- Consult with parents, teachers, and other appropriate staff regarding the child's program and any adaptations/materials needed to facilitate improved performance in the classroom or at home.
- Provide direct services through a variety of methods (e.g., Individual or Group Counseling).
- Maintain appropriate data on students to document current levels of performance and other pertinent information. Re-evaluate, as appropriate, to determine extent of progress and effectiveness of therapy.
- Establish and monitor the necessary caseloads, procedures, and resources to manage school psychologist services to students/staff and work cooperatively to accomplish the goals of the IEP.

- Adhere to the ethical standards and codes of the profession and to the established rules, regulations, and laws governing special education programs. Participate in activities that promote professional development and use clinical/educational research to enhance therapy services.
- Other duties as assigned.

Qualifications

We are seeking a results-driven leader committed to the St. HOPE Public Schools mission, high expectations and his or her own professional growth.

Required:

- Holds a valid PPS credential in the area of School Psychology
- Pass a criminal background check
- Have demonstrated success in the field

Highly Desired (but not required):

- At least 2 years of full-time relevant experience in an urban, underserved community
- Bilingual speaking, reading, and writing abilities (Spanish)

Knowledge of:

- All areas of special education including: behavior management techniques, learning theories, curriculum development and vocational development
- Current laws and regulations pertaining to students with disabilities
- Policies and procedures pertaining to IEP's
- Best practices in assessment
- Microsoft Excel, Word, and Google Docs

Salary

St. HOPE Public Schools offer a competitive salary and benefits commensurate with qualifications and experience. This is a full time position.

To Apply

All candidates for this position must submit the following two pieces of information. *Please note you must submit both documents or your application will not be considered.*

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ST+HOPE

PUBLIC SCHOOLS

Job Description St. HOPE Public Schools IT Coordinator

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Our Schools

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PS7, a K-8 program, has produced stunning results. It is a 2010 California Distinguished school, a Blue Ribbon nominee, and was named charter school of the year for the state of California in 2011 out of almost 1,000 charters. In any classroom at PS7's middle school campus the scene is the same: a group of students leaning forward, listening intently as a teacher asks a questions. Then, a flurry of hands is raised. There is artwork on the walls along expectations, codes of conduct and commitments made. PS7 is a learning environment where students, faculty and parents embrace a standard of excellence in academic achievement, ethics and citizenship.

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Position Summary

St. HOPE Public Schools is seeking a dedicated, motivated professional to serve in the IT Coordinator role. The IT Coordinator will assist the Director, IT in most capacities under the scope of the department. All candidates for this position must hold the belief that all children can succeed academically and socially and this belief must drive him or her to be relentless in his or her work.

The IT Coordinator reports to the Director, IT.

Responsibilities of the IT Coordinator will include:

- Assists users in resolving problems associated with ordering, service, and support by answering service requests submitted to the IT ticket management system. Helps coordinate the ticket system to assign tasks, track completion status, and identify unfulfilled requests.
- Implements technology deployments in a hands-on manner (installing software, fixing hardware issues, assessing connectivity and/or internet issues, communications platform maintenance, etc.)
- Assesses needs for the St. HOPE inventory of technology assets, and manages the in-flow and out-flow of technology inventory.
- Other duties as assigned by supervisor.

Qualifications

We are seeking candidates who believe deeply in our organization's mission and who thrive in a dynamic environment. Additionally, candidates for the position must also have:

Required:

- Bachelors degree or currently enrolled in a degree program or desire to pursue a degree in Computer Science, Electrical Engineering, or other related Engineering Field desirable.
- Deep and demonstrable interest in computers, software, cell phones, PDAs, projectors, AV equipment and other IT equipment
- Hands-on capability in at least 2 of the following functional areas:
 - o Desktop and laptop hardware
 - o Operating Systems (Windows) installation and configuration
 - o Cell Phone/PDA software and user interface configuration and management

- o Wireless access point configuration
- o Website configuration
- o Simple networking tasks, including LAN configuration, IP address management
- o Entry-level software programming in any language
- Ability to communicate effectively with all levels of program staff, from C-level executives to administrative staff.
- Knowledge and use of Word and Excel required

Salary

St. HOPE Public Schools offer a competitive salary and benefits commensurate with qualifications and experience. This is a full time position.

To Apply

All candidates for this position must submit the following three pieces of information. *Please note you must submit both documents or your application will not be considered.*

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Job Description
Admissions Administrative Assistant
St. HOPE Public Schools

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Our Schools

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Position Summary

St. HOPE Public Schools is seeking a dedicated, motivated professional to serve in the Administrative Assistant role in our admissions office. He or she represents St. HOPE Public Schools within the admissions office to the public, specifically prospective students, their families, local schools, and community organizations. The Administrative Assistant is a highly organized professional who provides day-to-day support to the St. HOPE Public Schools admissions team and prospective families. All candidates for this position must hold the belief that all children can succeed academically and socially and this belief must drive him or her to be relentless in his or her work.

The Admissions Administrative Assistant reports to the Director of Admissions.

Responsibilities of the Admissions Administrative Assistant will include:

- Maintain a positive, professional office environment - Provide exceptional customer service - Speak articulately and professionally, adapting communication style and content to different audiences - Effectively communicate school information to students' families - Order, organize, store & track supplies and other school property - Effectively manage several projects or tasks at once - Put systems and structures in place to ensure smooth office operations
- With the team, ensure schools are fully enrolled at the start of the school year
- Assists in development of materials to support community engagement and student recruitment efforts (e.g. flyers, correspondence, newsletters, summary reports, brochures, etc.)
- Effectively interface and establish rapport with school administrators, counselors, families, and the community who are interested in St. HOPE Public Schools
- Update online admissions content
- Engage SHPS parents, teachers and students in outreach and recruitment activities as needed (i.e. for bilingual communities and translation support)
- Input applications, and run data reports from SchoolMint the admissions portal
- Manages confidential information professionally & appropriately - Produces clear, concise, error-free written communication - Deal effectively with difficult and/or ambiguous situations - Coordinate event logistic - Complete administrative projects
- Translate recruitment materials, applications, and other documents as needed into Spanish
- Provides day-to-day support to the admissions team including the Director of Admissions and the admissions coordinators.
- Responds to phone, email, and in-person inquires & requests from students, families, school staff & community members;
- Related duties as assigned

Qualifications

We are seeking candidates who believe deeply in our organization's mission and who thrive in a dynamic environment. Additionally, candidates for the position must also have:

Ability to:

- Accept performance-based criticism and direction;
- Prioritize and manage multiple projects simultaneously, and follow through on issues in a timely manner;
- Work well under pressure and handle stress;
- Collaborate at a high level;
- Develop and maintain a positive rapport and professional, welcoming environment for all internal and external stakeholders;

Required:

- Strong working knowledge of Word, Excel, Google Docs, and Google Calendars
- Outstanding communication and interpersonal skills
- Demonstrated ability to effectively collaborate and interact with partners
- Excellent organization, time management, and follow-up skills along with ability to prioritize and demonstrate an appropriate sense of urgency
- Strong team-orientation and collaborative nature
- Strong attention to detail
- Ability to work in a fast-paced, demanding office environment
- Bilingual speaking, reading, and writing abilities (Spanish)
- Ability, as needed, to work a flexible schedule including evening and weekend engagements
- Assertive with excellent influence and negotiation skills
 - Strong team-orientation and collaborative nature
 - Self-directed and able to contribute individually and as a member of a team
 - Strong attention to detail and ability to manage projects

Highly Desired (but not required):

- Interest in education/charter schools is preferred
- Background working with entrepreneurial organizations is preferred

Salary

St. HOPE Public Schools offer a competitive hourly rate commensurate with qualifications and experience.

To Apply

All candidates for this position must submit the following two pieces of information. *Please note you must submit both documents or your application will not be considered.*

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SHPS HIRING POLICY

ST+HOPE

PUBLIC SCHOOLS

To: All Hiring Managers of St. HOPE Public Schools

Date: August 31, 2016

From: Shannon Wheatley, Chief of Schools

Title: **SHPS Hiring Process Policy**

I. OVERVIEW

This policy will discuss the selection and hiring process for all SHPS employees. Responsibility for hiring falls on the Hiring Manager for each position. He or she works collaboratively with the Human Capital team who act as facilitator and play an advisory role in the process. The Budget Owner, Chief Operating Officer (COO) and Chief of Schools all have key roles in the hiring process.

The hiring process is designed first and foremost to attract and select the candidates who will be most effective in driving results for our students and schools. As we seek to have a strong and efficient infrastructure, we align our hiring practices with what is the legal standard in the human resources field and the best practices used in highly performing charter school systems around the nation.

For the purposes of this policy, the following definitions shall apply:

- Employee – Any person employed by St. HOPE Public Schools in a full- or part-time capacity. Employees shall have a formal, accepted offer letter and be compensated out of SHPS payroll system.
- Budget Owner – A Budget Owner has responsibility for a defined budgetary unit in SHPS Income Statement. Defined budgetary units include but are not limited to schools, Home Office Departments, programs and projects. Budget Owners may function as the Hiring Manager for the open position that is housed in their specific budget, or they may delegate Hiring Manager duties to another staff member within their entity (I.e. the Chief of Schools owns the Home Office budget and delegates the hiring of a staff accountant to the COO; A school leader owns budget, and delegates the hiring of a security monitor to the dean).
- Hiring Manager – The person responsible for hiring an individual. Hiring Managers often (but not always) become the direct manager of the person hired. Hiring Managers have detailed responsibilities as outlined in this document. Hiring Managers must be Employees, formally documented Contractors (executive search firms), or member of the SHPS Board of Directors. In no instance shall private, unaffiliated citizens conduct hiring activities for SHPS.
- HR – The Human Resources department in general, and specifically the employee within the HR Department that is designated to support the Budget Owner in the recruitment, interview and hiring process.

This policy explicitly defines the hiring process for St. HOPE Public Schools employees only. The services of those individuals defined as contractors should be acquired by following the St. HOPE Contractor Policy.

II. **POLICY**

The following details the specific steps that occur during the hiring process:

- Approval of an Open Position
- Recruitment
- Selection
- Offer Of Employment
- New Employee Processing

A. Approval of Open Position

The Hiring Manager shall highlight his/her need for personnel by completing the Request for Hire Form (RHF) and submitting to Human Resources (HR). For each new hire, the RHF will stipulate:

- Position title
- Reason for hire
- Hiring Manager
- School Site
- Budget Owner
- Credential required (if applicable)
- Budgeted salary range
- Anticipated start date
- Calendar / number of workdays
- Classification
- Number of work hours each week (& FTE)
- Recruitment notes
- Signature of the Budget Owner, COO and Chief of Schools

Upon receiving the completed RFH form, HR forwards it to the Chief Operating Officer (COO) for review and verification of funding. The COO reviews the form for budget purposes. If there is a question, the COO consults with the Hiring Manager directly. All RFH forms must be reviewed and signed by the COO. If approved, the COO submits

the form to the Chief of Schools. The Chief of Schools will review and if approved will send to HR. HR will email a copy of the approved RFH to the Hiring Manager.

Every RHF must be approved by the Budget Owner, COO and the Chief of Schools.

If at any point, including after consultation with the COO, the RHF is denied the Hiring Manager will be notified.

Job Description: HR, with the input of Hiring Managers, has created evaluation-aligned job descriptions for each position within SHPS. Once an RFH is approved, HR sends the existing job description to the Hiring Manager for review.

HR, in collaboration with the hiring manager, will create a job description for a new position in which one does not already exist.

In order for a position to be considered “open” and for HR to begin the hiring process HR must have:

- A complete RHF in hand, including signatures of the Budget Owner, COO and Chief of Schools.
- A job description

B. Recruitment

The Human Capital team executes recruitment strategies designed to attract candidates who will be successful in the SHPS system. Human Capital works with hiring managers to create and / or update marketing material (internet postings; email templates; flyers).

In addition to posting open positions on the SHPS website and other relevant job search site, Human Capital uses a variety of additional recruitment strategies for *school-based positions* including:

- Email Campaigns (sent to local high-performing teachers; TFA alumni resumes; ‘friends and family campaign’)
- Internet Recruitment (TFA JOB board; TFA Teaching & Leadership blasts; teacher-specific websites)
- Networking & Referrals (at TFA alumni events; through our high performing teachers; local education organizations)

The costs for the above broad recruitment are centralized in the Home Office budget. If a Hiring Manager wants to lead or collaborate with the Human Capital team on a specific recruitment strategy that falls outside of what is budgeted and /or requires additional funding, it must be included on the RFH and approved by the Budget Owner, COO and Chief of Schools.

C. Selection

There are a set of general competencies we expect all SHPS employees, regardless of position, to demonstrate:

- | | | |
|---|---------------------------------------|--|
| 1 | Fit with SHPS mission and core values | <ul style="list-style-type: none"> - Believes that all students can learn - Holds highest expectations for self and others - Assumes personal responsibility for achieving measurable results - Makes no excuses |
| 2 | Intelligence / Achievement | <ul style="list-style-type: none"> - Demonstrated capacity to learn and achieve |
| 3 | Takes Initiative | <ul style="list-style-type: none"> - Is action-oriented - Exudes a sense of urgency |
| 4 | Reflective / Constant Learner | <ul style="list-style-type: none"> - Takes and implements feedback - Reflects on practice to improve over time |
| 5 | Strong Communicator | <ul style="list-style-type: none"> - Strong verbal and written communication including |
| 6 | Collaborative / Team Mindset | <ul style="list-style-type: none"> - Displays a 'team trumps individual' mentality - Utilizes school wide best practices and systems because of core belief in consistency as a critical element for high quality |

In addition to general competencies, there are a set of *position-specific competencies* candidates for a given position must demonstrate:

- Teaching Positions Must demonstrate skill in all areas of the SHPS teacher evaluation rubric: planning; instructional execution; assessment; and culture
- Deans Must demonstrate skill in the culture competency of the SHPS teacher evaluation rubric
- Non-Teaching Positions Hiring managers for non-teaching positions (E.g. staff accountants, administrative assistants, coaches etc) are best suited to articulate the position-specific competencies for a given position.

Applying: A complete application includes both a cover letter and resume specific to the position the candidate is applying for. Applications without a cover letter are considered incomplete.

All applicants must apply online via Edjoin or the SHPS website. In doing so, the application is received and logged into

Our Applicant Tracking System (ATS). Should a candidate send application materials directly to a Hiring Manager or other

staff member, the candidate should be re-directed to apply online. Only in cases in which a candidate does not have access to the internet will a paper application be accepted. All paper applications should be given to HR to be scanned

and logged into the ATS.

In some cases there may be several positions an individual candidate could be qualified for (E.g. a single subject math position at Sac High, Oak Park Prep and PS7 Middle School; an administrative assistant position at PS7 and Sac High). In these cases, all candidates will be prompted to 'force rank' preference for schools when they apply on the SHPS

Website. Should that candidate pass the phone screen, the application will be forwarded to the Hiring Manager at the candidate’s first choice school. Should that Hiring Manager not want to move forward with the candidate at any subsequent stage of the hiring process, he/she should forward it to the Hiring Manager of the candidate’s second preferred school.

Summary of Interview Process:

The following is a summary of interview steps & delegation by candidate type:

	Interview Step	Lead
SCHOOL LEADER	- Application Review	Human Capital
	- Written Questions	
	- Phone Screen	
	- First Interview	Human Capital/ Hiring Manager
	- School Observation & Demonstration Lesson	
	- School Community Panel Interview (identified staff, parents) - Final Interview with Chief of Schools	

	Interview Step	Lead
TEACHERS	- Application Review	Human Capital
	- Written Questions	
	- Phone Screen	
	- First Interview	Human Capital/Hiring Manager
	- School Observation & Demonstration Lesson	

	Interview Step	Lead
DEANS & COUNSELORS	- Application Review	Human Capital
	- Written Questions	
	- Phone Screen	
	- First Interview	Human Capital/ Hiring Manager

	Interview Step	Lead
ALL OTHER STAFF	- Application Review	Human Capital
	- Phone Screen	
	- First Interview	Human Capital/ Hiring Manager

Interview Process:

The following is a summary and goals for each step in the interview process. Refer to the Appendix for all supporting materials:

Application Review <i>ALL POSITIONS</i>	
<i>Goal</i>	Screen in or out resumes within 1-3 minutes of review
<i>Competencies</i>	Professionalism; ability to communicate; quality of writing ; education; and experience
<i>Who / Process</i>	Human Capital reviews the application
<i>Supporting Documents</i>	Application Screening Indicators
<i>If PASS</i>	HR moves forward with next step
<i>If NOT PASS</i>	HR sends a rejection email using the applicable Candidate Communication Template (CCT)
<i>SHPS Response Time</i>	Within <u>5 business days</u> of receiving the application

Credential Check <i>All positions as necessary per the RHF</i>	
<i>Goal</i>	Determine whether the candidate has the required credential for the position
<i>Who / Process</i>	HR reviews resume and/or checks the authorizing agency (E.g. CA Commission on Teacher Credentialing) to ensure the candidate has the credential required as posted on the RHF
<i>PASS / NOT PASS</i>	Not having the required credential for a particular position does not in itself preclude a candidate who has passed the application screen from moving forward in the hiring

	process. It simply allows HR and the hiring manager to proactively discuss if and how the candidate can become credentialed should he/she be offered a position
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Written Questions <i>School leaders; Teachers; Deans & Counselors</i>	
<i>Goal</i>	Screen out as many candidates as possible in very little time
<i>Competencies</i>	Fit with SHPS mission; quality of writing
<i>Who / Process</i>	HR emails a series of questions requiring a brief response to the candidate using the applicable CCT. Human Capital reviews written questions and scores
<i>Length of Time</i>	The candidate is given a <i>maximum</i> of 2 business days to respond. Questions are only sent from Monday – Wednesday to ensure that the candidate does not have the weekend to deliberate
<i>Supporting Documents</i>	Question prompts; scoring rubric
<i>If PASS</i>	HR moves forward with Phone Screen
<i>If NOT PASS</i>	HR sends a rejection email using the applicable CCT
<i>SHPS Response Time</i>	Within <u>3 business days</u> of a candidate passing the application review

Phone Screen <i>ALL POSITIONS</i>	
<i>Goal</i>	Get evidence to determine if the candidate is truly a fit with SHPS
<i>Competencies</i>	Mission fit
<i>Process</i>	HR emails the candidate to schedule an initial phone screen with Human Capital. Human Capital conducts the phone screen
<i>Supporting Documents</i>	Phone screen questions; scoring rubric
<i>Length of Time</i>	15 minutes
<i>If PASS</i>	HR moves forward with First Interview
<i>If NOT PASS</i>	HR sends a rejection email using the applicable Candidate Communication Template (CCT)

<i>SHPS Response Time</i>	Within <u>3 business days</u> of a candidate passing the written questions
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<u>First Interview</u> ALL POSITIONS	
<i>Goal</i>	Get evidence on candidate’s position-specific expertise
<i>Competencies</i>	Position-specific competencies as indicated on the job description and position evaluation
<i>Scheduling</i>	<p>Human Capital will schedule a first interview with candidates who have passed the first steps of the process with Human Capital. Alternately, Human Capital may request that the Hiring Manager schedule the first interview on his/her behalf, and provide HR with day, time and location of the scheduled interview.</p> <p>All candidates are expected to attend the first interview <u>in person</u>.</p> <p>An interview may be conducted via an video conference call (E.g. Skype or Google Hangouts). Only if the candidate does not have access to video call technology should an the interview be conducted by phone.</p>
<i>Preparation</i>	<p>It is recommended that the Hiring Manager invite 1-2 relevant staff members to participate in the first interview. (E.g. principal asks grade-level chair to attend a teacher interview; Athletic Director asks head coach to attend assistant coach interview)</p> <p>It is the Human Capital’s responsibility to ensure all interview participants have a copy of and have read the candidate’s application prior to participating in the interview</p>
<i>Execution</i>	<p>Hiring Managers must use the set of general interview questions for the position they are interviewing for. See Appendix for Interview Guides.</p> <p>Hiring Managers are welcome and encouraged to ask additional questions at any time throughout the interview.</p> <p>Initial salary discussion takes place at the end of this interview. See Appendix for Salary Conversation Guidelines</p> <p>All Hiring Managers should take notes <u>electronically</u>. Legally, HR needs to retain records of all interviews. The Human Capital team uses interview notes to analyze trends in responses to improve our selection process.</p> <p>When conducting first interviews, all Hiring Managers should keep a folder labeled Hiring Notes_Position Name_Year. Once a candidate is hired and all interviews are complete, the Hiring Manager should send all interview notes to HR in a zip file via email.</p>
<i>Post-Interview</i>	Facilitate a brief discussion with staff interview participants to gather feedback on candidate strengths, weaknesses

<i>Supporting Documents</i>	Interview Guide
<i>Length of Time</i>	30 – 50 minutes
<i>If PASS</i>	Move forward with next step
<i>If NOT PASS</i>	<u>Human Capital</u> sends a rejection email using the applicable CCT <u>and notifies HR</u>
<i>SHPS Response Time</i>	Within <u>5 business days</u> of a candidate passing the phone screen

<u>School Observation & Demonstration Lesson</u> <i>School leaders; Teachers</i>	
<i>Goal</i>	Get additional evidence on candidate’s position-specific expertise
<i>Competencies</i>	(5a) School / Classroom Observation: Execution, Culture (5b) Demo Lesson & Lesson Reflection: Planning, Assessment, Execution & Culture (5c) Case Studies: Any / all competencies where additional evidence is needed
<i>Scheduling</i>	Hiring Manager schedules observation and demonstration lesson
<i>Classroom /School Observation</i>	<p>The purpose of the school observation is to give the candidate the opportunity to see what the school is about. At this point, the candidate is a strong potential for a position. This is the chance to continue to vet the candidate and also to provide a comparison between multiple prospects. The school should highlight the following key areas:</p> <ul style="list-style-type: none"> ● Culture (student engagement, behavior, systems) ● Curriculum (rigor, completion and quality of work) ● Campus (overall environment) <p>The school observation should be an engaging experience for the candidate. There should be at least 1 additional staff member, along with Hiring Manager, to lead school walk. The route should be pre-planned so that the Hiring Manager highlights one high-performing classroom, one lower performing classroom, one common area (cafeteria, library) and one non-teaching area (dean, counselor, office staff).</p>
<i>Demonstration Lesson</i>	<p><u>Local teacher candidate:</u></p> <ul style="list-style-type: none"> ● Visit at their school and observe them in their ‘natural setting’. This provides for an opportunity to not only evaluate their instruction, but to get a sense of the school culture and expectations that they’ve been working in prior to possibly joining the SHPS team. <p><u>OR</u></p>

- Candidate comes to SHPS and teach a demonstration lesson

In this instance teacher candidate should be provided with the following information prior to preparing their demo lesson:

- An explicit *standard* to be covered during the lesson. (NOT an objective – we want to see how the candidate can deconstruct and have a clear objective for his/her lesson)
- A brief amount of information about what the students have been learning up until this point and what they'll be learning following this point (provide context)
- A time constraint of 20 minutes to deliver the lesson (Strict enforcement)
- Information regarding what resources will be available to them for delivering their lesson, i.e. LCD projector, overhead, whiteboard with dry erase markers, poster paper, etc.
- Expectations to bring a copy of the lesson plan to the interview

Although it can be extremely valuable to see how someone responds when they are unsure of the situation they're entering, the goal of the demo lesson is to determine how well the candidate can deliver a lesson and the means in which they communicate/work with students and adults.

During the demo lesson, if deemed appropriate and available, teachers either within the grade level team of the proposed candidate or in the same department as the proposed candidate should be welcomed to participate in the evaluation. This is a chance to extend leadership opportunities to teachers who have demonstrated mastery of what it means to be an SHPS teacher.

Non-Local Candidates:

- Request the candidate video a lesson and send it to you

OR

- Travel to see the candidate in his/her current school environment*

Hiring Manager and other staff participants should use the Demonstration Lesson Scoring Tool

Hiring Manager conducts a lesson debrief with candidate just as he/she would with an SHPS teacher. The goals are to see how the candidate reflects on his/her lesson as well as how he/she takes feedback

**As this is not factored into recruiting costs, Hiring Manager must amend the RFH and have it approved by Budget Owner, CBO and Chief of Schools*

<i>Case Studies</i>	It is recommended that Hiring Managers use the Case Studies to get final evidence as necessary for the candidate in fit, culture and/ or instruction. Hiring Managers should select relevant case studies based on the additional information needed
<i>Supporting Documents</i>	Demonstration Lesson Scoring Tool Case Studies
<i>Length of Time</i>	Up to 1 hour or more depending on candidate (Demonstration lesson is a maximum of 20 minutes; additional time for school / classroom observations and lesson reflection)
<i>If PASS</i>	Hiring Manager proceeds to reference check
<i>If NOT PASS</i>	<u>Hiring Manager</u> sends a rejection email using the applicable CCT and <u>notifies HR</u>
<i>SHPS Response Time</i>	Flexible depending on timeline of other finalist candidate(s)

Reference Check: A minimum of two reference checks should be done on every candidate you wish to make an offer to. HR will complete reference checks.. See Appendix for Reference Check Best Practices

Candidate Selection: Hiring Manager will determine a final candidate.

A verbal offer should not be made to any candidate until Hiring Manager has an HR Consultation.

D. Offer Of Employment

HR Consultation: Hiring managers have a brief meeting with HR *prior to making the verbal offer*. HR and Hiring Manager review the RFH for accuracy and ensure the Hiring Manager has all the correct information to communicate to the candidate.

Verbal Offer: Hiring Managers should contact the candidate via phone and make the initial offer verbally. The verbal offer should be clearly articulated to the candidate and should include all of the following:

- Salary
- Sick and vacation accrual
- Eligibility for health benefits
- Work calendar
- Start date
- Date by which candidate needs to respond to accept or reject offer (minimum of 24 hours)

The Hiring Manager cannot initiate an offer that exceeds the salary approved on the RHF.

The Hiring Manager should state that the verbal offer is contingent upon a final signed offer letter and successful processing (background check etc.)

Counter Offers: The Hiring Manager cannot accept a counter offer from a candidate that exceeds the salary approved on the RHF. A new RHF must be filed for approval if the Hiring Manager wishes to increase the approved salary amount.

Moving Expenses: TO BE DETERMINED

Once the Hiring Manager receives a verbal acceptance from the candidate, the Hiring Manager will send a signed Personnel Action Form (PAF) to HR to initiate the official offer process. The information outlined on the PAF must match the information on the RHF.

New employee processing will not be initiated unless a completed, signed hard copy of the PAF is emailed or delivered to HR at least 5 days before the anticipated start date.

HR will draft the official offer letter depending on the terms of employment put forth in the RHF and the PAF. The offer letter will then be forwarded to the Hiring Manager for final review before the Hiring Manager sends the offer letter to the candidate. An offer letter will not be generated without a PAF. Without exception, offer letters must be signed by both the candidate and the Hiring Manager before the candidate is considered an employee. Given the legalities around offers, at no time should Hiring Managers draft or edit offer letters.

Rejecting Candidates: It is St. HOPE Public Schools policy not to give specific feedback on why a candidate wasn't chosen for a position. Depending on the stage in the hiring process, HR or the Hiring Manager chooses the appropriate CCT which gives general information about why a candidate was not selected. Should the Hiring Manager deliver a rejection by phone, he/she should not include feedback on the interview process.

Application Retention: All applications gathered by HR within the above process shall be held for a minimum of one year in electronic format.

E. New Employee Processing

HR must receive the signed PAF from the Hiring Manager no less than 5 days from the scheduled start date to allow adequate time for employee processing.

After the PAF is received by HR a confirmation will be sent to the Hiring Manager via email. HR will then begin processing the new employee using the New Employee Hiring Checklist. HR will reach out to the new employee directly to schedule a new hire meeting.

HR will not remove job postings until a chosen candidate reports for work on his or her scheduled start date.

Property & Technology Request (PTR)

After PAF is received, HR will send a Property and Technology Request form to the Hiring Manager for completion and signature. This form will be completed by the Hiring Manager, returned to HR, who will scan

and forward a copy to ITHelpdesk@sthopepublicschools.org. The Hiring Manager will be carbon copied on the email.

Keys: Hiring Manager lists keys the new employee will receive on the form so SHPS has a formal record and can collect all keys when employment ends. It is the Hiring Manager's responsibility to get the appropriate keys to the new employee on his/her first day of employment.

Technology: All technology requested on the form (E.g. computer, phone etc) will go directly to the Hiring Manager. It is the Hiring Manager's responsibility to get the technology to the new employee on his/her first day of employment.

New Hire Meeting

Prior to an new employee's first day, the new hire will receive:

- A verbal explanation of all benefits
- A written copy of the benefits overview
- Written instructions and forms for all new hire paperwork
- The SHPS Employee Handbook
- The relevant work calendar
- Instructions for completing timesheets (if applicable)
- The anticipated first pay date*

**This is contingent upon employee submitting all payroll documents 7 days prior to the pay date*

On the first day that the new hire reports to work, the new hire will have a new hire meeting lasting approximately 20-30 minutes. At the meeting the new hire will review and submit a new hire documentation packet. All processing paperwork will be completed as per the New Employee Hiring Checklist.

New employees will be instructed to return all HR paperwork, completed live scan and TB test at least 48 hours before their anticipated start date to avoid their start being delayed. The new employee will hand deliver all materials to HR within the allotted time.

HR will inform the hiring manager via email when official paperwork is complete and employee has clearance to begin work. A new employee should not begin work unless the Hiring Manager has received an email verifying clearance to begin work from HR.

The original PAF shall remain with HR.

PAYROLL CHECKLIST: The following documents will be entered into a database and given to Payroll for processing *the day they are all received*. HR will send an email to Payroll noting the time and day these documents were sent.

These documents must be received by Payroll 7 days prior to pay date. If all documents are not received 7 days prior to pay date, the new employee's first paycheck will be processed for the next pay period.

If this is the case, HR will notify the employee immediately and carbon copy the Hiring Manager.

- Completed PAF
- Completed Benefits Summary Checklist, indicating number of dependents covered
- Driver's License plus a Social Security card or Passport
- W-4
- I-9
- Completed STRS enrollment form (if eligible)
- Completed Emergency Data form
- Completed Direct Deposit (optional) form
- Voided blank check

INSURANCE CHECKLIST: HR verifies that the new hire has successfully enrolled in benefits online. HR will file a copy of the benefits enrollment confirmation.

- Medical Enrollment
- Dental Enrollment
- Vision Insurance
- Employee Contributed Reimbursement
- Life Insurance Enrollment

New Hire Start Day: It is the responsibility of the Hiring Manager to coordinate the new employee's first day and his / her orientation. All new employees should be instructed to report to Hiring Manager on their first day. The Hiring Manager or his/her designee should provide the new employee with:

- Keys
- Technology
- Schedule
- Staff directory
- Additional relevant orientation materials (E.g. school site specific Handbook etc)

III. **FORMS AND SUPPORTING DOCUMENTS**

- Request for Hire Form (RHF)
- Job Description Template
- Application Screening Indicators
- Written Question Prompts & Scoring Guide
- Phone Screen Questions & Scoring Guide
 - School Leaders, Teachers, Deans, Counselors
 - All Other Positions
- Interview Guides
 - School Leaders

- Teachers
- All Other Positions
- Demonstration Lesson Scoring Tool
- Case Studies
- Salary Conversation Best Practices
- Reference Check Best Practices
- Candidate Communications Templates
- Personnel Action Form (PAF)
- Property and Technology Request (PTR)
- New Employee Hiring Checklist



SAC HIGH SUMMER PD SCHEDULE

2016 Summer Professional Development | Week One

Result	Tuesday 7/26/2016		Wednesday 7/27/2016		Thursday 7/28/2016		Friday 7/29/2016	
	New Teacher Orientation Sac High PSTE/PS7M OPP & HO		Overview of Oak Park Walking Tour of Oak Park Time with SHS Alumni @ McClatchy Park		SHLI Group A Group B Group C Group A Group B Group C		SHLI Group A Group B Group C	
Time 7:00-7:15 7:15-7:30 7:30-7:45 7:45-8:00 8:00-8:15 8:15-8:30 8:30-8:45 8:45-9:00 9:00-9:15 9:15-9:30 9:30-9:45 9:45-10:00 10:00-10:15 10:15-10:30	<p>Welcome to Sac High (Team Building Tour of Campus, Overview of SHS ppt, Starting with the WHY)</p> <p>Transition</p> <p>Daily Life at Sac High (Big Picture, Classroom)</p>	<p>New Staff SHPS Opening</p> <p>St. HOPE 101 Jake Mossawir Jim Schreible (Mel Lawson Theater at SHS)</p> <p>Break</p> <p>Intro to Performance Evaluation & Compensation (All New Staff)</p> <p>Shannon Wheatley Carmen Perkins (Library)</p> <p>HR 101: Benefits, STRS, 401k, & Paper Timesheets</p> <p>Dominique Amis Gregg Rich (Mel Lawson)</p> <p>Intro to Performance Evaluation & Compensation (All New Staff)</p> <p>Shannon Wheatley Carmen Perkins (Library)</p> <p>Break / Pickup Lunches (Pizza)</p> <p>Intro to Performance Evaluation & Compensation (All New Staff)</p> <p>Shannon Wheatley Carmen Perkins (Library)</p> <p>HR 101: Benefits, STRS, 401k, & Paper Timesheets</p> <p>Dominique Amis Gregg Rich (Mel Lawson)</p> <p>Intro to Performance Evaluation & Compensation (All New Staff)</p> <p>Shannon Wheatley Carmen Perkins (Library)</p>	<p>Overview of Oak Park</p> <p>Walking Tour of Oak Park</p> <p>Time with SHS Alumni @ McClatchy Park</p> <p>Transition</p> <p>Intro to Advisory</p> <p>Establishing High Expectations and Classroom Routines</p>	<p>St. HOPE Leadership Institute</p> <p>Day One/ST. HOPE Leadership Team St. HOPE Public Schools Management Team (The Guild Theater) 2828 35th St, Sacramento, CA 95817</p>	<p>St. HOPE Leadership Institute</p> <p>Day Two St. HOPE Leadership Team St. HOPE Public Schools Management Team (The Guild Theater) 2828 35th St, Sacramento, CA 95817</p>	<p>St. HOPE Leadership Institute</p> <p>Day One/ST. HOPE Leadership Team St. HOPE Public Schools Management Team (The Guild Theater) 2828 35th St, Sacramento, CA 95817</p>	<p>St. HOPE Leadership Institute</p> <p>Day Two St. HOPE Leadership Team St. HOPE Public Schools Management Team (The Guild Theater) 2828 35th St, Sacramento, CA 95817</p>	
10:30-10:45	Transition	HR 101: Benefits, STRS, 401k, & Paper Timesheets	Transition	Transition	Transition	Transition	Transition	
10:45-11:00 11:00-11:15 11:15-11:30 11:30-11:45	Sac High New Teacher HR/IT/Facilities (Library)	HR 101: Benefits, STRS, 401k, & Paper Timesheets	Transition	Transition	Transition	Transition	Transition	
11:45-12:00	Sac High New Teacher HR/IT/Facilities (Library)	HR 101: Benefits, STRS, 401k, & Paper Timesheets	Transition	Transition	Transition	Transition	Transition	
12:00-12:15 12:15-12:30 12:30-12:45	Lunch	HR 101: Benefits, STRS, 401k, & Paper Timesheets	Lunch	Lunch	Lunch	Lunch	Lunch	
12:45-1:00	Lunch	HR 101: Benefits, STRS, 401k, & Paper Timesheets	Lunch	Lunch	Lunch	Lunch	Lunch	
1:00-1:15	Classroom Management: Authoritative Presence	HR 101: Benefits, STRS, 401k, & Paper Timesheets	Transition to School	Transition to School	Transition to School	Transition to School	Transition to School	
1:30-1:45 1:45-2:00 2:00-2:15 2:15-2:30 2:30-2:45 2:45-3:00 3:00-3:15 3:15-3:30 3:30-3:45	Proactive Moves Clear Directions Narrating the Positive Reactive Moves (Consequences and the consequence ladder) Communication Home	HR 101: Benefits, STRS, 401k, & Paper Timesheets	Transition to School	Transition to School	Transition to School	Transition to School	Transition to School	
3:45-4:00	Intro to Restorative Practices, Community Circles	HR 101: Benefits, STRS, 401k, & Paper Timesheets	Transition to School	Transition to School	Transition to School	Transition to School	Transition to School	

SHI HOPE PD
SHS PD (Teachers)
SHS PD (All Staff)
SHS PD (Advisory / Teachers)

2016 Summer Professional Development | Week Two

Time	8/17/2016	8/18/2016	8/19/2016	8/20/2016	8/21/2016	8/22/2016	8/23/2016	8/24/2016	8/25/2016
7:00-7:15	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
7:15-7:30	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
7:30-7:45	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
7:45-8:00	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
8:00-8:15	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
8:15-8:30	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
8:30-8:45	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
8:45-9:00	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
9:00-9:15	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
9:15-9:30	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
9:30-9:45	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
10:00-10:15	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
10:15-10:30	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
10:30-10:45	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
10:45-11:00	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
11:00-11:15	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
11:15-11:30	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
11:30-11:45	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
11:45-12:00	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
12:00-12:15	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
12:15-12:30	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
12:30-12:45	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
12:45-1:00	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
1:00-1:15	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
1:15-1:30	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
1:30-1:45	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
1:45-2:00	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
2:00-2:15	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
2:15-2:30	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
2:30-2:45	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
2:45-3:00	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
3:00-3:15	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
3:15-3:30	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
3:30-3:45	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD
3:45-4:00	Group A	Group B	Group C	SHLI	Group A	Group B	Group C	School Site PD	School Site PD

SL HOPE PD
SHS PDI (Teachers)
SHS PD (All Staff)
SHS PDI (Advisory Teachers)

SL HOPE Leadership Institute
Day Three SL HOPE Leadership Team SL HOPE
Public Schools Management Team (The Guild
Theater) 2828 35th St, Sacramento, CA 95817

SL HOPE Leadership Institute
Day Four SL HOPE Leadership Team SL HOPE
Public Schools Management Team (The Guild
Theater) 2828 35th St, Sacramento, CA 95817

Teach Boost
Kari Verity
Arnie Cervanka
Michelle Seijas
(Location TBD)

Transition
Taking Care of
Yourself, Your
Students, and
Your
Teammates
Carmen Perkins
Priya Singh
Jerad Hyden
(Mel Lawson)

Transition to School
Community Circle
Unit Plan Overview (Leticia)

St. HOPE Leadership Institute
Day Four SL HOPE Leadership Team SL HOPE
Public Schools Management Team (The Guild
Theater) 2828 35th St, Sacramento, CA 95817

11:45-12:00
12:00-12:15
12:15-12:30
12:30-12:45
12:45-1:00
1:00-1:15
1:15-1:30
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2:15-2:30
2:30-2:45
2:45-3:00
3:00-3:15
3:15-3:30
3:30-3:45
3:45-4:00

Lunch
Transition to School
Community Circle
Long Term Plan Overview (Came)
Long Term Planning Time
Special Education Presentation (All Staff)

Teach Like A
Champion: No Opt
Out (Kim Munoz
W41)
Teach Like A
Champion: 100%
Dundov, WG)
Teach Like A
Champion: 100%
Dundov, WG)
Break
Investing Students in Working Hard (Admin Team)
Lunch
Context Setting with Departments
(Literacy Across Curriculum)
Lesson Plan Overview (Michelle
Williams)
Lesson Planning Time
Lunch
APs & Deans
Suspension/Expulsion
& Inappropriate
Incident
Tracking
Shannon
Whinsley Jerad
Hyden Vijay Pegany
(Location TBD)
Lunch
Teach Like A
Champion: Tight
Transitions
(Greg Norris,
WWC)
Break
Emergency Drills (All Staff)
WASC & Charter Renewal (All Staff)

Community Circle
Teach Like A
Champion: 100%
Dundov, WG)
Teach Like A
Champion: 100%
Dundov, WG)
Break
Investing Students in Working Hard (Admin Team)
Lunch
Context Setting with Departments
(Literacy Across Curriculum)
Lesson Plan Overview (Michelle
Williams)
Lesson Planning Time
Lunch
APs & Deans
Suspension/Expulsion
& Inappropriate
Incident
Tracking
Shannon
Whinsley Jerad
Hyden Vijay Pegany
(Location TBD)
Lunch
Teach Like A
Champion: Tight
Transitions
(Greg Norris,
WWC)
Break
Emergency Drills (All Staff)
WASC & Charter Renewal (All Staff)

Community Circle
Grade Level Expectations
(Patrick & Grade Level
Leads)
Advisory Updates (Patrick)
Break
Grade Level Advisory
Curriculum Review (Grade
Level Advisory Leads)
Logging Communication
Home in Illuminate
(Michelle)
Lunch
BGS Welcome Call to
Advisory Students (invite
to BGS Strategy, First Day
Info, Uniform)
Long Term Plan/ Lesson
Plan Time

8/17/2016
Group A
Group B
Group C
SHLI

8/18/2016
Group A
Group B
Group C
SHLI

8/19/2016
Group A
Group B
Group C
SHLI

8/20/2016
School Site PD

8/21/2016
School Site PD

8/22/2016
School Site PD

8/23/2016
School Site PD

8/24/2016
School Site PD

8/25/2016
School Site PD

Time

7:00-7:15

7:15-7:30

7:30-7:45

7:45-8:00

8:00-8:15

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1:30-1:45

1:45-2:00

2:00-2:15

2:15-2:30

2:30-2:45

2:45-3:00

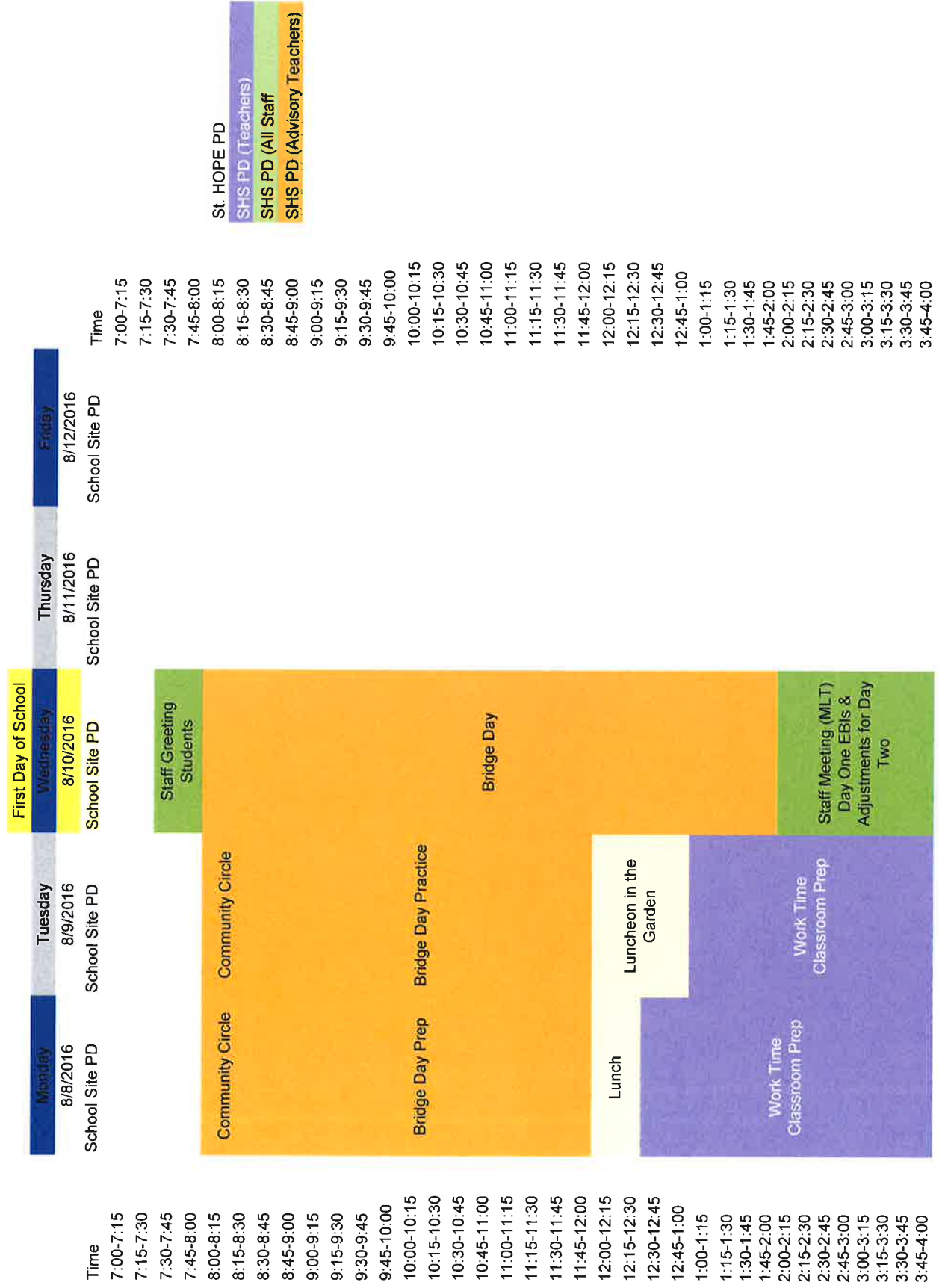
3:00-3:15

3:15-3:30

3:30-3:45

3:45-4:00

2016 Summer Professional Development Week Three





APPENDIX F

- **SHPS Employee Handbook**
- **SCHS Emergency Preparedness Guide**
- **SHPS Anti-Harassment and Discrimination Policy**
- **SHPS Wellness Policy**
- **SHPS Bullying and Harassment Policy**



BULLYING AND HARASSMENT POLICY



Bullying and Harassment Policy

St. HOPE Public Schools (SHPS) believes that all students have a right to a safe and healthy school environment. SHPS schools and community have an obligation to promote mutual respect, tolerance, and acceptance.

SHPS will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

According to the California Department of Education:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

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

(i) A message, text, sound, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).



SHPS expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, SHPS will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the Department of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.



The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.



SHPS EMPLOYEE HANDBOOK

ST+HOPE

PUBLIC SCHOOLS 2016-2017 Handbook

The children are always ours, every single one of them.....Children have never been very good at listening to their elders, but they have never failed to imitate them.”

James Baldwin

Contents

INTRODUCTION	6
Welcome Letter from the CEO	6
Purpose of SHPS Employee Handbook	6
Our Vision & Mission.....	7
The Five Pillars of St. HOPE	7
POLICIES AND PROCEDURES	8
Policy and Procedure Overview	8
Nature of Employment	8
Discrimination, Harassment and Retaliation Prevention Policy	8
Disability Accommodation	10
Religious Accommodation	11
Accommodation for Adult Literacy Programs.....	11
Accommodation for Victims of Domestic Violence, Sexual Assault or Stalking	12
Accommodation for Drug or Alcohol Treatment or Rehabilitation	12
Employment Classifications	13
Criminal Background Checks.....	13
Certification and Licensure	15
CalSTRS Eligibility and Creditable Service	15
Sexual Harassment Training/Information.....	15
Reporting and Anti-Retaliation Policy.....	16
Procedure for Submitting Confidential Complaints.....	16
Policy Prohibiting Unlawful Retaliation or Discrimination.....	17
Complaint Resolution.....	17
Complaint Procedures and SHPS' Response	18
Prohibited Alcohol, Smoking, and Drug Use Policy.....	18
Work-Related Injuries or Illnesses	18
Reporting Work-Related Injury or Illness.....	19
Leaves of Absence/Accommodation.....	19
Return to Work	19
Fraud	19
Smoke-Free Workplace	19
Health and Safety.....	19
Emergency Evacuation.....	20

Child Neglect and Abuse Reporting	20
Types of Child Abuse Defined	21
STANDARDS OF CONDUCT AND WORKPLACE ETHICS	22
SHPS Employee Code of Conduct.....	22
California Professional Standards for Educational Teachers	23
Personal Appearance and Standards of Dress for Staff	25
No Solicitation/Distribution of Literature	26
Workplace Bullying	26
Reporting and Response	27
Anti-Retaliation	27
Romantic and Family Relationships at Work	27
Conflicts of Interest.....	28
Outside Employment	28
Student Supervision	29
Student Transportation Policy and Guidelines	29
Access to Personnel Records	30
St. HOPE Public Schools Key Policy	30
Technology Usage Policy.....	32
Faculty PC Acceptable Usage	32
Personal Device Policy	32
Cellular and Smartphone Acceptable Usage.....	32
Use of IT Services and Materials	33
Filtering	34
Intellectual Property	34
Right of Account Review	34
Assumption of Risk.....	34
Indemnification.....	35
Policy Modifications.....	35
Violation of Policy	35
Technology Needs, Questions, and Help	35
Anticipated Litigation.....	36
Social Media Policy.....	37
Policy for Staff use of Social Media.....	37
PERFORMANCE EVALUATION & COMPENSATION.....	39

Compensation & Pay Days	39
Payroll Advances	40
Severance	40
Overtime	40
Supplemental Wages	41
Payroll Withholdings	41
Discussion of Wages	42
Meal and Rest Breaks	42
Time Cards/Records	44
Expense Reimbursement	44
Relocation Assistance Benefit	44
Donations and Fundraising	46
Health Insurance	46
Open Enrollment Period	46
Same-Sex Marriages and Domestic Partnerships	46
California State Disability Insurance	46
Family Leave Insurance	47
Amount and Duration of Benefits	47
Unemployment Compensation Insurance	47
Long-Term Disability Insurance	47
Group-Term Life Insurance	47
St. HOPE Public Schools 401(k) Plan	47
Detail St HOPE 401(k) Retirement Plan	48
CalSTRS Retirement Plan	48
Holidays	48
Religious Observances	48
Paid Sick Leave and Vacation	48
General Sick Leave Rules and Procedures	49
Personal Days	50
General Personal Leave Rules and Procedures	50
Vacation	50
Documentation of Vacation Leave	51
Exhaustion of Vacation Leave	51
Vacation Leave Payout upon Final Pay	51

Punctuality and Attendance.....	51
Substitute Policies & Procedures	52
Workers’ Compensation	52
Medical Provider Network	52
LEAVES OF ABSENCES.....	53
Family and Medical Leave (FMLA)	53
Bereavement Leave	61
Time Off for Jury and Witness Duties	61
Time Off for Voting	62
Military Leave.....	62
California Military Leave	63
Emergency Responder Leave	64
Civil Air Patrol Leave	64
Unpaid Leave of Absence.....	65
Domestic Violence, Sexual Assault or Stalking Victim Leave	65
Crime Victim Leave for Certain Felonies.....	65
Leave To Attend Court Proceedings for Serious Crimes	66
School or Child Care Activities Leave	66
School Discipline Leave	67
Time Off for Duty as Election Official.....	67
Bone Marrow Donor Leave	67
Organ Donor Leave	68
EMPLOYMENT SEPARATION	69
Employee Resignation.....	69
References and Employment Verifications.....	69
HANDBOOK ACKNOWLEDGEMENT AND RECEIPT	71
DISCRIMINATION, HARASSMENT AND RETALIATION PREVENTION POLICY ACKNOWLEDGEMENT AND RECEIPT	72

INTRODUCTION

Welcome Letter from the CEO

Dear St. HOPE Team & Family,

It is our privilege to welcome you to St. HOPE Public Schools! We all share an unwavering belief in the potential of all students. The ultimate purpose of our work together here can be defined in our Mission Statement: “To graduate self-motivated, industrious and critically thinking leaders who are committed to serving others, passionate about lifelong learning, and prepared to earn a degree from a four-year college.”

We are committed to being a great place to work. We recognize our employees are our greatest asset and that our students do best when we are able to do our best for them. This Employee Handbook is intended to provide you with a clear understanding of what is expected from you and what you can expect from this organization. The policies expressed in the handbook are designed to create a positive work environment.

Please read the handbook carefully and keep it handy for future reference. If after reading this handbook you have any questions, please contact the Human Resources team at hrhelpdesk@sthopepublicschools.org

Sincerely,
Jake Mossawir

* * *

Purpose of SHPS Employee Handbook

This employee handbook is designed to acquaint you with St. HOPE Public Schools (SHPS) and to provide you with information about working conditions, employee benefits and the policies affecting your employment. You are expected to read, understand and comply with all provisions of the employee handbook. It describes many of your responsibilities as an employee and outlines the programs developed by SHPS that benefit you as an employee. Our objective is to provide a work environment that is conducive to professional growth. All employees are required to sign and return the Handbook Acknowledgement Form contained at the end of this handbook.

The policies set forth here replace any and all previous policies or benefits, whether written or oral, that differ from or are inconsistent with what is contained in this handbook.

This handbook is only intended for the purposes of expressing SHPS guidelines and does not constitute an employment contract with SHPS. It is not intended to impose any expressed or implied contractual obligations on SHPS. Present employment by SHPS is not an expressed or implied agreement or contract for continued employment.

No employee handbook can anticipate every circumstance or question about policy. As SHPS continues to grow, the need may arise – and SHPS reserves the right except for the policy of at-will employment – to revise, supplement or rescind any policies or portion of the Employee Handbook from time to time as it deems appropriate in its sole and absolute discretion. The Human Resources Department shall notify employees in writing of such changes to the employee handbook as they occur.

Our Vision & Mission

The vision of St. HOPE Public Schools is: “To create one of the finest urban pre-kindergarten through 12th grade public school systems in America.”

Our mission is: “To graduate self-motivated, industrious and critically thinking leaders who are committed to serving others, passionate about life-long learning, and prepared to earn a degree from a four-year college.”

The Five Pillars of St. HOPE

High Expectations

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

Choice and Commitment

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

More Time

St. HOPE Public Schools knows that there are no shortcuts when it comes to success in academics and life. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that prepare them for competitive colleges, as well as more opportunities to engage in diverse extracurricular experiences.

Focus on Results

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

Power to Lead

St. HOPE Public Schools strongly believes the measure of a person’s success is in what he or she gives to others. Through community service, students develop a strong sense of civic responsibility and establish the foundation for a lifetime of meaningful community involvement. Students also deepen and demonstrate their learning, are empowered to become leaders, and impact the community in which they live.

POLICIES AND PROCEDURES

Policy and Procedure Overview

This handbook summarizes the policies and procedures that are in effect for the 2016-17 school year. None of the benefits of policies in this manual are intended by reason of their publication to confer any rights or privileges or to entitle the employee to be or remain employed by SHPS. The contents of this handbook are presented as a matter of information only. With the exception of the “at-will” employment policy, the plans, policies, and procedures described herein are not conditions of employment and are subject to change by SHPS.

If you are uncertain about any policies or procedures, regardless of whether or not they are referred to in this manual, please direct your questions to your Principal, Manager, Director, Chief or the CEO (also referred to as the Superintendent).

Nature of Employment

Employment with St. HOPE Public Schools is “at-will.” St. HOPE Public Schools and its employees mutually retain the right to terminate their employment at any time with or without notice and with or without reason. The SHPS Board of Directors is the only body/person at SHPS that can change an employee’s at-will status. The change in at-will status must be memorialized in writing and signed by both the employee AND the Chairperson of the Board. Unless set forth in writing and signed by the Chairperson of the Board, employment at SHPS is for no specific period of time, and any statement inconsistent with this policy is unauthorized. Throughout this manual, policies are stated regarding specific actions, which may result in termination of employment. These policies in no way limit or alter SHPS’ at-will policy.

Discrimination, Harassment and Retaliation Prevention Policy

Equal Employment Opportunity

SHPS is an equal opportunity employer. In accordance with applicable law, we prohibit discrimination and harassment against employees, applicants for employment, individuals providing services in the workplace pursuant to a contract, unpaid interns and volunteers based on their actual or perceived: race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status (including registered domestic partnership status), sex (including pregnancy, childbirth, lactation and related medical conditions), gender (including gender identity and expression), age (40 and over), sexual orientation, Civil Air Patrol status, military and veteran status and any other consideration protected by federal, state or local law (sometimes referred to, collectively, as “protected characteristics”).

For purposes of this policy, discrimination on the basis of "national origin" also includes discrimination against an individual because that person holds or presents the California driver's license issued to those who cannot document their lawful presence in the United States. An employee's or applicant for employment's immigration status will not be considered for any employment purpose except as necessary to comply with federal, state or local law. Our commitment to equal employment opportunity applies to all persons involved in our operations and prohibits unlawful discrimination and harassment by any employee (including supervisors and co-workers), agent, client, customer, or vendor.

Prohibited Harassment

SHPS is committed to providing a work environment that is free of illicit harassment based on any protected characteristics. As a result, SHPS maintains a strict policy prohibiting sexual harassment and harassment against employees, applicants for employment, individuals providing services in the workplace pursuant to a contract, unpaid interns or volunteers based on any legally-recognized basis, including, but not limited to, their actual or perceived race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status (including registered domestic partnership status), sex (including pregnancy, childbirth, lactation and

related medical conditions), gender (including gender identity and expression), age (40 or over), sexual orientation, Civil Air Patrol status, military and veteran status, immigration status or any other consideration protected by federal, state or local law. For purposes of this policy, discrimination on the basis of "national origin" also includes harassment against an individual because that person holds or presents the California driver's license issued to those who cannot document their lawful presence in the United States. All such harassment is prohibited.

This policy applies to all persons involved in our operations, including coworkers, supervisors, managers, temporary or seasonal workers, agents, clients, vendors, customers, or any other third party interacting with SHPS ("third parties") and prohibits proscribed harassing conduct by any employee or third party of SHPS, including nonsupervisory employees, supervisors and managers. If such harassment occurs on SHPS' premises or is directed toward an employee or a third party interacting with SHPS, the procedures in this policy should be followed.

Sexual Harassment Defined

Sexual harassment includes unwanted sexual advances, requests for sexual favors or visual, verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made a term or condition of employment; or
- Submission to, or rejection of, such conduct is used as a basis for employment decisions affecting the individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment also includes various forms of offensive behavior based on sex and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct: leering; making sexual gestures; displaying sexually suggestive objects or pictures, cartoons, posters, websites, emails or text messages.
- Verbal conduct: making or using derogatory comments, epithets, slurs, sexually explicit jokes, or comments about an employee's body or dress.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature; graphic verbal commentary about an individual's body; sexually degrading words to describe an individual; suggestive or obscene letters, notes or invitations.
- Physical conduct: touching, assault, impeding or blocking movements.
- Retaliation for reporting harassment or threatening to report sexual harassment.

An employee may be liable for harassment based on sex even if the alleged harassing conduct was not motivated by sexual desire. An employee who engages in unlawful harassment may be personally liable for harassment even if SHPS had no knowledge of such conduct.

Other Types of Harassment

Prohibited harassment on the basis of any legally protected classification, including, but not limited to: race, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status (including domestic partnership status), age (40 or over), sexual orientation, Civil Air Patrol status, military and veteran status, immigration status or any other consideration protected by federal, state or local law, includes behavior similar to the illustrations above pertaining to sexual harassment. This includes conduct such as:

- Verbal conduct including threats, epithets, derogatory comments or slurs based on an individual's protected classification;
- Visual conduct, including derogatory posters, photographs, cartoons, drawings or gestures based on protected classification; and
- Physical conduct, including assault, unwanted touching or blocking normal movement because of an individual's protected status.

Abusive Conduct Prevention

It is expected that SHPS and persons in the workplace perform their jobs productively as assigned, and in a manner that meets all of managements' expectations, during working times, and that they and refrain from any malicious, patently offensive or abusive conduct including but not limited to conduct that a reasonable person would find offensive based on any of the protected characteristics described above. Examples of abusive conduct include repeated infliction of verbal abuse, such as the use of malicious, derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the intentional sabotage or undermining of a person's work performance.

Protection Against Retaliation

Retaliation is prohibited against any person by another employee or by SHPS for using SHPS' complaint procedure, reporting proscribed discrimination or harassment or filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a governmental enforcement agency. Prohibited retaliation includes, but is not limited to, termination, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions or otherwise denying any employment benefit.

Discrimination, Harassment, Retaliation and Abusive Conduct Complaint Procedure

Any employee who believes that he or she has been harassed, discriminated against, or subjected to retaliation or abusive conduct by a co-worker, supervisor, agent, client, vendor, customer, or any other third party interacting with SHPS in violation of the foregoing policies, or who is aware of such behavior against others, should immediately provide a written or verbal report to his or her supervisor, any other member of management and/or Human Resources.

Employees are not required to make a complaint directly to their immediate supervisor. Supervisors and managers who receive complaints of misconduct must immediately report such complaints to Human Resources who will attempt to resolve issues internally. When a report is received, SHPS will conduct a fair, timely, thorough and objective investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. SHPS expects all employees to fully cooperate with any investigation conducted by SHPS into a complaint of proscribed harassment, discrimination or retaliation, or regarding the alleged violation of any other SHPS policies. SHPS will maintain confidentiality surrounding the investigation to the extent possible and to the extent permitted under applicable federal and state law.

Upon completion of the investigation, SHPS will communicate its conclusion as soon as practical. If SHPS determines that this policy has been violated, remedial action will be taken, commensurate with the severity of the offense, up to and including termination of employment. Appropriate action will also be taken to deter any such conduct in the future.

The federal Equal Employment Opportunity Commission (EEOC) and the California Department of Fair Employment and Housing (DFEH) will accept and investigate charges of unlawful discrimination or harassment at no charge to the complaining party. Information may be located by visiting the agency website at www.eeoc.gov or www.dfeh.ca.gov.

Disability Accommodation

To comply with applicable laws ensuring equal employment opportunities for individuals with disabilities, SHPS will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an employee or applicant for employment unless undue hardship and/or a direct threat to the health and/or safety of the individual or others would result.

Any employee who requires an accommodation in order to perform the essential functions of his or her job, enjoy an equal employment opportunity, and/or obtain equal job benefits should contact Human Resources to request such an accommodation. Human Resources will communicate with the employee and engage in an interactive process to determine the nature of the issue and what, if any, reasonable accommodation may be appropriate. In some cases, this

interactive process may be triggered without a request from the employee, such as when SHPS receives notice from its own observation or another source that a medical impairment may be impacting the employee's ability to perform his or her essential job functions.

Employees who believe they need an accommodation must specify, preferably in writing, what barriers or limitations prompted the request. SHPS will evaluate information obtained from the employee, and possibly his or her health care provider or another appropriate health care provider, regarding any reported or apparent barriers or limitations and will then work with the employee to identify possible accommodations, if any, that will help to eliminate or otherwise address the barrier(s) or limitation(s). If an identified accommodation is reasonable and will not impose an undue hardship on SHPS and/or a direct threat to the health and/or safety of the individual or others, SHPS will generally make the accommodation or it may propose another reasonable accommodation that may also be effective. Employees are required to cooperate with this process by providing all necessary documentation supporting the need for accommodation, and being willing to consider alternative accommodations when applicable.

SHPS will also consider requests for reasonable accommodations for medical conditions related to pregnancy, childbirth and lactation if supported by medical documentation and/or as required by applicable federal, state or local law.

Employees who wish to request unpaid time away from work because of a qualifying disability should speak to Human Resources regarding a proposed accommodation.

SHPS will not retaliate or otherwise discriminate against an employee or applicant who requests an accommodation in accordance with this policy.

Religious Accommodation

SHPS will provide reasonable accommodation for employees' religious beliefs, observances, and practices when a need for such accommodation is identified and reasonable accommodation is possible. A reasonable accommodation is one that eliminates the conflict between an employee's religious beliefs, observances, or practices and the employee's job requirements, without causing undue hardship to SHPS.

SHPS has developed an accommodation process to assist employees, management, and Human Resources. Through this process, SHPS establishes a system of open communication between employees and SHPS to discuss conflicts between religion and work and to take action to provide reasonable accommodation for employees' needs. The intent of this process is to ensure a consistent approach when addressing religious accommodation requests. Any employee who perceives a conflict between job requirements and religious belief, observance, or practice should bring the conflict and his or her request for accommodation to the attention of Human Resources to initiate the accommodation process. SHPS requests that accommodation requests be made in writing, and in the case of schedule adjustments, as far in advance as possible.

SHPS will not retaliate or otherwise discriminate against an employee or applicant who requests an accommodation in accordance with this policy.

Accommodation for Adult Literacy Programs

SHPS provides reasonable accommodation and assistance to an employee who reveals a literacy problem and requests assistance to enroll in an adult literacy education program unless doing so will result in an undue hardship to SHPS's business operations. Examples of assistance include providing employees with the location of local literacy programs and arranging for jobsite visits by literacy education providers.

Employees who wish to self-identify as an individual with a literacy problem and request an accommodation should contact Human Resources. SHPS will take reasonable steps to safeguard the privacy of any employee who self-identifies.

In addition, employees who are performing satisfactorily will not be subject to termination of employment because they have disclosed literacy problems.

While SHPS encourages employees to improve their literacy skills, SHPS will not reimburse employees for the costs incurred in attending a literacy program. Time off to attend literacy programs may be provided as a reasonable accommodation unless doing so will result in an undue hardship. However, if time off is provided, the time off may be unpaid. If time off is unpaid, employees wishing to take such leave may utilize their existing vacation time or other accrued paid time off.

Accommodation for Victims of Domestic Violence, Sexual Assault or Stalking

SHPS will make reasonable accommodations for any employee who reports that he or she is the victim of domestic violence, sexual assault or stalking and requests that SHPS accommodate his or her safety while at work, unless providing the accommodation will impose an undue hardship on SHPS's business operations or violates SHPS's duty to provide a safe and healthy working environment for all employees.

Reasonable accommodations may include, but are not limited to: a transfer; reassignment; modified work schedule; change in work telephone number; change in work station; installed lock; assistance in documenting domestic violence, sexual assault or stalking that occurs at the workplace; safety procedures; or other adjustment to a job structure, workplace facility or work requirement in response to a domestic violence, sexual assault or stalking or referral to a victim assistance organization.

Employees may also be entitled to a leave of absence under SHPS's Domestic Violence, Sexual Assault or Stalking Victim Leave policy and should consult that policy and/or Human Resources for additional information.

SHPS may request that an employee provide a written statement signed by the employee (or an individual acting on behalf of the employee) certifying that the requested accommodation is for the employee's safety while at work. SHPS may also require an employee to provide a certification, such as police report, court order or documentation from a medical professional, that the employee is the victim of domestic violence, sexual assault or stalking and may request recertification every six months. Employees must notify SHPS if their needs change or if they no longer need an accommodation.

SHPS will keep all information submitted in connection with an employee's request for an accommodation confidential to the extent permissible by law. If the law requires disclosure of information, SHPS will notify the employee before any information is released.

SHPS will not discriminate, harass or retaliate against any employee because the individual is, or is perceived to be, a victim of domestic violence, sexual assault or stalking or requests a reasonable accommodation in accordance with this policy.

Employees who have questions about this policy or who wish to request a reasonable accommodation under this policy should contact their Human Resources representative.

Accommodation for Drug or Alcohol Treatment or Rehabilitation

SHPS will attempt to reasonably accommodate employees with chemical dependencies (drugs or alcohol), if they voluntarily wish to seek treatment and/or rehabilitation, unless the accommodation imposes an undue hardship on SHPS's business operations. SHPS's support for treatment and rehabilitation does not obligate SHPS to hire or employ any person who violates SHPS's drug and alcohol abuse policy or who, because of current use of drugs or alcohol, is unable to perform his or her duties or cannot perform the duties in a manner that would not endanger his or her health or safety or the health or safety of others.

SHPS will keep all information submitted in connection with an employee's enrollment in a drug or alcohol rehabilitation program confidential to the extent permissible by law. Time off for these purposes is unpaid. However, employees wishing to take such leave may utilize their sick leave or accrued paid time off, if applicable.

Employees who have questions about this policy or who wish to request a reasonable accommodation under this policy should contact their Human Resources representative.

Employment Classifications

Employees are classified by SHPS as exempt or nonexempt and full-time, part-time or temporary.

Exempt Employees: Exempt employees are regular employees whose job assignments meet the federal and/or state requirements for overtime exemption.

Non-exempt Employees: Non-exempt employees are regular employees subject to federal and/or state overtime regulations and will be compensated for overtime hours worked in accordance with the law. Non-exempt employees are paid on an hourly basis and must comply with SHPS' policies regarding overtime work (See page 37).

Full-Time/Benefits Eligible Employees: Full-time employees, either exempt or nonexempt, are employees who regularly work thirty (30) or more hours per week. Full-time employees qualify for all SHPS benefits, subject to the benefits' plan, policies, terms, conditions, and limitations.

Part-Time/Non-Eligible Employees: Part-time employees, either exempt or nonexempt, are employees who are scheduled to work fewer than thirty (30) hours per week. Part-time employees are ineligible for any SHPS benefits not legally mandated by applicable laws (e.g., Social Security, CA SDI, etc.).

Temporary Employees: Temporary employees, either exempt or nonexempt, do not work on a continuous basis, but rather cover absent employees or temporary vacancies (e.g., Substitutes, Long-Term Substitutes, Coaches, etc.). Temporary employees are ineligible for any SHPS benefits not legally mandated by applicable laws (i.e. Social Security, CA SDI, etc.).

Independent Contractors: Individuals working through an employment agency or the Sacramento City Unified School District (e.g., leased employees) and those working as independent contractors are not considered employees of SHPS and are not entitled to any employment benefits provided by SHPS.

If you have any question about your classification, contact the Human Resources Department for more detail.

Criminal Background Checks

SHPS Employees and Coaches

It is the policy of SHPS to require fingerprinting and background checks of all employees, volunteers, coaches, and relevant contractors consistent with legal requirements as detailed within CA Ed Code Sec. §45125. Criminal background checks shall be completed through and provided by the appropriate state agency(ies) as required by law. Conditions of non-eligibility of employment at SHPS include, but are not limited to, conviction of any controlled substance offense, conviction of a sex offense, or conviction of serious or violent felony.

Should an employee be found at a SHPS school location without a criminal background clearance, the employee will be sent home and prohibited from continuing employment with SHPS until such clearance is obtained.

In addition, should an employee be convicted of a controlled substance offense, sex offense, or serious or violent felony during their employment at SHPS, the employee must immediately report such a conviction to the Human Resources Department. Failure to report such an offense, which will appear on an employee's criminal background check, may result in disciplinary action up to and including termination of employment.

SHPS Rehired Employees

All employees, volunteers, coaches, and relevant contractors rehired by SHPS after one year from their most recent date of separation will require re-fingerprinting and background checks consistent with legal requirements detailed within CA Ed Code Sec. §45125. Please refer to the “SHPS Employee and Coaches” section above for further details.

SHPS Contractors

An individual not employed by SHPS who performs a service may be considered an independent contractor. In order to preserve the nature of the principal and independent contractor relationship, several requirements should be met before contracting with a third-party. In particular, independent contractors should:

- Be free from SHPS' control and direction in performing the service, both under a contract and in fact.
- Provide a service that is outside SHPS usual expertise.
- Be engaged in an independent trade, occupation, profession or business of the same type.
- Not receive any fringe benefits directly, although their fee may include a provision for fringe benefits.
- Not be assigned a permanent workstation.
- Use his/her own invoice in billing for services.
- Provide proof of appropriate insurance

Independent contractors and consultants are not entitled to any of the benefits that St. HOPE Public Schools provides its employees, including, but not limited to, workers' compensation, disability insurance, leaves of absence, vacation, or sick pay. Independent contractors and consultants are responsible for providing disability, workers' compensation, or other insurance as well as licenses, credentials, and permits usual or necessary for performing the applicable services.

Under no circumstances shall St. HOPE Public Schools be considered or interpreted to be an independent contractor's or consultant's employer, partner, agent, or principal for any purpose.

Prior to services being rendered, the St. HOPE Public Schools Human Resources Department must be contacted to develop a written engagement agreement contract. The use of independent contractors is closely monitored so as not to vary from the rules of the Internal Revenue Code. The drafting of all contracts for independent contractors should be based on the standard contract template jointly developed by St. HOPE Public Schools' Human Resources and Legal departments. Any significant changes to the standard template should be reviewed by St. HOPE Public Schools' Compensation Committee and Legal Department before the execution of the contract to limit SHPS' exposure to liability or legal action.

Additionally, Independent Contractors are required to follow the Criminal Background Checks and Tuberculosis Testing as outlined in this Employee Handbook prior to completing the contracting process. Once cleared to begin work, Independent Contractors are required to submit written, detailed invoices for payments which are processed through the St. HOPE Public Schools Finance team.

Tuberculosis Testing Requirements

New Employees: In accordance with CA Ed Code Sec. §49406(a) and CA Assembly Bill 1667, no persons shall be employed by St. HOPE Public Schools unless they have placed on file with the Human Resources Department a certificate from a licensed physician indicating that a tuberculosis examination within the past 60 days shows that they are free from active tuberculosis. The tuberculosis examination shall consist of an approved intradermal tuberculin test. A chest x-ray of the lungs shall be required only if the intradermal test is positive. Employees with a history of previous positive skin test should follow the instructions below. There can be no exemptions from this requirement.

Continuing Employees: CA Ed Code Sec. §49406(b), CA Assembly Bill 1667, and St. HOPE Public Schools require all employees to have an intradermal skin test for the detection of tuberculosis every four years. If the intradermal test is positive, a chest x-ray of the lungs shall be required and employees should follow the instructions below.

Transfer from Another School District: In accordance with CA Ed Code Sec. §49406(j), persons transferring from another district may fulfill tuberculosis examination requirements by: Producing a certificate showing that the employee was examined within the last four years and found free of active tuberculosis.

Previous History of Positive Skin Test: Employees who have a previous history of a positive skin test, converted from a negative to a positive skin test, or who have other physician-diagnosed medical disorders that interfere with the skin-testing procedure are to go to their personal physician for an X-ray. You may obtain the necessary referral form from the Human Resources department and/or have your health care provider complete the Adult TB Risk Assessment Questionnaire form.

Certification and Licensure

As of January 1, 1999, SHPS teachers performing creditable service are required to hold a current California Commission on Teacher Credentialing (CTC) certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. This statute does not affect the qualifications for any service personnel (administrators, counselors, librarians or others) employed by SHPS.

Therefore, all teachers, as a condition of employment, must present adequate proof of such certification to the Human Resources department for placement in the employee's personnel file prior to date of hire or beginning of assignment.

Short-Term Staff Permit

SHPS may employ persons with a Short-Term Staff Permit (STSP) when needed to immediately staff classrooms based upon unforeseen circumstances. Teachers hired under a STSP must obtain an appropriate Internship, Preliminary, or Level I Credential prior to the end of their first year of teaching or be released from employment.

Internship Credential

Teachers who hold an Internship Credential must obtain a Preliminary, Level I, or an extension to their existing Internship Credential prior to the expiration of their Internship Credential or be released from employment. Furthermore, if the teacher is unable to obtain a Clear/Level II Credential or an extension within the given timeframe, they will be released from employment.

Preliminary Credential

Teachers with a Preliminary or Level I Credential must obtain a Clear/Level II Credential or apply for an extension prior to the expiration of their Preliminary or Level I Credential or be released from employment. Furthermore, if the teacher is unable to obtain a Clear/Level II Credential or an extension within the given timeframe, they will be released from employment.

All teachers servicing students whose second language is English will be required to hold either an EL Authorization, CLAD, or BCLAD certificate. Teachers providing content instruction in the primary language of any student must hold a BCLAD certificate.

CalSTRS Eligibility and Creditable Service

SHPS participates in the CalSTRS Defined Benefit program and requires mandatory enrollment of all employees who hold a valid credential, certificate, or permit issued by the CTC. Furthermore, only activities identified as creditable service will count towards an eligible participant's years of service for CalSTRS retirement. Creditable service is defined in detail per CA Ed Code Sec. §22119.5. Such activities include; teaching, vocational or guidance counseling, services related to school curriculum development, and a variety of administrative duties.

Sexual Harassment Training/Information

SHPS shall ensure that managers receive at least two hours of effective interactive training and education regarding sexual harassment, every two years. All newly hired or promoted managers shall receive training within six (6) months of assuming a managerial position. In addition, all employees will receive a copy of the DFEH pamphlet "Sexual Harassment is Forbidden by Law" (DFEH-185), or an equivalent document, at the time of hire.

Reporting and Anti-Retaliation Policy

SHPS is committed to promoting compliance with the laws, rules and regulations that govern its business operations and to establishing and maintaining best practices in accounting, auditing and financial reporting matters. As part of our effort to promote and achieve compliance, SHPS encourages its employees to report good-faith concerns about any business-related conduct they believe to be fraudulent, illegal or unethical, whether that conduct is occurring within SHPS or otherwise involves one of SHPS's consultants, vendors, contractors, subcontractors, bankers or any other party having a business relationship with SHPS.

Below are the procedures by which employees may report complaints or concerns about any fraudulent, illegal or unethical business conduct. SHPS will not tolerate harassment, retaliation or reprisals of any kind against any employee who has, or whose family member has, or is perceived to have, in good faith, protested or raised a concern regarding a SHPS policy or practice or reported a reasonable suspicion that someone connected with SHPS is engaged in fraudulent or other unethical or illegal conduct in the course of their work.

What Can Be Reported?

This policy applies to employees who raise good-faith concerns relating primarily to unethical, fraudulent, illegal or wrongful business conduct. Examples of fraudulent activity that should be immediately reported to SHPS, include, but are not limited to:

- Intentional manipulation of SHPS purchase procedures for personal gain;
- Bribery;
- Theft or embezzlement of SHPS resources;
- False statements made on financial reports and other official communications;
- Creation of false contracts;
- Misuse of SHPS resources for personal benefit;
- Expense claim fraud;
- Association with outside companies in a manner that creates a conflict of interest in the performance of job functions;
- Disclosure, destruction or theft of confidential and proprietary SHPS information;
- Presentation or creation of false claims for government payment;
- Creation of a false record or statement in support of a fraudulent claim for government payment; and
- Other violations of SHPS's Code of Conduct.

This policy is not intended to address every concern that may arise in the workplace. Employees should be aware that SHPS has other policies and procedures and available channels of communication for reporting certain concerns that may not be covered by this policy and/or that may be more appropriate mechanisms for addressing such concerns, including SHPS's antidiscrimination and harassment policies. When appropriate or legally required, some issues initially received through the policy reporting mechanisms may be investigated and remedied consistent with the specific procedure applicable to that policy.

Procedure for Submitting Confidential Complaints

Employees may submit complaints, concerns and information regarding potential unethical, fraudulent or illegal business conduct to their immediate supervisor. If the employee is not comfortable speaking to his or her supervisor or

is not satisfied with the supervisor's response, or if the concern relates to a particularly serious or sensitive issue, the employee is encouraged to report his or her concern by contacting Human Resources.

Complaints may be made anonymously. Employees who choose to identify themselves when submitting a report may be contacted by a SHPS representative in order to gain additional information. SHPS will maintain confidentiality to the fullest extent possible, consistent with applicable legal requirements and the need to conduct an adequate investigation or review.

When submitting a complaint, employees should provide as much detailed information as possible, including the background and history of the concern; names, dates and places where possible; and why the situation is a reason for concern. Providing comprehensive information is particularly important when an employee submits a complaint anonymously because SHPS will be unable to contact the reporting employee for additional information or clarification.

SHPS will respond to employee concerns by investigating them, if appropriate. Please note that an investigation does not suggest that the concerns have been confirmed or rejected. To protect individuals and SHPS, initial inquiries will be made to decide whether an investigation is appropriate and, if so, the form and scope of the investigation. The action taken by SHPS will depend on the nature and severity of the concern, as determined during any investigation. While SHPS will endeavor to maintain confidentiality, the primary focus will be on taking all reasonable steps to investigate the allegations thoroughly.

All conversations, calls and reports made under this policy in good faith will be taken seriously. However, employees who file reports that are dishonest or intentionally misleading or who provide evidence that they know to be false will not be protected by this policy and may be subject to corrective action, up to and including immediate termination of employment.

Policy Prohibiting Unlawful Retaliation or Discrimination

SHPS recognizes that the decision to report a concern can be a difficult one to make and that employees may fear reprisal for doing so. However, SHPS encourages employees to come forward with concerns and will not tolerate retaliation or harassment against employees who raise a concern in good faith.

It is SHPS's policy to adhere to all applicable laws protecting its employees against unlawful discrimination or retaliation as a result of their lawfully reporting complaints or participating in investigations regarding alleged unethical, illegal or fraudulent business matters. Specifically, SHPS prohibits any form of unlawful discrimination or retaliation or taking any adverse action against employees for engaging in or against employees whose family member has engaged in or is perceived to have engaged in, the following conduct:

Providing information or otherwise assisting in an investigation regarding any conduct that the employee reasonably believes violates federal or state laws or regulations; or
Filing, testifying, participating or otherwise assisting in any proceeding relating to an alleged violation of federal or state laws or regulations.

Employees who believe that they have been subjected to any conduct that violates this policy may file a complaint using the procedures outlined above. Any employee who unlawfully harasses, discriminates against or retaliates against another employee as a result of his or her protected actions as described in this policy may be subject to corrective action, up to and including termination of employment.

Nothing in this Employee Handbook prohibits you from reporting concerns, making lawful disclosures, or communicating with any governmental authority about conduct that you believe violates any laws or regulations.

Complaint Resolution

At some time or another, you may have a suggestion, concern or question about your job, your working conditions, treatment you are receiving, etc. We welcome your suggestions for improving SHPS' operations. Your concerns or questions are also of concern to SHPS. For issues other than prohibited discrimination, harassment or retaliation, we ask that you take your concerns first to your direct manager. If no resolution is reached, please follow the SHPS Complaint Resolution Policy, a copy of which is available from the Human Resources Department. You will not be reprimanded or retaliated against for initiating any good faith communication under this policy.

Complaint Procedures and SHPS' Response

Differences of opinion occasionally arise between individuals in an organization. It is in the best interest of SHPS that such conflicts be resolved. Only complaints or replies to complaints, which are of extreme significance, need be in writing. Open discussion is encouraged so that employee grievances and complaints may be resolved to the satisfaction of all concerned. Employees who submit a complaint under this procedure will not be harassed nor will any reprisals be taken. However employees are not to disrupt or in any manner interfere with the work of any other employee.

SHPS has in place a complaint resolution policy that can be obtained from the Director of Human Resources. Any employee having a grievance or complaint relating to his/her status or conditions of employment with SHPS should first discuss the problem with the employee's supervisor.

If, after preliminary discussion, the employee feels that nothing has been resolved, the employee is encouraged to discuss the situation with his/her Principal, Manager, Director, or Chief. He/she will consider the complaint and will inform the employee of his/her conclusions without delay.

If the employee still feels that no satisfactory conclusion has been offered, the employee may request an appointment with the Director of Human Resources, giving the employee's reason for disagreement. The Director of Human Resources will forward such documentation to a three person dispute resolution panel ("Panel"). In the event the Panel concludes that a meeting is to be held, the employee and others concerned may be asked to attend to discuss the employee's complaint in order to make a fair and final determination of the complaint. While we provide employees with this opportunity to communicate their views, please understand that not every complaint can be resolved to the employee's satisfaction. Even so, we believe that open communication is essential to a successful work environment and all employees should feel free to raise issues of concern without fear of reprisal. This policy in no way alters the employment at-will relationship.

Prohibited Alcohol, Smoking, and Drug Use Policy

It is the intent of SHPS to promote a safe, healthy and productive work environment for all employees. SHPS recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or SHPS' success. It is SHPS' objective to have a workforce that is free from the influence of controlled substances (illegal drugs) and alcohol during work hours. SHPS will not tolerate employees who are under the influence of controlled substances or alcohol during work hours. Additionally, SHPS will not tolerate employees who use, possess or offer for sale controlled substances or alcohol on SHPS owned or leased property at any time and will be terminated effective immediately. SHPS recognizes that there are times when the consumption of alcohol may be acceptable, for example, at a SHPS holiday party. Only the moderate and limited use of alcohol is acceptable on such occasions. Employees are expected to remain responsible, professional, and sober at all times, and permission from the CEO must be received before any alcohol comes on campus at any time during the day or year. Consumption of alcohol on a SHPS field trip or at any time when students are present and/or under SHPS' care is prohibited.

Work-Related Injuries or Illnesses

When work-related accidents, injuries or illnesses occur, employees may be eligible for workers' compensation insurance benefits. SHPS provides a comprehensive workers' compensation insurance program at no cost to employees and in accordance with applicable state law. This program covers most injuries or illnesses, sustained in the course of

employment, that require medical, surgical or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits or, if the employee is hospitalized, treatment immediately.

Reporting Work-Related Injury or Illness

Employees who sustain a work-related injury or illness should inform their supervisor immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage.

Leaves of Absence/Accommodation

Employees who need to take time off from work due to a workers' compensation illness or injury may also be eligible for a leave of absence under SHPS's leaves of absence or reasonable accommodation policies. Employees should consult with Human Resources for additional information.

Return to Work

Employees who are ready to return to work following a workers' compensation-related leave of absence must supply a certification from a health care provider confirming the employee's ability to return to work.

Fraud

SHPS will notify the workers' compensation insurance SHPS if we have reason to believe an employee has supplied false or misleading information in connection with a claim and/or has filed a fraudulent claim. Workers' compensation fraud is a crime and may also be grounds for disciplinary action, up to and including termination of employment.

Smoke-Free Workplace

SHPS provides a work environment that is smoke-free. Smoking including smoking e-cigarettes is strictly prohibited inside the building. Employees that observe other individuals smoking in the workplace have a right to object and should report the violation to their supervisor or to another member of management. Employees will not be disciplined or retaliated against for reporting smoking that violates this policy.

Employees that violate this policy or who tamper with No Smoking signs may be subject to disciplinary action up to and including termination.

Health and Safety

The health and safety of employees and others on SHPS property are of critical concern to SHPS. We strive to attain the highest possible level of safety in all activities and operations. SHPS also intends to comply with all health and safety laws applicable to our business.

To this end, SHPS must rely upon our employees to ensure that work areas are kept safe and free of hazardous conditions. Employees should be conscientious about workplace safety including proper operating methods and known dangerous conditions or hazards. Employees should report any unsafe conditions or potential hazards to a supervisor immediately, even if they believe they have corrected the problem. If an employee suspects a concealed danger is present on SHPS premises or in a product, facility, piece of equipment, process or business practice for which SHPS is responsible, the employee must immediately bring it to the attention of his or her supervisor or Human Resources. Supervisors should immediately arrange for the correction of any unsafe condition or concealed danger and should contact Human Resources regarding the problem.

Periodically, SHPS may issue rules and guidelines governing workplace safety and health. SHPS may also issue rules and guidelines regarding the handling and disposal of hazardous substances and waste. All employees should familiarize

themselves with these rules and guidelines, as strict compliance will be expected. For copies of current rules and guidelines, employees should contact their supervisor [or insert name of appropriate SHPS representative or department]. Failure to strictly comply with rules and guidelines regarding health and safety, or negligent work performance that endangers health and safety, will not be tolerated.

Additionally, SHPS has developed a written Injury and Illness Prevention Program as required by law. Employees may receive a copy of this program by contacting hr@sthopepublicschools.org. It is employees' responsibility to read, understand and observe the Injury and Illness Prevention Program provisions applicable to their job.

Any workplace injury, accident or illness must be reported to an employee's supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in medical care, after which the details of the injury or accident must be reported. First aid remedies for minor headaches and minor injuries will be kept at the front office of each school site.

Emergency Evacuation

In the event of a fire or hazardous material emergency, the emergency fire alarm system should be activated by pulling one of the fire alarms. The source of a potential fire or hazardous material emergency should not be investigated. Any employee who suspects an emergency should report it immediately. In any emergency, reporting is the first essential step to protecting oneself and others.

When the emergency fire alarm system is activated, all employees and visitors are expected to evacuate the building by exiting in an orderly manner through the nearest exit.

When exiting, employees should not use elevators and should descend stairwells in an orderly manner. After exiting, employees should report to the area away from the building exits designated as the meeting location. Once employees arrive at the designated area, they should immediately report to Principal and remain at that location until accounted for and authorized to leave.

No reentry to the building will be permitted until an official all-clear notification is given.

Employees should review this policy and the evacuation procedures and notify Human Resources if they believe they might require an accommodation or assistance in order to comply with these procedures in the event of an emergency.

Child Neglect and Abuse Reporting

All SHPS personnel who interact with students (including but not limited to administrators, teachers, instructional aides, school support staff, counselors, deans, coaches, and special education employees) are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm." Once you become aware that a student may be the victim of abuse or neglect, you must:

- Notify your supervisor
- Call the local Child Protective Services office at (916) 875-5437
- Complete a report

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to credential/license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

When calling the hotline, you must provide the following information (or as much is known): the name, birthdate and address of the alleged victim; the name, address, age or birth date and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim and a description of the incident (time/date if known, place in which it occurred and indication of intention to harm).

If a report is taken (the intake worker will inform you of this over the phone), the report must be confirmed in writing to the local investigation unit within 48 hours of the hotline call. Forms and addresses are available at the school.

Types of Child Abuse Defined

Child abuse or neglect includes the following (Cal. Pen. Code §§ 11165.5 and 11165.6):

Physical abuse is defined as occurring when a parent or person responsible for the child's welfare, "inflicts or allows to be inflicted upon such child physical injury, by other than accidental means." Common injuries include bruises, human bite marks, bone fractures, and burns. Physical abuse also occurs when the caregiver or parent, "creates a substantial risk of physical injury," by shaking, throwing, choking, smothering or pushing the child into fixed objects. Acts of torture are defined as, "deliberately or systematically inflicting cruel or unusual punishment which results in physical or mental suffering." When reporting physical abuse, it is also important to document the presence of any injuries, as a report may not be taken unless evidence of harm exists.

Sexual abuse as defined by California Penal Code §11165.1, occurs when a person responsible for the child's welfare commits sexual penetration, sexual exploitation, or sexual molestation or when a young child contracts a sexually transmitted disease. A child's disclosure of sexual abuse must be handled sensitively. When a student attempts to disclose sexual abuse, observe the child closely and listen attentively while maintaining a calm demeanor. The mandated reporter must pay very careful attention to the disclosure of sexual abuse, but should not encourage the student to disclose information in addition to what is being given voluntarily. Take very careful notes, writing the student's words verbatim as much as possible. Refer the student immediately to the Principal or appropriate administrator

Neglect as defined by California Penal Code §11165.2, occurs when a person responsible for the child, "deprives or fails to provide the child with adequate food, clothing, shelter, or medical treatment," or when an adult, "provides inadequate supervision of a child (particularly small children)."

Willful Harm or Injury as defined by California Penal Code §11165.3, is defined as the willful harming or injury of a child or the endangering of the person or health of a child.

If you have any questions regarding this policy, please see your supervisor. Failure to comply with this policy may lead to discipline up to and including termination.

STANDARDS OF CONDUCT AND WORKPLACE ETHICS

SHPS Employee Code of Conduct

All faculty are expected to behave in a professional manner that sets an example for students. Faculty is expected to exercise sound judgment in their conversations and dealings with students and parents. Faculty should not engage in inappropriate or sustained physical contact with students. Faculty should command respect by being respectful, and by correcting students who behave in a disrespectful way. At all times, faculty should expect students to refer to them by the appropriate title and last name. Violation of these directives could result in disciplinary action up to and including instant dismissal.

Although employment may be terminated at-will by either the employee or SHPS at any time, without following any formal system of discipline or warning, we may exercise discretion to utilize forms of discipline that are less severe than termination. Examples of less severe forms of discipline include verbal warnings, written warnings, demotions and suspensions. Although one or more of these forms of discipline may be taken, no formal order or procedures are necessary. SHPS reserves the right to determine which type of disciplinary action to issue in response to any type of performance issue or rule violation. This statement of code of conduct does not alter or limit the policy of at-will employment. Either the employee or SHPS may terminate the employment relationship at any time for any reason, with or without cause, and with or without notice.

All SHPS employees are expected and required to meet acceptable performance standards and otherwise conduct themselves in an appropriate manner during the course of their employment. The expectations discussed below are published for your information and to guide your conduct on a day-to-day basis. The list is not meant to be all-inclusive, and various other circumstances may arise requiring the discipline and/or immediate termination of an employee.

SHPS recognizes that each problem, which may arise in the workplace, will present a unique set of circumstances. The unique situations will be relevant surrounding circumstances. For this reason, the rules described below are not intended to form any contract between SHPS and its employees as to the procedures to be followed concerning any violation.

Employees should be aware that violation of any of the following employee standards of conduct may result in disciplinary action, up to and including discharge.

1. Abandonment of position
2. Behavior that is not consistent with the SHPS core beliefs, values, and operating norms.
3. Being involved in any gang activity, including participating as a pledge or member, soliciting another person to become a pledge or member of a gang, or using any type of gang sign, symbol or representation
4. Bringing liquor, drugs, or any controlled substances onto SHPS premises; Consuming liquor or using drugs or any controlled substances on SHPS premises; entering the premises under the influence thereof; or consuming liquor or using drugs or any controlled substances while on the job.
5. Conducting personal business during working hours and/or unauthorized use of telephone lines for personal calls
6. Conviction of a criminal act as allowed by applicable law.
7. Creating a dangerous and unsafe environment for students or school personnel
8. Theft or the deliberate or careless damage of any SHPS property or the property of any student or another employee
9. Dishonesty of any kind in relations with SHPS, such as theft or pilferage of SHPS property, the property of other employees, or property of others entrusted to SHPS, as well as any action constituting a criminal offense, whether committed on duty or off duty. (Note: Employees also may be subject to prosecution to the fullest extent of the law.)

10. Provoking a physical fight or engaging in physical fighting, or horseplay, during working hours or on premises owned or occupied by SHPS.
11. Using abusive, violent, threatening, or vulgar language at any time during working hours or while on premises owned or occupied by SHPS.
12. Engaging in any commercial activity, including outside employment that conflicts with or gives the appearance of conflicting with the interests of SHPS, without first having obtained the written consent to such activity by the School Leader or Supervisor
13. Excessive or unexcused absenteeism or tardiness, including violation of any rule pertaining to attendance.
14. Failure to maintain appropriate credential(s) required for the position
15. Failure to return to work upon expiration of authorized leave, unless valid excuse is given and accepted or leave is extended
16. Gambling on SHPS premises
17. Knowingly permitting unauthorized persons to be in SHPS facilities or on SHPS property
18. Misrepresentation of facts and falsification of timekeeping and/or other records
19. Misrepresentation of facts or falsification of records, including but not limited to, personnel records, reasons for requesting a leave of absence or time off, and information in connection with the obtaining of employee benefits or misuse of such benefits
20. Possessing drug paraphernalia
21. Possessing or distributing pornographic material
22. Possessing or selling items attempted to be passed off as drugs or contraband
23. Possessing, selling, using, or distributing medications that are available without a prescription in a manner that is not consistent with the medicine's intended use as indicated on the manufacturer's label, or with school rules concerning the handling of such medications
24. Possessing, using, being under the influence, distributing, attempting to distribute, buying, or attempting to buy illegal drugs
25. Release of confidential SPHS information without authorization
26. Sleeping during working hours
27. The use of SHPS materials, supplies, tools or products for personal reasons without advanced permission from management.
28. Unsatisfactory work performance or otherwise failing to perform work up to the standards expected of SHPS employees
29. Carrying firearms, weapons or dangerous substances at any time, on premises owned or occupied by SHPS, unless state law provides otherwise.
30. Violating dress or grooming standards
31. Committing a fraudulent act or intentional breach of trust under any circumstances.
32. Violation of SHPS or government rules and regulations

California Professional Standards for Educational Teachers

Inherent within these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. The CPSEL serve as a broad range of criteria which are a critical component of developing and supporting excellent educational leaders. Educational leaders are those who promote the success of all students by:

- *Standard 1 - Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*
 - Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
 - Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.
 - Use the influence of diversity to improve teaching and learning.
 - Identify and address any barriers to accomplishing the vision.

- Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.
- Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.
- **Standard 2 - *Promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.***
 - Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.
 - Promote equity, fairness, and respect among all members of the school community.
 - Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.
 - Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
 - Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.
 - Create an accountability system grounded in standards-based teaching and learning.
 - Utilize multiple assessments to evaluate student learning in an ongoing process focused upon improving the academic performance of each student.
- **Standard 3 - *Promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.***
 - Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
 - Utilize effective and nurturing practices in establishing student behavior and management systems.
 - Establish school structures and processes that support student learning.
 - Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.
 - Align fiscal, human, and material resources to support the learning of all subgroups of students.
 - Monitor and evaluate the program and staff.
 - Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.
- **Standard 4 - *Promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.***
 - Recognize and respect the goals and aspirations of diverse family and community groups.
 - Treat diverse community stakeholder groups with fairness and respect.
 - Incorporate information about family and community expectations into school decision-making and activities.
 - Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
 - Communicate information about the school on regular and predictable basis through a variety of media.
 - Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.
- **Standard 5 - *Promote the success of all students by modeling a personal code of ethics and developing professional leadership capacity.***
 - Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.
 - Protect the rights and confidentiality of students and staff.
 - Use the influence of office to enhance the educational program, not personal gain.
 - Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.

- Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
- Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.
- Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- Engage in professional and personal development.
- Encourage and inspire others to higher levels of performance, commitment, and motivation.
- Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
- *Standard 6 - Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.*
 - Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
 - Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
 - Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
 - Generate support for the school by two-way communication with key decision-makers in the school community.
 - Collect and report accurate records of school performance.
 - View oneself as a leader of a team and also a member of a larger team.
 - Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

Personal Appearance and Standards of Dress for Staff

All SHPS employees are expected to maintain a professional image and dress in a manner that is consistent with their responsibilities and dress professionally in alliance with what is expected of the students. In the interest of presenting a professional image, all employees are to observe good habits of grooming and personal hygiene that is non-offensive and non-distracting to the workplace or learning environment. Employees are encouraged to discuss specific questions regarding appropriate dress with their manager.

The ordinary dress for SHPS staff and faculty is business casual. The following items are an illustrative list of the types of clothing that are NOT ACCEPTABLE. This list is not comprehensive:

- Athletic shoes of any kind
- Clothing which does not cover undergarments
- Hats, hoodies, or head coverings of any kind for non-religious purposes
- Inappropriate apparel, such as clothing which is too tight, transparent, offensive, revealing or sloppy;
- Jeans and other denim clothing on non-campus designated jeans days (e.g. college shirt and jeans day, spirit day, etc.)
- Leggings with tops falling above the thighs and buttocks
- Logo or slogan shirts or tee shirts (except small design logos in the upper corner of the chest);
- Low cut blouses, see-through clothing, visible cleavage (such as low cut, off the shoulder, exposed midriff or sheer)
- Backless shoes (slippers, sandals, flip-flops or other footwear designed for the pool, beach, or sports leisure);
- Outerwear with large design logos, images, or print
- PE teachers and coaches may wear appropriate fitness shorts, fitness pants, and athletic shoes
- Shorts for non-PE teachers
- Shorts or skirts more than two (2) inches above the knee, denim shorts or bike shorts;

- Sweatpants/sweatshirts for non-PE teachers
- Tights/leggings without skirt or dress that measures no shorter than two (2) inches above the knee
- Torn, ripped or distressed clothes, jeans or pants;
- T-shirts (only SHPS related gear)
- Undershirts or camisoles

Religious, Medical and Disability Accommodations

SHPS will reasonably accommodate an employee's religious beliefs, medical condition or disability by making exceptions to this policy. Employees who need such an accommodation should contact their supervisor or Human Resources.

Outerwear

Employees who do not adhere to the dress code will be sent home immediately and asked to return to work in dress code appropriate clothing. Employees with repeated violations will be face repercussions up to and including termination.

Employees may not attach, affix or display jewelry through the tongue, cheek, lip, eyebrow or any exposed body part except for earrings or nose. Jewelry affixed to the nose is restricted to small studs or gemstones.

Tattoos and brands anywhere on the body that are obscene, advocate sexual, racial, ethnic or religious discrimination or that are of a nature that tends to bring discredit to SHPS are prohibited. Prohibited alterations, modifications, tattoos or brands must be covered with articles of clothing, or other appropriate material if the tattoo is small, so they are not visible to students or other employees.

Managers may give additional dress code exemptions to staff for special assignments, events, or experiences.

No Solicitation/Distribution of Literature

SHPS has established the following rules applicable to all employees and non-employees that govern solicitation, distribution of written material and access to SHPS property:

- Employees may engage in solicitation activities only during nonworking times. No employee may engage in solicitation during his or her working time or during the working time of the employee or the employees at whom such activity is directed;
- Employees may distribute or circulate any written or printed material only in non-work areas, during nonworking times. No employee may distribute or circulate any written or printed material in work areas at any time, or during his or her working time or during the working time of the employee or employees at whom such activity is directed;
- Non-employees are not permitted to solicit or to distribute written material for any purpose on SHPS property; and
- Off-duty employees are not permitted in work areas.

Strict compliance with these rules is required. As used in this policy, "working time" includes all time for which an employee is paid and/or is scheduled to be performing services for SHPS; it does not include break periods, meal periods, or periods in which an employee is not performing and is not scheduled to be performing services or work for SHPS. This policy applies equally to use of SHPS' electronic equipment.

Workplace Bullying

SHPS does not tolerate bullying behavior. Individuals who engage in workplace bullying may be disciplined, up to and including termination of employment.

Workplace bullying is the use of force, threats or coercion to abuse, intimidate, or humiliate another employee. Workplace bullying includes, but certainly is not limited to, the following:

- Verbal abuse, such as the use of patently offensive, demeaning and harmful derogatory remarks, insults and epithets;
- Verbal or physical conduct that is threatening, intimidating or obscene;
- Pushing, shoving, kicking, poking, tripping, assaulting, or threatening physical assault, or intentionally damaging a person's work area or property; or
- Sabotage, or deliberately subverting, obstructing or disrupting another person's work performance.

Cyberbullying refers to bullying, as defined above, that occurs through the use of a computer, cell phone, smartphone, tablet, pager or other device that transmits electronic information, regardless of whether the device is owned by or located at SHPS or connected to SHPS network. Cyberbullying is also prohibited.

This policy in no way prohibits employees from engaging in activities that are protected under applicable state and federal laws, including but not limited to any activity that is protected under Section 7 of the National Labor Relations Act, which includes the right of employees to speak with others, engage in workplace debates and protest about their terms and conditions of employment.

Reporting and Response

Employees who are subject to or witness workplace bullying are encouraged to notify Human Resources immediately. SHPS will promptly investigate the complaint. SHPS will maintain confidentiality to the extent possible, consistent with its commitment to investigating the complaint promptly and thoroughly.

If the complaint is verified, SHPS will take appropriate remedial and disciplinary action, which may include, but is not limited to, verbal or written warnings, suspension, termination of employment, counseling and other actions. SHPS will also report to law enforcement, if appropriate. The complaining party will be advised of the results of the investigation.

Anti-Retaliation

SHPS strictly prohibits retaliation against an employee for making a good-faith claim of bullying or for participating in good faith in an investigation of bullying.

Romantic and Family Relationships at Work

We will not take any adverse employment action against any employee for engaging in romantic relationships during nonworking hours away from SHPS premises. However, we will consider such relationships when they affect an employee's job performance, occur during working time, occur on SHPS premises or pose a potential conflict of interest.

A familial or intimate relationship among employees can create an actual or at least potential or perceived conflict of interest in the employment setting, especially if one relative, spouse, partner, or member of such a relationship supervises another relative, spouse, partner, or member. To avoid this problem, we may refuse to hire or place a relative or other intimately associated individual in a position where the potential for favoritism or a conflict exists.

If two employees marry, become related or enter into an intimate relationship, they may not remain in a reporting relationship or in positions where one individual may affect the compensation or other terms or conditions of employment of the other individual. In other cases where a conflict or the potential for a conflict arises, even if there is no supervisory relationship involved, the parties may be separated by reassignment or terminated from employment, at the discretion of SHPS.

For the purposes of this policy, a "relative" is any person who is related by blood or marriage or whose relationship with the employee is similar to that of persons who are related by blood or marriage (e.g., domestic partnership or civil union status).

Conflicts of Interest

Employees must conduct themselves in such a way as to avoid actual or potential conflicts of interest. The following are examples of prohibited conflicts of interest in any aspect of their jobs:

- Acting as a director, officer, consultant, agent or employee of a supplier, customer, competitor or any entity that engages in business with SHPS;
- Owning a material interest in or being a creditor of or having other financial interest in a supplier, customer, competitor or any entity that engages in business with SHPS;
- Receiving from or giving to any supplier, customer or competitor gifts, gratuities, special allowances, discounts or other advantages not generally available to employees of SHPS;
- Having any significant direct or indirect personal interest in a business transaction involving SHPS;
- Conducting outside activities that materially detract from or interfere with the full and timely performance of an employee's services for SHPS; or
- Influencing commercial transactions involving purchases, contracts or leases in a way that would have a negative impact on SHPS or its business.

If an employee finds that he or she has, or is considering the assumption of, a financial interest or outside employment relationship that might involve a conflict of interest, or if the employee is in doubt concerning the proper application of this policy, he or she should promptly discuss the matter with CEO/Superintendent and refrain from exercising responsibility on SHPS' behalf in any manner that might reasonably be considered to be affected by any adverse interest.

Pursuant to the SHPS Conflict of Interest Policy, certain employees in a position that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest shall be "designated employees" and shall be required to submit an economic interest form to the administration. Designated employees include corporate officers, principals, facilities directors, business officers, director of human resources, and in some instances consultants.

Failure to disclose the fact of a conflict or potential conflict may constitute grounds for disciplinary action.

This policy in no way prohibits employee communications that are protected under applicable state and federal laws, including but not limited to any activity that is protected under Section 7 of the National Labor Relations Act, which includes the right of employees to speak with others about their terms and conditions of employment.

Outside Employment

SHPS respects each employee's right to engage in activities outside of employment that are of a personal or private nature, to the extent that such activities do not create a conflict of interest as described in the Conflicts of Interest policy set forth in this Handbook or adversely affect the employee's ability to perform his or her job. Under certain circumstances, if an employee's personal conduct begins to adversely affect his or her performance on the job, or begins to make it impossible for him or her to carry out any or all of his or her job duties while at work, appropriate disciplinary action up to and including termination of employment may be appropriate.

An example of an activity that might adversely affect an employee's ability to perform his or her job duties is outside employment. While SHPS does not prohibit employees from holding other jobs, the following types of outside employment are prohibited:

- Employment that conflicts with the employee's work schedule, duties and responsibilities or creates an actual conflict of interest;
- Employment that impairs or has a detrimental effect on the employee's work performance with SHPS;
- Employment that requires employees to conduct work or related activities during working times or using any of SHPS' tools, materials or equipment; and
- Employment that directly or indirectly competes with the business or the interests of SHPS.

For the purposes of this policy, self-employment is considered outside employment.

SHPS will not assume any responsibility for employees' outside employment. Specifically, SHPS will not provide workers' compensation coverage or any other benefit for injuries occurring from, or arising out of, such outside employment.

Student Supervision

Students should be supervised by a SHPS faculty member at all times, and parents should know where their children are at all times. Planning with the end in mind, if an accident should happen to a student or students, this question will be asked: Where was the faculty member? The faculty member should use his/her best judgment in terms of supervision so that there is a responsible answer to this question.

Student Transportation Policy and Guidelines

It is St. HOPE Public School's practice that faculty do not transport students in their personal vehicles. Students are expected to arrange for their own transportation, unless provided for by the school via a bus or SHPS vehicle.

SHPS acknowledges that circumstances may arise when a student(s) is "stranded" and has no other transportation or another health or safety concern may require transportation of a student in a personal vehicle. To protect a student's safety and well-being, a faculty member may transport the student in his or her personal vehicle, only after reasonably exhausting the following alternatives:

1. Utilizing SHPS arranged transportation (a bus or a SHPS van) is not an option;
2. Using a SHPS-owned vehicle is not an option; and
3. Waiting with the student a reasonable time period for his or her own transportation to arrive.
4. Making an attempt to contact the student's own transportation and determine whereabouts.

Transporting a student in a personal vehicle should be limited, and always be considered very carefully. In the unlikely event a faculty member must transport the student in his or her own vehicle, the following applies:

1. The employee is accepting full responsibility for the safety and welfare of the student.
2. When possible, two SHPS employees should be present in the vehicle with the student(s).
3. SHPS insurance coverage does not apply and will not cover injuries to either the student or the employee (other than medical coverage elected as an employee benefit), damage to the employee's vehicle, or damage caused to others' property.
4. Each SHPS employee that assumes the responsibility of transporting a student is highly encouraged to review his or her coverage amounts of personal insurance. The following minimum coverage amounts of personal insurance are highly recommended:
5. Automobile Liability: \$100,000 per person, \$300,000 per occurrence;
6. Property Damage: \$50,000 per occurrence;
7. Medical Payments: \$5,000 per person
8. The student's parent/guardian should sign a permission slip and release of liability if possible.
9. The transporting employee must make every attempt to notify both school leadership and the child's parents/guardians about his/her intent to transport the student, including the details surrounding that transportation.

10. While transporting the student, the faculty member should drive responsibly, obeying all traffic laws, and using the most direct route with the fewest stops possible.

Confidential Student Information

All information relating to students including but not limited to names, addresses, contact numbers and progress information is confidential information, and may not be shared with unauthorized parties. All records concerning special education students shall be kept strictly confidential and maintained in separate files.

Access to Personnel Records

The Human Resources Department is responsible for maintaining complete and up-to-date personnel records for all current employees. The information recorded in your personnel file is extremely important to you and to SHPS. It is your responsibility to make sure that the personal data in the file is accurate and up to date. Report any change of address, phone number, etc. directly to the Human Resources Department via email immediately at HR@sthopepublicschools.org.

Upon written request, a current or former employee or a designated representative may inspect and receive a copy of the employee's personnel file and records that relate to the employee's performance or to any grievance concerning the employee in the presence of a SHPS representative at a mutually convenient time, at the employee's expense. Employees may add their version of any disputed item to the file. SHPS will comply with a written personnel file request at reasonable intervals and reasonable times within 30 calendar days of the written request. The parties may agree to a date beyond 30 calendar days provided it is not longer than 35 calendar days from the employer's receipt of the written request.

For a current employee, personnel records will be available for inspection where the employee reports to work or at another location that is mutually agreeable. For a former employee, personnel records will be available for inspection where the records are stored or at another location that is mutually agreeable.

Employees also may inspect their payroll records upon written or oral request, and may obtain a copy of these records at their own expense. SHPS will comply with written payroll records requests as soon as practicable, but no later than 21 calendar days.

Only authorized members of management and Human Resources have access to an employee's personnel file. Only Human Resources is authorized to release information about current or former employees on behalf of SHPS. However, SHPS will cooperate with—and provide access to an employee's personnel file to—law enforcement officials or local, state or federal agencies in accordance with applicable law, or in response to a subpoena, in accordance with applicable law.

St. HOPE Public Schools Key Policy

For the security of SHPS, all faculty are expected to exercise great care in handling their keys. (Keys also refer to any security entry cards and combinations used to open locks).

Because some keys are similar on campuses, when one person loses a key it leaves multiple people at risk. We ask that you please follow some simple procedures regarding the use and handling of school keys as follows:

- All faculty requesting keys must have prior authorization by the principal or manager.
- Keys are property of the SHPS and must be returned at the end of the year. For employees leaving SHPS, keys must be submitted at the completion of your employment. Failure to do so can result in withholding of any unpaid compensation.
- Lost keys must be reported immediately to the Principal and submitting an email to facilities@sthopepublicschools.org.

- Faculty are NEVER to have duplicates of keys made nor may they give another individual any duplicate keys.
- Never give your keys to any other person to use.

Faculty found to be negligent in disbursement of unauthorized keys or loss of keys could be held responsible for the total cost of re-keying the entire key system. This cost is several thousand dollars. Failure to comply with this policy could result in disciplinary action up to, and including, termination.

Technology Usage Policy

Faculty PC Acceptable Usage

SHPS agrees to purchase a laptop computer on behalf of selected teachers or faculty members as is determined by the Principal, Director, Chief or CEO. While laptops may be taken off school premises throughout the term of employment, they remain the property of the school or department. Employees, who are released from employment for any reason including resignation, discharge, or medical termination, must return their laptop computer on or before the last day of work or as determined by the employee's manager. If requested by a supervisor or the Human Resources Department, employees also must turn over their SHPS-owned electronic devices. Desktop PCs should never be removed from the school or department without prior authorization by the Director of Information Technology.

Faculty are responsible for any theft, loss, or serious damage to their PC. If the computer is damaged or missing components in any way, the school or department reserves the right to charge the employee for the appropriate amount to fix or replace the computer or its missing parts. If a computer is lost or stolen because of an employee's negligence and SHPS' insurance will not cover the replacement cost of the computer, it is the responsibility of the Principal, Director, or Chief and the employee to decide on how the cost of the replacement computer is handled, including having the employee pay for the computer.

SHPS computers are provided for the use of its employees for the performance of their job duties and related activities. Along with the computer, documents, email, and other information stored and processed by the laptop remain the property of SHPS but each employee is responsible for backing up their own data.

Use of SHPS computers for non-school purposes is permitted so long as such use does not interfere with any employee's job duties and/or performance. Employees must receive permission from the IT Director before downloading any files or programs. Faculty is prohibited from using the school's computers in any way that contain content that may reasonably be considered to be obscene or other patently offensive material. Prohibited material includes, but is not limited to, sexual comments, jokes or images, racial slurs, gender-specific comments, or any comments, jokes or images that would discriminate against or harass someone on the basis of his or her race, color, sex, age, national origin or ancestry, disability, or any other category protected by federal, state or local law. Likewise, any use of the internet, email, or any other electronic resource to engage in harassment or discrimination prohibited by SHPS policies is unlawful and strictly prohibited. Violators may be subject to discipline, up to and including termination of employment.

Personal Device Policy

SHPS assigned computing devices should be your primary computer for conducting teaching and learning activities. Personally owned devices should only be used as a supplement tool for school related work. Personal devices shall not be used for any non-academic activities during working time. Employees are prohibited from using the district's network resources to stream music, video, or to download and/or upload any data for personal use.

Only one personal device will be authorized for Internet access per employee that is to be used directly for work related duties. Authorization may only be granted once the employee submits a "Network Access Request Form." Request and final approval will be at the sole discretion of St. HOPE Public Schools Information Technology Team. No personal devices will be allowed to access networked printers, copiers or other local networked devices.

To ensure the safety and security of employees and students, to protect our legitimate business interests, and if SHPS reasonably believes this policy is being violated, SHPS reserves the right to question and inspect or search any personally owned device that has been granted network access.

Cellular and Smartphone Acceptable Usage

SHPS issues cellular telephones or Smartphones at the discretion of the manager or CEO. These phones are intended for business purposes associated with employment at St. HOPE Public Schools. Specifically, the primary purposes for these technologies are: (a) to communicate with other SHPS faculty members, both during the school day and after working hours, (b) to communicate with SHPS students and their families, and (c) to communicate with third party organizations which pertain to SHPS business.

SHPS is responsible for the cost of the phone equipment it issues as well as the monthly service and data plan. However, if employees use more than the number of minutes included in the plan and/or download applications, games, ring tones, or any other items which cost money beyond our negotiated plan, the employee will be responsible for paying the associated costs unless the Principal, Director, or Chief approves the extra charges were for a school related purpose.

Since SHPS issues and pays for faculty cell phones, employees are expected to have their phone with them during the work and non-work hours specified by their school or department. Employees are also expected to do their best to answer all calls from students, parents, and faculty as they come in. If one is unable to take a call immediately, they will make every effort to return student calls the same day, parent calls within 24 hours, and all calls from SHPS faculty members as soon as possible. (For non-exempt employees, it will be within 24 hours of the next scheduled shift.) If a SHPS cell phone breaks without fault or negligence on an employee's part, SHPS will replace the phone as soon as possible. If an employee loses his or her phone or if it breaks due to negligence, the employee will be responsible for replacing the phone with another SHPS phone as soon as possible. This can include paying for any associated replacement costs. The SHPS reserves the right to withhold pay from an employee who has not covered such expenses.

All SHPS employees agree to maintain an outgoing voicemail message that is professional and/or inspirational in tone, and which includes their name and the St. HOPE Public Schools or school name.

Use of IT Services and Materials

Access to the SHPS Network and any associated systems is a privilege and must be treated as such by all faculty. To assure that the SHPS Network remains secure, each and every SHPS faculty member must protect the rights of the community. Each employee must learn and abide by the rules applicable to the SHPS Network. As part of the responsible use of the SHPS Network, the following activities are expressly prohibited:

- Use of the SHPS Network for or in support of, illegal, obscene or inappropriate purposes where as "Illegal activities" include, but are not limited to, any activities in violation of local, state, and/or federal laws; "Obscene activities" include activities in violation of generally accepted social standards for use of a publicly owned and operated communication vehicle; "Inappropriate use" includes any activities conducted in violation of this Policy
- Use of the SHPS Network for the transaction of any non-SHPS related business and/or any commercial purposes.
- Use of the SHPS Network for any product advertisement and/or any political lobbying
- Use of the SHPS Network for intentionally disrupting other users, including but not limited to use of any process program or tool to ascertain passwords, or engaging in "hacking" of any kind including, but not limited to, the unlawful entry into an electronic system to access confidential information or the introduction of computer viruses, worms, Trojans, or other malware into the SHPS Network
- Violation of institutional or third party copyrights, or interference with license agreements and other contracts.
- Improper use of copyrighted materials as provided by federal law and international treaties. Copyrighted materials (e.g. images, text, and programs) shall not be uploaded using the SHPS Network without the prior written permission of the copyright holder. Except as expressly permitted, materials under copyright shall not be distributed to others. Copyrighted materials shall not be altered, nor shall the author attribution or copyright notices be modified
- Improper use of "Shareware" materials. These materials may be downloaded and used, but they are copyrighted materials. The copyright holder usually gives permission to use the material for examination. If an employee chooses to continue using these materials, the copyright holder often requests that the user register his/her

usage and may ask that a license fee be paid. The SHPS employee assumes responsibility for all license fees charged for the utilization of Shareware materials

- Seeking to gain unauthorized access to information resources
- Destruction, alteration, dismantlement, disfigurement, prevention of rightful access to or interference with the integrity of computer-based information and/or information resources without authorization
- Interference with the privacy rights of individuals or entities which are creators, authors, users, or subjects of the information resources without authorization, and providing access to unauthorized individuals including but not limited to persons who are not employed by St. HOPE Public Schools as well as students who have lost their computer privileges
- Downloading any files or programs without the permission of the Director of Information Technology

Public Domain materials may be downloaded or uploaded using the SHPS' Google Drive Domain. SHPS faculty may also redistribute materials in the Public Domain. However, the employee assumes all responsibility regarding the determination of whether the materials are in the Public Domain.

Filtering

In accordance with the Child Internet Protection Act ("CIPA"), SHPS blocks or filters content over the Internet that is considered inappropriate for minors. This includes pornography, obscene material, and other material that may be harmful to minors. SHPS may also block or filter other content deemed to be inappropriate, lacking educational or work-related content or that poses a threat to the network. Subject to supervision, these technology protection measures may be disabled or, in the case of minors, minimized only for bona-fide research or other lawful purposes. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Director of Technology or his/her designees. Users shall not use any website, application, or methods to bypass filtering of the network or perform any other unlawful activities.

Intellectual Property

St. HOPE Public Schools employees have limited rights to work they create using SHPS' computers, peripherals, network, or electronic communications system. St. HOPE Public Schools shall retain the right to use any product created in the scope of a person's employment even when the author is no longer an employee of SHPS.

Right of Account Review

All electronic mail messages, texts, and computer files that touch a SHPS technology asset, including our network, are SHPS records. The contents of electronic mail messages and computer files, properly obtained for legitimate business purposes, may be disclosed without an employee's permission. Therefore, employees should not assume that messages and files are confidential. SHPS reserves the right to access employee accounts, including electronic mail, at any time. A faculty member's electronic traffic which traverses another network may be subject to this technology usage policy. Backup copies of electronic messages and computer files may be maintained and/or referenced for business and legal reasons.

Assumption of Risk

The SHPS Network will make a good faith effort to keep the system and its available information accurate. However, SHPS faculty acknowledge that the SHPS Network makes no warranty of any kind, either expressed or implied, regarding the accuracy, quality, or validity of any of the data or information available. In making use of the SHPS Network, employees agree to release SHPS from all claims of any kind, including claims for direct or indirect, incidental, or consequential damages of any nature, arising from any use or inability to use the SHPS Network, and from any claim for negligence in connection with the operation of the SHPS Network. Faculty further acknowledges that the information available through interconnecting networks may be inaccurate. The SHPS Network has no ability to maintain such information and has no authority over these materials. The SHPS Network makes no warranty of any kind, either

expressed or implied, regarding the accuracy, quality, or validity of the data and/or information residing on or passing through the SHPS Network from outside networks. Use of the SHPS Network is at the risk of the SHPS faculty member.

Indemnification

Each SHPS faculty member indemnifies and holds harmless St. HOPE Public Schools from any claims, including attorney's fees, resulting from employee's activities while utilizing the SHPS Network, that cause direct or indirect damage to the employee or any third parties.

Policy Modifications

It is not the responsibility of the SHPS Network to update faculty regarding any changes to this policy. An online version of this policy will be available to all SHPS Faculty. Use of the SHPS Network shall constitute acceptance of this Policy and all future amendments which may be adopted. Any user who determines that he/she cannot comply with all terms and conditions of this policy, may notify the Information Director of Information Technology to terminate his/her account and/or access to the network.

Violation of Policy

All SHPS Network accounts shall only be used by the authorized SHPS faculty member for authorized purposes. SHPS faculty are ultimately responsible for all activities under their own accord. Any violation or abuse of this policy is just cause for taking disciplinary action, up to and including termination, removal of all SHPS Network privileges and accounts, and/or legal action. It is anticipated that such actions can be avoided since they add significant costs to SHPS and cause problems for all concerned. To keep the SHPS Network viable and user friendly, all faculty need to work cooperatively and responsibly.

If an employee is removed from the SHPS Network, he/she has the right to appeal the revocation within thirty (30) days, in writing, to the CEO. The CEO's decision shall be final and there shall be no obligation to afford subsequent opportunity for access to the SHPS Network for no more than 24 hours.

Technology Needs, Questions, and Help

When faculty need technology help or have questions (including SHPS cell phone and Smartphones), employees must submit a helpdesk ticket by emailing it@sthopepublicschools.org. This allows Team IT to get to the request as soon as possible, ensures a document trail in our ticket system, and allows us to track performance data. If an employee cannot use email, he/ she should send the 'help' ticket via their Smartphone or ask a teammate who does have email. Each ticket should have a brief description in the subject and provide details in the body of the email including the employee's location, room number, phone number, and school or department.

Each school is charged with ensuring that any discussion about software or hardware is well researched so that when decisions are made it's a decision that will help students and faculty. Further, these technological discussions need to align with the overall school or campus vision for excellence and be compatible with SHPS' IT strategy and infrastructure. When planning for school specific technology needs, please involve the Director of Information Technology. Below are some planning examples:

As soon as a school is thinking about getting new software, the need should be emailed to 'help' so the IT team knows what is in the works and can be consulted or provide guidance to ensure it will be compatible with existing systems.

Any and all hardware planning should include an email to 'help' so that the IT team can help with procurement of the best and most affordable equipment. If a new employee is being on-boarded, an email to 'help' should come as early as possible so the IT team has plenty of time to arrange for any new or modified hardware needs (e.g. laptop and cell phone).

Finally, no hardware or software should be moved from the place where it was originally installed. If there is a need to move a piece of technology (desktop, projector, desk phone), the employee must send a request to 'help' and someone from Team IT will discuss what needs to happen. SHPS Supported Technology Summary (not all inclusive) SHPS purchased:

- Cell and Smartphones (iPhone, flip phone, Windows phone, BlackBerry)
- Classroom and Office VOIP Phones
- Network printers and copiers
- Faculty and student laptops, netbooks, tablets and desktops
- Google Applications for Education
- SHPS Email accounts (all faculty must use their SHPS email account for SHPS business)
- Interactive boards
- Projectors and document cameras
- Internet resources such as Google Drive, the SHPS HUB, Illuminate Student Information System, Blackboard Connect and other Online Systems

Anticipated Litigation

SHPS and its employees have a duty to preserve evidence, including electronic records that may be affected by litigation as soon as SHPS reasonably anticipates litigation or is placed on notice of the potential for litigation. Once SHPS reasonably anticipates litigation, employees have an obligation to:

Suspend routine document retention or destruction policies and put in place a "litigation hold." This hold applies to accessible backup tapes, e-mails, and other electronic media.

Instruct employees not to destroy any information, electronic or otherwise, that may be relevant no matter where the information is stored. Upon receipt of a "litigation hold" notice, employee must retain all e-mails responsive to the notice.

Social Media Policy

Policy for Staff use of Social Media

General

St. HOPE Public Schools (“SHPS”) supports staff’s responsible use of social media, recognizing that staff have a strong voice in representing the organization. For the purposes of this Policy, “social media” includes all types of posts and other communications on the Internet, including but not limited to, social networking sites (such as Facebook®, Instagram®, Snapchat®, or LinkedIn®), blogs and other online journals and diaries, bulletin boards, wikis and chat rooms, microblogs (e.g., Twitter®), posts of video on YouTube® and similar media-sharing sites, and posts on a personal website.

All SHPS staff members who engage in social media activity that relates in any way to SHPS, or SHPS' employees, students, parents of students, or that identifies SHPS in any way shall do so in a manner that does not violate SHPS' policies and procedures, and SHPS' safeguards to ensure the privacy and security of its confidential information. For the purposes of this Policy, “confidential information” includes student education records, sensitive non-public information about students or employees, and information about students or employees obtained by virtue of authorized access to confidential information solely to perform job responsibilities.

SHPS' staff may not post any photographs or videos on social media showing students, staff, or parents of students that do not involve an issue of public concern, including but not limited to without prior approval from the Human Resources Department. Pictures and videos depicting students or their families, or staff may be submitted to info@sthopepublicschools.org to determine whether the picture can be posted on social media.

Only authorized SHPS employees may communicate with the media on SHPS' behalf. Furthermore, any communications on behalf of SHPS should be posted on approved social media channels, and not a staff member’s social media account. Accordingly, staff members should not communicate on social media regarding SHPS in a way that suggests to readers that the staff member is communicating on behalf of SHPS. If SHPS is the subject of a staff member’s social media post, the staff member should make it clear that he/she is not speaking on behalf of SHPS, and that the opinions expressed are the staff member’s own opinions.

A staff member is not required to disclose his/her position within SHPS before posting on social media. However, if a staff member does disclose that he/she is affiliated with SHPS, he/she should use good judgment and carefully consider the impact that his/her social media post could have on SHPS. Information posted on social media can be hurtful to colleagues, can be misconstrued by parents, and can become a subject of gossip among students. Social media posts also have the potential to impair a staff member’s ability to command respect among students, parents, and co-workers., Staff should consider this when posting on social media.

Because communications to the public that undermine confidence in SHPS' staff can make it more difficult to manage and motivate students, staff should not use social media to make knowingly or recklessly false statements about SHPS' employees on social media.. Pictures or descriptions of conduct that would subject a teacher to school discipline could be detrimental to that teacher’s status as an educator and could negatively impact the academic process. Social media activity which violates SHPS' policies and procedures and does not involve a matter of public concern, will be subject to corrective action up to and including termination of employment. Likewise, social media posts that disclose confidential information will result in discipline, up to and including termination of employment and/or legal proceedings.

St. HOPE Public Schools’ Recommendation

It is strongly recommended that SHPS staff who wish to connect with any SHPS students (current or alumni under the age of 18), their parents, or their families on social media, do so by creating and maintaining two distinct social media pages or accounts: one personal and one professional. You should invite students (current or alumni), their parents and/or families to “friend” or “follow” your professional social media page only. Before connecting with a SHPS student or alum, a staff member must obtain written approval from the student’s parent or guardian and submit a copy of the approval to SHPS' Human Resources Department.

The Benefit

Professional and personal representations are completely separate. Personal postings and photos posted by you or others will not be visible to members on your professional social media profile. The professional page can incorporate discussions and other notes specifically related to an educational topic. However, both a staff member's professional and personal social media pages are subject to the terms of this Policy.

PERFORMANCE EVALUATION & COMPENSATION

The primary purpose of this evaluation system is to provide you with the support necessary to lead your students to incredible academic achievement on a path to a college degree and a successful life. The Performance Evaluation System is meant to:

1. *Clarify expectations:* The performance evaluation system outlines clear expectations for all teachers and staff through a rubric that is aligned with the actions of top performing teachers both at St. HOPE Public Schools and across the country.
2. *Provide feedback:* Quality feedback is a key part of professional growth in any field. This is why it is important to have a common language and regular opportunities to discuss performance. The performance evaluation system will provide both of these and allow for meaningful feedback to occur between teachers and administrators. In addition, with this rubric teachers and staff will receive clear, specific feedback for how to improve their skills and overall performance. We are continuing to look at how we support teachers, both new and veteran, to improve their knowledge and skills in the classroom. Through reflection on our current practices for support and professional development, feedback from teachers and administrators throughout St. HOPE, and results on teacher evaluations and for the students in the classroom, we look forward to 2016-17 being the best year yet in regards to support and development.
3. *Collaboration:* This system allows for collaboration to occur between teachers and others within and outside of our network based on the common rubric, our already strong communication skills and the team environment fostered at each school.
4. *Drive Professional Development:* The feedback generated from observations and conversations will help school leaders make strategic, focused decisions about how to use our limited time and resources to best support teachers. In addition, professional development can be differentiated for groups of teachers or individuals using data on the competencies and actions.
5. *Retain great teachers:* Having outstanding teachers in our classrooms will accelerate student achievement and quickly lead others to improve. In addition, teachers who are not performing at the highest level need to know what it takes to get there and be given a clear picture of what that level of mastery looks like. For us to accomplish our mission we need great teachers, and our best teachers need to be recognized for their outstanding work and used as models for others.
6. *Aligning to the organizational goals:* Ensuring we have an outstanding teacher in every classroom is one of our big goals and is crucial for improving our instructional program. The same goes for any role supporting schools, teachers, or students.

For more information, please review the Evaluation and Compensation on the SHPS HUB.

Compensation & Pay Days

Employees will be paid based on their calendar schedule on their offer letters. Pay date is normally seven (7) calendar days from the timecard end date. If that date falls on a weekend or a holiday of the Home Office Holiday Calendar, the date paid is the prior business day.

If you are a salaried employee who earns an additional stipend / extra duty pay this will be included in the same check as your regular pay. See IRS publication 15 and 15-A and Revenue Ruling 2008-29, 2008-24 I.R.B.1149 for more information as to how income taxes on these wages are withheld. St. HOPE Public Schools cannot create a separate check for supplemental wages.

Employees may have pay directly deposited into their bank accounts if they provide advanced, written authorization to SHPS. Employees will receive an itemized statement of wages for direct deposits. We strongly encourage all employees to take advantage of direct deposit to avoid a paycheck not reaching you by mail. Please contact the Human Resources department for additional information regarding enrollment in direct deposit.

If you choose not to have direct deposit, please note that your check will be mailed to the current address on file. SHPS will not hold checks to be picked up by employees with the following exception:

- All athletic coaching stipends for non-salaried employees are distributed by the Athletic Director with quarterly payout of stipends or at the end of the season.

Begin Period	End Period	Time Sheets Due	Pay Date	Begin Period	End Period	Time Sheets Due	Pay Date
06/16/16	06/30/16	07/01/16	07/07/16	01/01/17	01/15/17	01/16/17	01/20/17
07/01/16	07/15/16	07/18/16	07/22/16	01/16/17	01/31/17	02/01/17	02/07/17
07/16/16	07/31/16	08/01/16	08/05/16	02/01/17	02/15/17	02/16/17	02/22/17
08/01/16	08/15/16	08/16/16	08/22/16	02/16/17	02/29/2017	03/01/17	03/07/17
08/16/16	08/31/16	09/01/16	09/07/16	03/01/17	03/15/17	03/16/17	03/22/17
09/01/16	09/15/16	09/16/16	09/22/16	03/16/17	03/31/17	04/03/17	04/07/17
09/16/16	09/30/16	10/03/16	10/07/16	04/01/17	04/15/17	04/17/17	04/21/17
10/01/16	10/15/16	10/17/16	10/21/16	04/16/17	04/30/17	05/01/17	05/05/17
10/16/16	10/31/16	11/01/16	11/07/16	05/01/17	05/15/17	05/16/17	05/22/17
11/01/16	11/15/16	11/16/16	11/22/16	05/16/17	05/31/17	06/01/17	06/07/17
11/16/16	11/30/16	12/01/16	12/07/16	06/01/17	06/15/17	06/16/17	06/22/17
12/01/16	12/15/16	12/16/16	12/22/16	6/16/2017	6/30/2017	07/01/17	07/07/17
12/16/16	12/31/16	01/02/17	01/06/17				

Payroll Advances

SHPS does not allow payroll advances or loans.

Severance

SHPS does not maintain a formal severance pay policy.

Overtime

Employees classified as non-exempt will be compensated for overtime hours worked approved by a manager in accordance with all federal and state requirements.

Generally, unless an alternate workweek is in effect or state law dictates otherwise, non-exempt employees will be paid at a rate of one and one-half times their regular hourly rate for:

- Hours worked in excess of 8 hours in a day;
- Hours worked in excess of 40 hours in a week not already compensated as daily overtime

- For the first 8 hours of work on the 7th day of work in a single workweek

Non-exempt employees will be paid double their regular hourly rate for:

- Hours worked in excess of 12 hours in a day
- Hours worked in excess of 8 hours on a 7th day of work in a single workweek

Non-exempt employees are not permitted to work overtime without prior approval in writing from their manager. Non-exempt employees who work unauthorized overtime are subject to disciplinary action, up to and including termination.

Holidays, jury duty and/or days taken for any type of leave do not count as hours worked and are not computed into the workweek for overtime purposes.

Supplemental Wages

Overtime pay, extra duty pay, stipends, bonuses, retroactive pay increases, lump sum payouts of vacation time at termination of employment, and possible other extra payments in addition to regular wages are considered supplemental wages according to the Internal Revenue Service for income tax withholding. Payments of supplemental wages may result in a higher income tax withholding rate than with your regular wages. Having supplemental wages paid to you at a different time or as a separate payment does not exempt these wages from the definition of supplemental wages for income tax withholding and will not result in a lower tax withholding. See IRS publication 15 and 15-A and Revenue Ruling 2008-29, 2008-24 I.R.B.1149 for more information as to how income taxes on these wages are withheld. You may want to take this into account when completing your W-4 form. Separate checks will not be issued for supplemental wages.

At the end of the calendar year, a “withholding statement” (IRS Form W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The IRS Form W-2 is a summary for the calendar year earnings which includes taxable wages, taxes withheld, retirement plan contributions(if applicable), and health benefit deductions (if applicable).

Payroll Withholdings

SHPS is required by law to withhold Federal Income Tax, State Income Tax, Medicare, State Disability Insurance, and Social Security (FICA) or State Teachers Retirement System (STRS) and from each employee’s pay as follows:

- **Federal Income Tax Withholding:** The amount varies with the number of exemptions the employee claims and, of course, the gross pay amount. If an employee elects to be exempt no Federal Income taxes will be deducted.
- **State Income Tax Withholding:** The same factors that apply to federal withholdings apply to state withholdings. If an employee elects to be exempt no State Income taxes will be deducted.
- **Social Security and Medicare (FICA):** The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by SHPS.
- **State Disability Insurance (SDI):** This state fund is used to provide benefits to those out of work because of illness or disability.
- **State Teachers Retirement System (STRS):** STRS requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by SHPS. If you are a STRS member this retirement system replaces Social Security.

Every deduction from your paycheck is listed on your check voucher. It is your responsibility to review each pay stub for accuracy. If you do not understand the deduction, please contact the Finance Department for further explanation. The Finance Department can be reached at finance@sthopepublicschools.org.

You may change the number of withholding allowances you wish to claim for both Federal and State Income Tax purposes at any time by filling out a new W-4 (Federal) and/or DE-4 (State) form, and submitting the completed form(s) to the Human Resources department. The SHPS Human Resources department maintains a supply of these forms. Changes may not be effective until the payroll period following submission of these forms.

All mandatory taxes, STRS (if applicable), garnishments and elections will be automatically deducted from all paychecks. Federal and State withholding tax deduction is determined by the employee’s W-4 / DE-4 forms respectively. The W-4 / DE-4 forms should be completed upon hire and it is the employee’s responsibility to report any changes in filing status to the Human Resources Department and to fill out the appropriate forms. Changes will not be made until a new form has been received and approved by the Finance Department.

Discussion of Wages

An employee is permitted to disclose the employee’s own wages and discuss or inquire into another employee’s wages. SHPS will not terminate, demote, suspend, or otherwise discriminate or retaliate against any employee on the basis of such an inquiry or disclosure or because an employee exercises his or her rights or aids or encourages another employee in exercising his or her rights under California’s Equal Pay Law (Cal. Lab. Code § 1197.5). This policy does not require disclosure of wages.

Meal and Rest Breaks

Meal Breaks

SHPS provides at least a 30-minute meal break to employees who work more than five hours and a second 30-minute meal break to employees who work more than 10 hours in a workday, unless they have elected to waive a meal break in accordance with SHPS' policy and state law. Employees are relieved of their duties during meal breaks and are allowed to leave the premises. SHPS provides meal breaks according to the following schedule:

Duration of Shift In Hours	# Meal Breaks	Comments
0 to < 5.0	0	An employee who does not work more than five hours in a workday is not provided with a meal break.
> 5.0 to < 10.0	1	An employee who works more than five hours in a workday, but who does not work more than 10 hours in a workday, is provided with a 30-minute meal break that is available before the end of the fifth hour of work, subject to any meal period waiver in effect.
> 10.0	2	An employee who works more than 10 hours in a workday is provided with a second 30-minute meal break that is available before the end of the 10th hour of work, subject to any meal period waiver in effect. The meal period waiver will be invalidated if the employee works more than 12 hours.

SHPS does not pay nonexempt employees for meal breaks, so nonexempt employees must record the start and stop times of their meal breaks.

Rest Breaks

Employees are authorized and permitted to take a 10-minute paid rest break for every four hours worked, or major fraction thereof (i.e., more than two hours). SHPS authorizes and permits rest breaks according to the following schedule:

Duration of Shift In Hours	# of 10-Minute Rest Breaks	Comments
0 to < 3.5	0	A nonexempt employee who works less than three and one-half hours in a workday is not entitled to a rest break.
> 3.5 to < 6	1	A nonexempt employee who works three and one-half hours or more in a workday, but who does not work more than six hours in a workday, is entitled to one 10-minute rest break.
> 6.0 to < 10.0	2	A nonexempt employee who works more than six hours in a workday, but who does not work more than 10 hours in a workday, is entitled to two 10-minute rest breaks.
> 10.0 to < 14.0	3	A nonexempt employee who works more than 10 hours in a workday, but who does not work more than 14 hours in a workday, is entitled to three 10-minute rest breaks.

Whenever practicable, rest breaks should be taken near the middle of each four-hour work period. Employees may not accumulate rest breaks or use rest breaks as a basis for starting work late, leaving work early or extending a meal break. Employees also may not leave work premises during a rest break.

Because rest breaks are paid, nonexempt employees should not clock out for them.

Any nonexempt employee who is not provided with a timely, uninterrupted and at least 30-minute meal break or authorized and permitted to take a rest break according to this policy is immediately entitled to a meal or rest break premium. Any supervisor who knows or should reasonably know that a meal break or rest break was not provided in accordance with this policy should arrange for a premium to issue to the employee. Employees are responsible for reporting to their supervisor any meal break that was not provided or any rest break not authorized and permitted where the supervisor would have no reason to otherwise know of this fact. Any employee who feels that he or she is owed a premium as a result of this Policy, but has not received the premium should report the missing premium immediately to his or her manager and/or Human Resources.

Discipline

Any employee, supervisor or manager who fails to observe meal and rest break policies may be subject to discipline, up to and including termination of employment. Violations of this policy should be reported to any manager or Human Resources. Every report will be fully investigated, and corrective action will be taken if appropriate.

In addition, SHPS will not allow any form of retaliation against individuals who report alleged violations of this policy or who cooperate in SHPS's investigation of such reports. Any form of retaliation in violation of this policy will result in disciplinary action, up to and including termination.

Lactation Accommodation

SHPS will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's infant child, unless doing so would seriously disrupt SHPS operations. Employees needing breaks for lactation purposes may use ordinary paid rest breaks or may take other reasonable break time when needed. If possible, the lactation break time should run concurrently with scheduled meal and rest breaks already provided to the employee. If the lactation break time cannot run concurrently with meal and rest breaks already provided or additional time is needed, the lactation break time will be unpaid for nonexempt employees.

Employees will be relieved of all work-related duties during any unpaid break. When unpaid breaks or additional time are required, employees should work with their supervisor [or insert name/contact details for appropriate SHPS representative or department] regarding scheduling and reporting the extra break time.

Because exempt employees receive their full salary during weeks in which they work, all exempt employees who need lactation accommodation breaks do not need to report any extra break time as "unpaid."

SHPS will provide employees with the use of a room or a private area, other than a bathroom or toilet stall, that is shielded from view and free from intrusion from co-workers and the public. SHPS will make a reasonable effort to identify a location within close proximity to the work area for the employee to express milk. This location may be the employee's private office, if applicable. Lactation is considered a pregnancy-related condition under California law.

Employees should discuss with [insert name/contact details for appropriate SHPS representative or department] the location for storage of expressed milk. In addition, employees should contact [insert name/contact details for appropriate SHPS representative or department] during their pregnancy or before their return to work to identify the need for a lactation area.

Time Cards/Records

All nonexempt employees are required to record their starting and ending time, as well as time in and out for unpaid meal breaks. All time is reported using the Paybridge system, utilizing either a time clock or an electronic time sheet. Fraudulently reporting time is considered to be time theft and may lead to termination.

Exempt employees may be required to report time for security and attendance reasons. Time submitted by exempt employees does not affect payroll.

Expense Reimbursement

SHPS will reimburse employees for reasonable business travel expenses incurred while on authorized assignments away from the normal work location and other pre-approved purchases. However, the majority of day-to-day purchases (e.g., supplies) should be done thru the appropriate purchasing processes (see Purchasing Section of the Employee Handbook). Every effort should be made to obtain items from SHPS approved vendors using the requisition process or corporate credit cards. All purchases must have the prior written approval of the employee's supervisor, and all business travel must have advance prior written approval by the employee's supervisor for reimbursement purposes. Failure to obtain prior written approval may lead to discipline up to and including termination and non-reimbursement. Employees must submit original itemized receipts with reimbursement forms.

In General:

- Expenses can be reimbursed up to 45 calendar days from the date of the transaction
- Itemized receipts and/or proof of payment must accompany all expenses
- All expenses must be pre-approved by the appropriate Principal, Manager, Chief, or CEO
- Employees must use their corporate credit card if one has been issued to them
- Failure to comply with the above will result in non-reimbursement of the expense

Relocation Assistance Benefit

St. HOPE Public Schools may offer relocation assistance to newly hired salaried exempt employees moving to the Greater Sacramento Metropolitan Area* from a distance outside of a 100 mile radius. All expenses incurred at time of move will be paid out-of-pocket by the employee and will be reimbursed up to the defined amounts detailed within this policy. *The Greater Sacramento Metropolitan Area is defined by the geographical boundaries of Rocklin, CA to the north; Elk Grove, CA to the south; El Dorado Hills, CA to the east; and Davis, CA to the west.

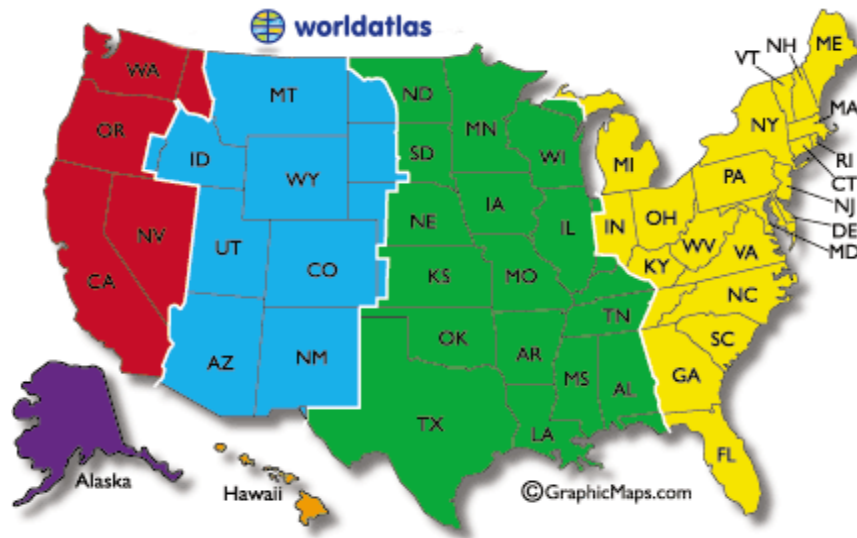
Reimbursements will be made to employees who provide proof in the form of valid receipts and/or receipt of payment for qualifying moving expenses incurred. Submittal of all valid receipts and/or receipt of payment must be made within 60 days after date of hire otherwise they will not be paid. All qualifying expenses must be made within 30 days of employee's date of hire.

In the event that the newly hired employee separates employment with St. HOPE Public Schools within 12 months from their date of hire the employee may be subject to payment recovery charges.

A detailed list of Qualifying Moving Expenses and examples of Non-qualifying Moving Expenses are outlined within this policy.

Maximum Relocation Allowances (Region-Specific)

The maximum reimbursable amount to be paid as per this relocation assistance policy has been determined based upon a region-specific structure set forth by SHPS. These regions are based upon the map below and the allocated maximum reimbursable amounts are defined as follows:



East Coast Region \$3,500 maximum
Central Region \$3,000 maximum
Midwest Region \$2,000 maximum
West Coast Region \$1,500 maximum

Qualifying Moving Expenses (Reimbursable)

The following moving expenses have been determined eligible for reimbursement upon submittal of proof of receipt of payment, along with an approved and completed SHPS Reimbursement Form.

- Shipment of Personal Belongings and Furniture
- Shipment of Personal Automobile

Lodging during the Time of Move

Travel to the Greater Sacramento Metropolitan Area by use of personal automobile (reimbursed at the current IRS standard mileage rate, as of January 1, 2014, of 23 cents per mile)

- Rental Car Fees (all inclusive)
- Airfare incurred post-employment offer resulting in relocation

Non-Qualifying Moving Expenses (Not Reimbursable)

The following moving expenses have been determined to not be eligible for reimbursement.

- All expenses related to the buying or selling of a home
- All expenses related to entering or breaking a lease
- All expenses related to registering and operating a vehicle under the State of California
- Meals during Time of Move
- Any storage expenses incurred while in transit or temporary basis upon arrival
- All expenses incurred to relocate a member of your household (if relocating at a later date)

Donations and Fundraising

Materials are often donated to St. HOPE Public Schools, either by individual donors or by organizations. Donors Choose or Pledge Cents are two organizations to consider. All donations are considered to be donated to SHPS for the purpose of enhancing the educational experience of our SHPS students, not donated to an individual employee. All donations are thus the property of SHPS. Unless written permission is granted by the Superintendent, employees may take possession of any donated goods.

Health Insurance

Full-time employees (working 30 hours or more per week) are eligible for medical coverage upon the first day of the month following the date of employment or change to full-time employment. Eligible employees have 30 calendar days from their start date to enroll for medical benefits through the SHPS' benefits provider portal online. Failure to enroll in benefits coverage within 30 calendar days will result in the automatic waiving of all benefits with the exception of Long-term Disability, Group Term Life Insurance, and the Employee Assistance Program.

Open Enrollment Period

Once a year, SHPS holds an open enrollment period at which time employees can make changes to their benefit plan based upon plans available for the upcoming year. This open enrollment period takes place annually in August and any changes made shall become effective on September 1st of the same year. Employees are not permitted to make changes to their benefit plan outside of this period unless certain life-changing events have occurred (e.g., marriage, birth of child). Under such circumstances, employees have 30 calendar days from the date of the life-changing event to make the appropriate changes to their benefit plan. The employee must wait until the next Open Enrollment period to make any changes to the employee's benefit plan should they fail to make changes to benefits coverage within this 30 calendar day period.

For more information regarding our benefit plans and what constitutes a qualifying life event, please contact the Human Resources Department at hr@sthopepublicschools.org.

Same-Sex Marriages and Domestic Partnerships

SHPS complies with all applicable federal and state laws regarding the provision of benefits to same-sex spouses and domestic partners. In California, marriage is considered a personal relationship arising out of a contract between two persons, which includes same-sex spouses. Registered domestic partners have the same rights as spouses. Employees should contact Human Resources if they have any questions regarding benefits eligibility for themselves, their spouses or domestic partners.

California State Disability Insurance

All employees of SHPS are covered by State of California Disability Insurance (SDI) pursuant to the California Unemployment Insurance Code. Disability insurance is payable when you cannot work because of illness or injury not caused by employment at SHPS, or when you are entitled to temporary workers' compensation at a rate less than the daily disability benefit amount. Specific rules and regulations governing disability payments are available from the Human Resources Coordinator or via the California Employment Development Department website: www.edd.ca.gov.

Family Leave Insurance

Employees may be eligible for up to six weeks of state-provided paid family leave (PFL) insurance benefits when they take time off for one of the following purposes:

- To bond with a child during the first 12 months after the child's birth or after the placement of a child for adoption or foster care with the employee; or
- To care for an immediate family member (spouse, registered domestic partner, child, parent, grandparent, grandchild, sibling and parent-in-law defined by the PFL law) who is seriously ill and requires care.

The PFL benefits described in this policy are a state-provided partial wage replacement benefit, not a protected leave of absence. To obtain approval for a leave of absence for the reasons set forth above, employees must contact their supervisor or [insert name/contact details for appropriate SHPS representative or department] and comply with applicable eligibility, notice, and certification requirements when required by state or federal law.

Amount and Duration of Benefits

The weekly benefit amount is approximately 55 percent of the employee's earnings and is subject to a state-imposed cap. Employees may receive up to six weeks of PFL benefits during a 12-month period, but may not receive more benefits than earned in wages during the base period for calculating benefits (generally, the 12 months prior to the quarter in which the claim is made).

Employees will be subject to a seven-day waiting period before being able to receive PFL benefits. Employees may use any accrued but unused sick leave prior to receiving PFL benefits. Employees may also use any accrued but unused vacation prior during the waiting period. The waiting period does not apply to new mothers transitioning from state disability insurance benefits to PFL benefits.

When applicable, PFL benefits will run concurrently with leave time available under the California Family Rights Act and the federal Family and Medical Leave Act.

Unemployment Compensation Insurance

On behalf of all employees, and as required by the Social Security Act, SHPS contributes towards the California Unemployment Insurance Fund. Eligibility requirements for unemployment claims are determined by the California Employment Development Department, as are terms and amount of compensation paid to each individual claim. Additional information regarding Unemployment Insurance is available from the Human Resources department or via the California Employment Development Department website: www.edd.ca.gov/unemployment.

Long-Term Disability Insurance

All employees of SHPS working at least 30 hours or more per week qualify as eligible members to receive Long-term Disability Insurance coverage at no additional cost to the employee. Disability insurance protects employees unable to work due to long-term illness, injury, or non-work related accidents. Additional information regarding Long-term Disability Insurance is available from the Human Resources department, found within the St. HOPE Benefits Enrollment Guide, or via our online benefits portal.

Group-Term Life Insurance

All employees of SHPS working at least 30 hours or more per week qualify as eligible for Group-Term Life coverage. Group-Term Life Insurance provides a benefit to the beneficiaries of covered individuals for accidental death and also loss of limbs or bodily functions. Additional information regarding Group-Term Life Insurance is available from the Human Resources Coordinator, found within the St. HOPE Benefits Enrollment Guide, or via our online benefits portal.

St. HOPE Public Schools 401(k) Plan

SHPS' employees are eligible to participate in a 401(k) retirement savings plan. Information about this plan can be obtained from the Human Resources Department. Eligible employees may contribute a portion of their pretax income towards the St. HOPE Public Schools 401(k) Plan up to the maximum allowable by law. SHPS will match contributions up to 3% for eligible employees. Employees eligible for a 3% matched retirement contribution from SHPS include any full-time employees who do not receive retirement contributions from SHPS via the California State Teachers Retirement Systems (see CalSTRS Retirement Plan section below). Employees may elect to enroll in this benefit through the SHPS benefits provider portal online. Full-time employees become eligible for participation on the first day of the month after completing 30 days of service.

Detail St HOPE 401(k) Retirement Plan

- Define plan eligibility
- List Contact information for Plan Administrator
- List Contact information for Plan Provider

CalSTRS Retirement Plan

All employees whose job requires certification/licensure (e.g., teacher) and are deemed eligible by the California State Teacher's Retirement System (CalSTRS) shall be mandatorily enrolled in CalSTRS. At the time of hire, Substitute teachers may permissively elect or decline membership in CalSTRS. However, any substitute who completes more than 100 days of service in an academic year, performs 60 hours or more of service within a 100 day period, or is assigned to a position performing work at a rate greater than a 0.50 FTE shall be mandatorily enrolled in CalSTRS.

Both the CalSTRS eligible employee and SHPS are required to contribute towards CalSTRS, but are not subject to social security deductions. Employee contributions are made on a tax-deferred basis. For more information on CalSTRS, such as vesting rules and retirement benefit calculations, please visit the CalSTRS website at www.calstrs.com.

Holidays

All holidays are outlined in the school site calendars for Triumph, PS7, Oak Park Prep, Sacramento Charter High School, or the SHPS Home Office respectively. It is the responsibility of the employee to consult the calendar applicable to their current role and/or site of employment.

Religious Observances

St. HOPE Public Schools supports providing reasonable accommodations for its employees' sincerely held religious beliefs. To that end, an employee may request time off for religious observances that are not listed in St. HOPE Public School's regular holiday schedule above. The employee shall make a written request no less than two weeks in advance of such leave to his or her immediate supervisor, which shall only be denied when an employee's absence from work would create an undue hardship on St. HOPE Public School's operations.

Since religious holidays are scheduled events, the employee must provide his or her supervisor with adequate notice when requesting leave under this policy. Should an employee not have sufficient available PTO/Sick leave to cover the requested day(s) off, St. HOPE Public Schools shall grant the time off as unpaid.

Paid Sick Leave and Vacation

Yearly sick leave amounts are accrued effective July 1st of each year. Earning of and Accumulating Sick Leave: Sick leave shall be considered a benefit provided to all employees of SHPS who satisfy the minimum requirements set forth in CA AB 1522. There is no maximum accumulation of sick leave and therefore shall accrue unlimited throughout the duration of employment with SHPS.

Employees who participate in CalSTRS may transfer all accumulated, unused sick leave to a new employer upon separation and shall submit verification form provided by their new employer to the Human Resources Department for completion. Please refer below for sick leave policy for CalSTRS participants upon retirement while employed at SHPS.

All accumulated sick leave will have no monetary value in the event of retirement or separation of employment and all unused sick leave shall be forfeited.

Full-time, Year-Round Employees: Full-time, year-round employees shall accrue paid sick leave at the rate of 6.66 hours per month of active employment. All unused sick leave accrued, shall be carried forward for the duration of employment with SHPS.

Full-time, Non-year-round Employees: Full-time, non-year-round employees shall accrue paid sick leave at a rate of 5.33 hours, prorated to their FTE equivalent, per month of active employment.

Part-time, Non-year round Employees (Working fewer than 30 hours per week): Part-time employees shall accrue paid sick leave at a rate of 5.33 hours, prorated to their FTE equivalent, per month of active employment. In accordance with CA AB 1522, part-time employees who work at least 30 or more days per year shall, at minimum, accrue paid sick leave at a rate of 1.00 hour for every 30 hours worked.

SHPS Retiring Participants of CalSTRS: Any employee who participates in CalSTRS may transfer unused sick leave to CalSTRS to be converted into additional service credit upon verification by the Human Resources Department. Sick leave credit is calculated by CalSTRS by dividing the number of accumulated unused sick leave days by the number of base service days (excluding school and legal holidays).

General Sick Leave Rules and Procedures

Use of Sick Leave: Employees can take paid leave for themselves or a family member for preventive care or care of an existing health condition or for specified purposes if they are a victim of domestic violence, sexual assault or stalking. Family members include the employee's parent, child, spouse, registered domestic partner, grandparent, grandchild, and sibling. Preventive care would include annual physicals or flu shots. Paid sick leave may be used in increments of two hours or greater to cover all or just part of a work day. No employee may give or loan sick leave time to another employee. Employees are not required to find an employee to cover their work when they take paid sick leave.

Documentation of Sick Leave: Employees of SHPS are required to notify their manager as soon as possible on the first day of absence due to illness or injury, and shall send a documented request to their manager three days in advance whenever the need for sick leave is foreseeable. Employees shall document any use of paid sick leave upon the appropriate timesheet.

At the discretion of SHPS, an employee may be required to furnish a certificate from a physician stating the employee was incapacitated from work as a result of illness or injury and that the employee is physically able to perform his or her duties upon returning to work. In addition employees, using 3 or more consecutive days of sick leave must provide their manager with a certificate from a physician stating the employee was incapacitated from work as a result of illness or injury and that the employee is physically able to perform his or her duties upon returning to work.

Exhaustion of Sick Leave: Upon the exhaustion of all accumulated paid sick leave, employees will not receive financial compensation for any additional days needed due to illness or injury. For additional time needed, the employee will be considered on leave without pay unless the employee voluntarily chooses to utilize accumulated vacation or personal leave pay. See 'Unpaid Leaves of Absence' section for additional details.

An employee or his/her manager can inquire about current sick leave accruals with the Human Resources Department at any time.

This policy supersedes anything written within an extended offer of employment letter.

Personal Days

To accommodate for non-year-round full-time and part-time staff that do not accrue vacation, SHPS has implemented paid personal days. Yearly personal day amounts are granted to all qualifying employees effective July 1st of each year. In the event of a change in the employment relationship (e.g. termination), employees will be financially liable for any personal time used but not yet accrued.

Full-time, Non-year-round Employees: Full-time, non-year-round employees will accrue one personal day (8 hours) for every three months of active employment.

Part-time, Non-year round Employees (Working fewer than 30 hours per week): Part-time, non-year-round employees will accrue one personal day (8 hours) for every one year they are employed. The one personal day (8 hours) will accrue on September 1st.

Full and part time staff working year-round do not accrue personal days (see vacation days detail below).

General Personal Leave Rules and Procedures

Up to 16 hours of unused personal day accrual may be carried over from one academic year to the next for non-year-round full-time employees. Employees may not accrue or maintain both vacation and personal days at the same time.

Documentation of Personal Leave: Personal days must be approved by a manager at least two weeks prior to the date(s) requested. Failure to notify your manager or taking personal leave that has been denied by your manager may result in disciplinary action up to and including termination. Employees shall document any use of personal leave upon the appropriate time sheet.

Exhaustion of Personal Leave: Upon the exhaustion of all accumulated personal leave, employees will not receive financial compensation for any additional days requested. For additional time, the manager may approve unpaid leave in lieu of exhausted personal leave and subject to any appropriate deductions in pay. See 'Unpaid Leaves of Absence' section for additional details.

Personal Leave Payout upon Final Pay: Personal day accruals in California are considered compensation and will be paid to the employee at the end of employment with St. HOPE Public Schools.

In the event of a change in the employment relationship (e.g. termination), employees will be financially liable for any personal days used but not yet accrued. A status change, or termination of employment with SHPS are the only instances in which personal day accrual is paid to an employee. Personal day accrual will not be paid to the employee in any other circumstances.

An employee or his/her manager can inquire about current personal day accruals with the Finance Department at any time.

Vacation

Employees who do not work a year-round calendar have regularly scheduled non-service days built into their school-based work calendars and, subsequently, additional vacation benefits are not provided.

Full-Time Employee (Less than 3 years of completed service): All full-time employees of SHPS, working on the year-round calendar, who have completed less than 3 years of service shall accrue vacation leave at a rate of 8.66 hours per month

of active full-time employment. Vacation leave is capped at 208 hours at which point no additional vacation leave shall be accrued. Vacation leave accrual shall resume once hours accrued are used resulting in total hours accrued to be less than 208 hours.

Full-Time Employee (After completing 3 years of full-time service): Upon the completion of three years of full-time employment with SHPS, qualifying employees shall accrue vacation leave at a rate of 12 hours per month of active full-time employment. Vacation leave is capped at 288 hours at which point no additional vacation leave shall be accrued. Vacation leave accrual shall resume once hours accrued are used resulting in total hours accrued to be less than 288 hours.

Part-Time Employee (Year-round employees): Part-time employees, working year-round, shall accrue vacation leave at a prorated amount equivalent to their FTE rate based upon the 8.66 hours per month accrual rate, per month of active employment.

Documentation of Vacation Leave

Vacation leave must be approved by a manager at least two weeks prior to the date(s) requested. Employees shall document any use of vacation leave upon the appropriate time sheet. If vacation is available, that time must be used before taking approved unpaid time off.

Exhaustion of Vacation Leave

Upon the exhaustion of all accumulated vacation leave, employees will not receive financial compensation for any additional days requested. For additional time, the manager may approve unpaid leave in lieu of exhausted vacation leave and subject to any appropriate deductions in pay. See 'Unpaid Leaves of Absence' section for additional details.

Vacation Leave Payout upon Final Pay

Upon termination of employment, employees will be paid for all vacation days that have accrued but remain unused through the last day of work. Vacation days will be paid at the employee's regular rate of pay at the time of termination of employment.

A status change, or termination of employment with SHPS as described above are the only instances in which vacation accrual is paid to an employee. Vacation accrual cannot be paid to the employee in any other circumstances.

If vacation accrual is not available for personal time off requested, a deduction in pay will be made for time taken off and treated as unpaid leave. Available vacation leave must be used before taking approved unpaid time off.

An employee or his/her manager can inquire about current vacation accruals with the Finance department at any time.

Punctuality and Attendance

Employees of SHPS are expected to attend work according to their assigned calendar and schedule and to be punctual at all times.

If, for any reason, an employee is going to be late or absent from work, the employee must notify their manager by phone or text and email as much in advance as possible or immediately upon determining that one will be absent or late. Should the manager not be available, the employee should leave a message via email or voicemail. In addition to notifying their manager, all school-based teaching/instructional staff must follow the substitute policies set forth by SHPS.

More than three instances of tardiness by any employee during any twelve-month period are considered excessive. Excessive tardiness or unexcused absences may result in disciplinary action up to and including termination. Notwithstanding these provisions, employees who are on an approved leave of absence will generally not be subject to corrective action as the result of absences or for any other protected absence.

Any employee who fails to report for work for three (3) consecutive working days without giving prior notice shall be deemed to have voluntarily resigned from employment with SHPS.

Substitute Policies & Procedures

Instructional staff must notify the SHPS Substitute Coordinator of any planned absences (vacations, jury duty) at the earliest possible opportunity by email. For unplanned absences (sick days, emergencies), the Substitute Coordinator can be notified by phone, text, or email up until 9 P.M. on the day preceding the date of absence or after 5:30 A.M. on the date of absence. For extended absences (FMLA leave, maternity leave), the staff member should notify their Manager and determine a date of return. All SHPS staff are required to leave a detailed sub-plan for their class. More information on substitute policies and procedures will be located on the St. HOPE HUB.

Workers' Compensation

Workers' Compensation is designed to ensure that employees who are injured, become ill, or are disabled while on the job are provided with needed medical care and wage-loss protection. Employees with a work-related injury must immediately notify the Human Resources Department.

Employees may not qualify to see their personal physician under the SHPS Workers' Compensation insurance unless a "Predesignation of Personal Physician" form has been completed and retained on record by the Human Resources Department. In the event of an immediate medical emergency, employees should call 911 or go to the nearest hospital emergency room for treatment.

Time off for the purpose of a work-related injury or illness, including treatment, will be considered time off under the Family and Medical Leave Act and any other applicable federal or state mandated leave laws. Any absences from work for follow-up treatment are generally unpaid for which employees may use accrued sick leave or personal leave.

Medical Provider Network

SHPS has an established Medical Provider Network (MPN) designated by our Workers' Compensation insurance carrier. An MPN is a select group of healthcare providers who handle treatment of employees' injuries or illness sustained while on the job. If an employee has not filed a "Predesignation of Personal Physician" form with the Human Resources Department prior to sustaining an injury or illness, they shall see a physician associated with the SHPS' MPN. After the initial visit, employees are free to select another physician within the SHPS' MPN.

LEAVES OF ABSENCES

Family and Medical Leave (FMLA)

SHPS will grant family and medical leave in accordance with the requirements of applicable federal and state law in effect at the time the leave is granted. Although the federal and state laws have different names, SHPS refers to the federal Family and Medical Leave Act (Fed-FMLA) and the California Family Rights Act (CFRA) collectively as "FMLA Leave." In any case, employees will be eligible for the most generous benefits available under applicable law.

Employee Eligibility

To be eligible for FMLA Leave, employees must: (1) have been employed by SHPS for a total of at least 12 month (52 weeks) at any time prior to the commencement of a CFRA leave; (2) have worked at least 1,250 hours over the previous 12 months as of the start of the leave; and (3) have worked at a location where at least 50 employees are employed by SHPS within 75 miles of the employee's worksite, as of the date the leave is requested. Eligibility requirements may differ for employees who have been on a protected military leave of absence. If employees are unsure whether they qualify for FMLA Leave, they should contact Human Resources.

Reasons for Leave

Federal and state laws allow FMLA Leave for various reasons. Because employees' legal rights and obligations may vary depending upon the reason for the FMLA Leave, it is important to identify the purpose or reason for the leave. Fed-FMLA leave and CFRA leave run concurrently except for the following reasons: to care for a registered domestic partner or a child of a registered domestic partner (CFRA only), incapacity due to pregnancy or prenatal care as a serious health condition (Fed-FMLA only), qualifying exigency leave (Fed-FMLA only) and military caregiver leave (Fed-FMLA only). Additionally, CFRA coverage for an employee's own serious health condition that also constitutes a disability under the California's Fair Employment and Housing Act (FEHA) is separate and distinct from FEHA protections. If the employee cannot return to work at the expiration of the CFRA leave, SHPS will engage the employee in the interactive process to determine whether an extension of the leave would be a reasonable accommodation under the FEHA. FMLA Leave may be used for one of the following reasons:

- The birth, adoption or foster care of an employee's child within 12 months following birth or placement of the child (Bonding Leave);
- To care for an immediate family member (spouse, registered domestic partner, child, child of a registered domestic partner or parent) with a serious health condition (Family Care Leave);
- An employee's inability to work because of a serious health condition (Serious Health Condition Leave);
- A "qualifying exigency," as defined under the FMLA, arising from a spouse's, child's or parent's "covered active duty" as a member of the military reserves, National Guard or Armed Forces (Qualifying Exigency Leave); or
- To care for a spouse, child, parent or next of kin (nearest blood relative) who is a "Covered Servicemember" (Military Caregiver Leave).

Definitions

"Child," for purposes of Bonding Leave and Family Care Leave, means a biological, adopted or foster child; a stepchild; a legal ward; or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and incapable of self-care because of a mental or physical disability at the time that FMLA Leave is to commence. "Child," for purposes of Qualifying Exigency Leave and Military Caregiver Leave, means a biological, adopted or foster child; stepchild; legal ward; or a child for whom the person stood in loco parentis, and who is of any age.

"Parent," for purposes of this policy, means a biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the person. This term does not include parents-in-law. For Qualifying Exigency Leave taken to provide care to a parent of a deployed military member, the parent must be incapable of self-care as defined by the FMLA.

"Covered Active Duty" means (1) in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and (2) in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty (or notification of an impending call or order to active duty) in support of a contingency operation as defined by applicable law.

"Covered Servicemember" means (1) a member of the Armed Forces, including a member of a reserve component of the Armed Forces, who is undergoing medical treatment, recuperation or therapy; is otherwise in outpatient status; or is otherwise on the temporary disability retired list, for a serious injury or illness incurred or aggravated in the line of duty while on active duty that may render the individual medically unfit to perform his or her military duties; or (2) a person who, during the five years prior to the treatment necessitating the leave, served in the active military, Naval or Air Service, and who was discharged or released under conditions other than dishonorable (a "veteran" as defined by the Department of Veteran Affairs), and who has a qualifying injury or illness incurred or aggravated in the line of duty while on active duty that manifested itself before or after the member became a veteran. For purposes of determining the five-year period for covered veteran status, the period between October 28, 2009, and March 8, 2013, is excluded.

"Spouse" means a husband or wife. Husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state. For purposes of CFRA leave, a spouse includes a registered domestic partner or same-sex partners in marriage.

"Key employee" means a salaried FMLA Leave eligible employee who is among the highest paid 10 percent of all the employees employed by the employer within 75 miles of the employee's worksite at the time of the FMLA leave request.

"Serious health condition" means an illness, injury, impairment or physical or mental condition that involves either:

- Inpatient care (including, but not limited to, substance abuse treatment) in a hospital, hospice or residential medical care facility, including any period of incapacity (that is, inability to work, attend school or perform other regular daily activities) or any subsequent treatment in connection with this inpatient care; or
- Continuing treatment (including, but not limited to, substance abuse treatment) by a health care provider that includes one or more of the following:
 - A period of incapacity (that is, inability to work, attend school or perform other regular daily activities due to a serious health condition, its treatment or the recovery that it requires) of more than three consecutive calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves treatment two or more times via an in-person visit to a health care provider, or at least one visit to a health care provider that results in a regimen of continuing treatment under the supervision of the health care provider.
 - Any period of incapacity due to pregnancy or prenatal care (under the Fed-FMLA, but not the CFRA).
 - Any period of incapacity or treatment for incapacity due to a chronic serious health condition that requires periodic visits to a health care provider, continues over an extended period of time and may cause episodic incapacity.
 - A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective, such as Alzheimer's, a severe stroke and the terminal stages of a disease.

- Any period of absence to receive multiple treatments (including any period of recovery) by a health care provider either for (a) restorative surgery after an accident or other injury; or (b) a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment.

"Serious injury or illness" in the case of a current member of the Armed Forces, National Guard or Reserves is an injury or illness incurred by a covered servicemember in the line of duty on active duty (or that preexisted the member's active duty and was aggravated by service in the line of duty on active duty) in the Armed Forces that may render him or her medically unfit to perform the duties of his or her office, grade, rank or rating. In the case of a covered veteran, "serious injury or illness" means an injury or illness that was incurred in the line of duty on active duty (or existed before the beginning of the member's active duty and was aggravated by service in line of duty on active duty) and that manifested itself before or after the member became a veteran.

"Qualifying exigency" is defined by the Department of Labor and generally includes events related to short-notice deployment, military ceremonies, support and assistance programs, changes in childcare, school activities, financial and legal arrangements, counseling and post-deployment activities. Qualifying Exigency Leave may also be used to spend up to 15 days with military members who are on short-term, temporary, rest and recuperation leave during their period of deployment.

Length of Leave

If the reason for leave is common to both Fed-FMLA and CFRA and, therefore, running concurrently, the maximum amount of FMLA Leave will be 12 workweeks in any 12-month period when the leave is taken for: (1) Bonding Leave; (2) Family Care Leave; and (3) Serious Health Condition Leave. If the reason for leave is not common to both Fed-FMLA and CFRA and, therefore, not running concurrently, then an eligible employee may be entitled to additional leave under applicable law.

When the reason for leave is Bonding Leave under the CFRA or Fed-FMLA and both spouses work for SHPS and are eligible for leave under this policy, the spouses will be limited to a total of 12 workweeks off between the two of them. However, SHPS will not limit the spouses' entitlement to CFRA for any qualifying reason other than Bonding Leave. When the reason for leave is Family Care Leave and if both spouses work for SHPS and are eligible for leave under this policy, the spouses will be limited to a total of 12 workweeks off between the two of them under Fed-FMLA. A 12-month period begins on the date of the employee's first use of FMLA Leave. Successive 12-month periods commence on the date of the employee's first use of such leave after the preceding 12-month period has ended.

The maximum amount of Fed-FMLA Leave for an employee wishing to take Military Caregiver Leave will be a combined leave total of 26 workweeks in a single 12-month period. A "single 12-month period" begins on the date of the employee's first use of such leave and ends 12 months after that date.

If both spouses work for SHPS and are eligible for leave under this policy, under the Fed-FMLA, the spouses will be limited to a total of 26 workweeks off between the two when the leave is for Military Caregiver Leave only or is for a combination of Military Caregiver Leave, Bonding Leave and/or Family Care Leave taken to care for a parent.

To the extent required by law, leave beyond an employee's FMLA Leave entitlement will be granted when the leave is necessitated by an employee's work-related injury or illness, a pregnancy-related disability or a "disability" as defined under the Americans with Disabilities Act (ADA) and/or the Fair Employment and Housing Act (FEHA). When the reason for CFRA leave was the employee's serious health condition, which also constitutes a "disability" under the FEHA and the employee cannot return to work at the conclusion of the CFRA leave, SHPS will engage in an interactive process to determine whether an extension of leave would constitute a reasonable accommodation under the FEHA.

Intermittent or Reduced Schedule Leave

Under some circumstances, employees may take FMLA Leave intermittently, which means taking leave in blocks of time or reducing the employee's normal weekly or daily work schedule. An employee may take leave intermittently or on a reduced schedule whenever it is medically necessary to care for the employee's child, parent or spouse with a serious health condition or because the employee has a serious health condition. The medical necessity of the leave must be determined by the health care provider of the person with the serious health condition.

Intermittent or reduced schedule leave may also be taken for absences where the employee or his or her family member is incapacitated or unable to perform the essential functions of the job because of a chronic serious health condition, even if the person does not receive treatment by a health care provider.

Leave due to military exigencies may also be taken on an intermittent basis.

Leave taken intermittently may be taken in increments of no less than fifteen minutes employees who take leave intermittently or on a reduced work schedule basis for planned medical treatment must make a reasonable effort to schedule the leave so as not to unduly disrupt SHPS's operations. Please contact Human Resources prior to scheduling medical treatment. If FMLA Leave is taken intermittently or on a reduced schedule basis due to planned medical treatment, we may require employees to transfer temporarily to an available alternative position with an equivalent pay rate and benefits, including a part-time position, to better accommodate recurring periods of leave.

If an employee using intermittent leave or working a reduced schedule finds it physically impossible to start or stop work mid-way through a shift in order to take CFRA leave and is therefore forced to be absent for the entire shift, the entire period will be counted against the employee's CFRA entitlement. However, if there are other aspects of work that the employee is able to perform that are not physically impossible, then the employee will be permitted to return to work, thereby reducing the amount of time to be charged to the employee's CFRA entitlement.

Requests for intermittent or reduced schedule leave for the birth or placement of a child may be directed to Human Resources and will be considered on a case-by-case basis depending on the needs of SHPS. If the request is granted, SHPS may require the employee to transfer temporarily to an available alternative position.

CFRA leave for Bonding Leave does not have to be taken in one continuous period of time, but the minimum duration is two weeks. However, SHPS will grant requests for additional occasions of leave lasting less than two weeks. Bonding Leave must be concluded within one year of the birth or placement of the child.

If employees have been approved for intermittent leave and they request leave time that is unforeseeable, they must specifically reference either the qualifying reason for leave or the need for FMLA Leave at the time they call off.

Notice and Certification

Bonding, Family Care, Serious Health Condition and Military Caregiver Leave Requirements

Employees are required to provide:

- When the need for the leave is foreseeable, 30 days' advance notice or such notice as is both possible and practical if the leave must begin in fewer than 30 days (normally this would be the same day the employee becomes aware of the need for leave or the next business day);
- When the need for leave is not foreseeable, notice within the time prescribed by SHPS's normal absence reporting policy, unless unusual circumstances prevent compliance, in which case notice is required as soon as is otherwise possible and practical;
- When the leave relates to medical issues, a completed Certification of Health Care Provider form within 15 calendar days (for Military Caregiver Leave, an invitational travel order or invitational travel authorization may be submitted in lieu of a Certification of Health Care Provider form);
- Periodic recertification (as allowed by law); and
- Periodic reports during the leave.

In addition to other notice provisions, employees requesting leave for CFRA qualifying reasons must respond to any questions designed to determine whether an absence is potentially qualifying for leave under this policy. Failure to respond to permissible inquiries regarding the leave request may result in denial of CFRA leave protections. Similarly, an employee or the employee's spokesperson may be required to provide additional information needed to determine whether a requested leave qualifies for Fed-FMLA protections. An employee's failure to adequately explain the reason for the leave may result in the denial of Fed-FMLA protections.

Certification forms are available from Human Resources. At SHPS's expense, we may require a second or third medical opinion regarding the employee's own serious health condition for Fed-FMLA purposes and, for CFRA purposes, the employee's own serious health condition or the serious health condition of an employee's family member. In limited cases, we may require a second or third opinion regarding the injury or illness of a Covered Servicemember. Employees are expected to cooperate with SHPS in obtaining additional medical opinions that we may require.

When leave is for planned medical treatment, employees must try to schedule treatment so as not to unduly disrupt SHPS's operation. Please contact Human Resources prior to scheduling planned medical treatment.

If an employee does not produce the certification as requested, the FMLA leave will not be protected.

Recertification After Grant of Leave

In addition to the requirements listed above, if an employee's Fed-FMLA leave is certified, SHPS may later require medical recertification in connection with an absence that the employee reports as qualifying for Fed-FMLA leave. For example, SHPS may request recertification if (1) the employee requests an extension of leave; (2) the circumstances of the employee's condition as described by the previous certification change significantly (e.g., employee absences deviate from the duration or frequency set forth in the previous certification; employee's condition becomes more severe than indicated in the original certification; employee encounters complications); or (3) SHPS receives information that casts doubt upon the employee's stated reason for the absence. In addition, SHPS may request recertification in connection with an absence after six months have passed since the employee's original certification, regardless of the estimated duration of the serious health condition necessitating the need for leave. Any recertification requested by SHPS will be at the employee's expense.

In addition to the requirement listed above, a recertification under the CFRA may only be requested at the expiration of the time period in the original certification for time off for the employee's own serious health condition.

If an employee does not produce the recertification as requested, the leave will not be CFRA protected.

Qualifying Exigency Leave Requirements

Employees are required to provide:

- As much advance notice as is reasonable and practicable under the circumstances;
- A copy of the covered servicemember's active duty orders when the employee requests leave and/or documentation (such as Rest and Recuperation leave orders) issued by the military setting forth the dates of the servicemember's leave; and
- A completed Certification of Qualifying Exigency form within 15 calendar days, unless unusual circumstances exist to justify providing the form at a later date.

Certification forms are available from Human Resources.

Failure to Provide Notice or Certification and to Return From Leave

Absent unusual circumstances, failure to comply with these notice and certification requirements may result in a delay or denial of the leave. If an employee fails to return to work at the leave's expiration and has not obtained an extension of the leave, SHPS may presume that the employee does not plan to return to work and has voluntarily terminated his or her employment.

Compensation During Leave

Generally, FMLA Leave is unpaid. However, employees may be eligible to receive benefits through state-sponsored programs or SHPS's sponsored wage-replacement benefit programs. SHPS may require employees to use accrued vacation and sick leave to cover some or all of a Fed-FMLA Leave. However, SHPS will only require employees to use accrued vacation, if the CFRA leave is otherwise unpaid and will only require employees to use accrued sick leave, if the leave is otherwise unpaid and the reason for the leave is the employee's own serious health condition or for any other reason, mutually agreed to by SHPS and employee. The CFRA leave is not unpaid if the employee is receiving state disability insurance, short or long term disability payments pursuant to an employer provided plan, or is receiving Paid Family Leave through the state. All payments of wage-replacement benefits and accrued paid leave will be integrated so that employees will receive no greater compensation than their regular compensation during this period. The use of paid benefits will not extend the length of FMLA Leave.

Benefits During Leave

SHPS will continue making contributions to employees' group health benefits during their leave on the same terms as if the employees had continued to actively work. This means that if employees want their benefits coverage to continue during their leave, they must also continue to make the same premium payments that they are now required to make for themselves or their dependents. Employees taking Bonding Leave, Family Care Leave, Serious Health Condition Leave and Qualifying Exigency Leave will generally be provided with group health benefits for a 12-workweek period. When the reason for leave is a pregnancy-related disability, which is a serious health condition under the Fed-FMLA but not the CFRA, and the employee takes additional time off that qualifies as CFRA leave, SHPS will continue the employee's health insurance benefits for up to a maximum of 12 workweeks in a 12-month period. Employees taking Military Caregiver Leave may be eligible to receive group health benefits coverage for up to a maximum of 26 workweeks. In some instances, SHPS may recover premiums it paid on an employee's behalf to maintain health coverage if the employee fails to return to work following FMLA Leave.

An employee's length of service will remain intact, but benefits such as vacation and sick leave may not accrue while on an unpaid FMLA Leave.

Job Reinstatement

Under most circumstances, employees will be reinstated to the same position they held at the time of the leave or to an equivalent position with equivalent pay, benefits and other terms and conditions of employment. If an employee becomes unqualified during CFRA leave as a result of not attending a necessary course, or renewing a license, the employee will be given a reasonable opportunity to fulfill those conditions upon returning to work. Further, SHPS may grant an employee's request to work a different shift, in a different or better position, or in a different location, that is better suited to the employee's personal needs upon returning from CFRA leave. SHPS will also consider a reasonable accommodation under the FEHA if the employee is returning from CFRA leave for his or her own serious health condition. However, employees have no greater right to reinstatement than if they had been continuously employed rather than taken leave. For example, if an employee would have been laid off or his or her position would have been eliminated even if he or she had not gone on leave, then the employee will not be entitled to reinstatement. However, if an employee has been replaced or the employee's position was restructured to accommodate the employee absence, the employee is entitled to reinstatement.

Prior to being allowed to return to work, an employee wishing to return from a Serious Health Condition Leave must submit an acceptable release from a health care provider that certifies the employee is able to resume work. For an employee on intermittent or reduced schedule FMLA Leave, such a release may be required up to once every 30 days if reasonable safety concerns exist regarding the employee's ability to perform his or her duties, based on the serious health condition for which the employee took the intermittent or reduced schedule leave.

Key employees may be subject to reinstatement limitations in some circumstances. If employees are considered a "key employee," those employees will be notified of the possible limitations on reinstatement at the time the employee requests a leave of absence, or when leave begins, if earlier.

Confidentiality

Documents relating to medical certifications, recertifications or medical histories of employees or employees' family members will be maintained separately and treated as confidential medical records, except that in some legally recognized circumstances, the records (or information in them) may be disclosed to supervisors and managers, first aid and safety personnel or government officials.

Fraudulent Use of FMLA Leave Prohibited

An employee who fraudulently obtains FMLA Leave from SHPS is not protected by the Fed-FMLA's or the CFRA's job restoration or maintenance of health benefits provisions. In addition, SHPS will take all available appropriate disciplinary action against an employee due to such fraud.

Nondiscrimination

SHPS takes its FMLA Leave obligations very seriously and will not interfere with, restrain or deny the exercise of any rights provided by the Fed-FMLA or the CFRA. We will not terminate or discriminate against any individual for opposing any practice or because of involvement in any proceeding related to the Fed-FMLA or CFRA. If an employee believes that his or her Fed-FMLA or CFRA rights have been violated in any way, he or she should immediately report the matter to Human Resources.

Additional Documentation

SHPS's "Employee Rights and Responsibilities" notice provides additional details regarding employees' rights and responsibilities under the Fed-FMLA. Employees may obtain a copy of the "Employee Rights and Responsibilities" notice from Human Resources. Employees should contact Human Resources as to any Fed-FMLA or CFRA questions they may have.

Pregnancy and Pregnancy-Related Disabilities Leave and Accommodation

Pregnancy Disability Leave

Any employee who is disabled by pregnancy, childbirth or a related medical condition (including medical conditions relating to lactation) is eligible for up to four months of pregnancy disability leave. If an employee is also eligible for leave under the federal Family and Medical Leave Act (Fed-FMLA), the Fed-FMLA leave and the pregnancy disability leave will run concurrently.

For purposes of this policy, employees are "disabled by pregnancy" when, in the opinion of their health care provider, they cannot work at all or are unable to perform any one or more of the essential functions of their job or to perform them without undue risk to themselves, the successful completion of their pregnancy or other persons as determined by a health care provider. The term "disabled" also applies to certain pregnancy-related conditions, such as severe morning sickness or the need to take time off for prenatal or postnatal care, bed rest, post-partum depression and the loss or end of pregnancy (among other pregnancy-related conditions that are considered to be disabling).

Reasonable Accommodation for Pregnancy-Related Disabilities

Any employee who is affected by pregnancy may also be eligible for a temporary transfer or another accommodation. Employees are "affected by pregnancy" if they are pregnant or have a related medical condition and their health care provider has certified that it is medically advisable for the employee to temporarily transfer or to receive some other accommodation.

SHPS will provide a temporary transfer to a less-strenuous or -hazardous position or duties or other accommodation to an employee affected by pregnancy if:

- She requests a transfer or other accommodation;
- The request is based upon the certification of her health care provider as "medically advisable"; and
- The transfer or other requested accommodation can be reasonably accommodated pursuant to applicable law.

No additional position will be created, and SHPS will not terminate another employee, transfer another employee with more seniority, or promote or transfer any employee who is not qualified to perform the new job as a part of the accommodation process.

Examples of reasonable accommodations include: (1) modifying work schedules to provide earlier or later hours; (2) modifying work duties, practices or policies; (3) providing time off; (4) providing furniture (such as stools) and modifying equipment and devices; and (5) providing additional break time for lactation or trips to the restroom. If time off or a reduction in hours is granted as a reasonable accommodation, SHPS will consider the reduced hours/time off as pregnancy disability leave and deduct those hours from an employee's four-month leave entitlement.

Advance Notice and Medical Certification

To be approved for a pregnancy disability leave of absence, a temporary transfer or other reasonable accommodation, employees must provide SHPS with:

- 30 days' advance notice before the leave of absence, transfer or reasonable accommodation is to begin, if the need is foreseeable;
- As much notice as is practicable before the leave, transfer or reasonable accommodation when 30 days' notice is not possible; and
- A signed medical certification from their health care provider that states that they are disabled due to pregnancy or that it is medically advisable for them to be temporarily transferred or to receive some other requested accommodation.

SHPS may require employees to provide a new certification if they request an extension of time for their leave, transfer or other requested accommodation.

Failure to provide SHPS with reasonable advance notice may result in the delay of leave, transfer or other requested accommodation.

Duration

SHPS will provide employees with pregnancy disability leave for a period not to exceed four months. The four months is defined as the number of days (and hours) the employee would normally work within four calendar months or 17.33 workweeks. This leave may be taken intermittently or on a continuous basis, as certified by the employee's health care provider.

SHPS may require an employee to temporarily transfer to an available alternative position to meet the medical need of the employee to take intermittent leave or work on a reduced schedule as certified by the employee's health care provider. The employee must be qualified for the alternative position, which will have an equivalent rate of pay and benefits, but not necessarily equivalent job duties.

Any temporary transfer or other reasonable accommodation provided to an employee affected by pregnancy will not reduce the amount of pregnancy disability leave time the employee has available to her unless the temporary transfer or other reasonable accommodation involves a reduced work schedule or intermittent absences from work. The length of the transfer will depend upon the employee's physical condition before and after childbirth.

Benefits

SHPS will maintain an employee's health insurance benefits during an employee's pregnancy disability leave for a period of up to four months (as defined above) on the same terms as they were provided prior to the leave time. If employees take additional time off following a pregnancy disability leave that qualifies as leave under the California Family Rights Act (CFRA), SHPS will continue their health insurance benefits for up to a maximum of 12 workweeks in a 12-month period.

In some instances, SHPS may recover premiums it paid to maintain health insurance benefits if an employee fails to return to work following her pregnancy disability leave for reasons other than taking additional leave afforded by law or SHPS policy or not returning due to circumstances beyond the employee's control.

Integration With Other Benefits

Pregnancy disability leaves and accommodations that require employees to work a reduced work schedule or to take time off from work intermittently are unpaid. Employees may use their accrued vacation benefits during the unpaid leave of absence and may also elect to use their accrued sick leave, if applicable. However, use of sick, vacation benefits will not extend the available leave of absence time. Sick and vacation leave hours will not accrue during any unpaid portion of the leave of absence, and employees will not receive pay for official holidays that are observed during their leave of absence except during those periods when they are substituting vacation or sick leave for unpaid leave. Any State Disability Insurance for which employees are eligible will be integrated with accrued vacation or sick leave benefits so that they do not receive more than 100 percent of their regular pay.

Reinstatement

If the employee and SHPS have agreed upon a definite date of return from the leave of absence or transfer, the employee will be reinstated on that date if she notifies SHPS that she is able to return on that date. If the length of the leave of absence or transfer has not been established, or if it differs from the original agreement, the employee will be returned to work within two business days, where feasible, after she notifies SHPS of her readiness to return.

Before employees will be allowed to return to work in their regular job following a leave of absence or transfer, they must provide Human Resources with a certification from their health care provider that they can perform safely all of the essential duties of the position, with or without reasonable accommodation. If employees do not provide such a release prior to or upon reporting for work, they will be sent home until a release is provided. This time before the release is provided will be unpaid.

Employees will be returned to the same position upon the conclusion of their leave of absence or transfer unless the position ceases to exist. In cases where the employee's position no longer exists, SHPS will provide a comparable position on the scheduled return date or within 60 calendar days of that return date. However, employees will not be entitled to any greater right to reinstatement than if they had not taken the leave.

To the extent required by law, some extensions beyond an employee's pregnancy disability leave entitlement may be granted when the leave is necessitated by an employee's injury, illness or "disability" as defined under the Americans with Disabilities Act and/or applicable state or local law.

SHPS will not discriminate or retaliate against employees because they request or make use of leave, a transfer or other accommodations in accordance with this policy. This policy does not limit a pregnant employee's rights under any other policy or laws protecting gender, pregnancy and childbirth, or health conditions related to pregnancy or childbirth.

Employees who have questions about this policy or who wish to request leave, transfer or other reasonable accommodation under this policy should contact Human Resources.

Bereavement Leave

All full-time and part-time employees are eligible for bereavement leave. In the event of the death of an immediate family member (spouse, parent or child) of the employee's family, he or she may take up to five (5) consecutive scheduled workdays off with pay with the approval of SHPS. SHPS may, at its discretion, approve additional unpaid time off. In the event of the death of a removed family member, which includes aunts, uncles, cousins, grandparents, in-laws, the employee may take up to three (3) consecutive scheduled workdays off with pay with the approval of SHPS. SHPS may, at its discretion, approve additional unpaid time off.

Time Off for Jury and Witness Duties

SHPS will provide employees time off to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. Employees must provide reasonable notice of their intent to take time off for and provide documentation, unless advance notice is not possible. When advance notice is not possible, the employee must give notice within a reasonable time of the absence and provide documentation supporting the reason for the absence. Non-

exempt employees are eligible for up to 5 days of paid leave and may use sick and/or vacation accruals, if applicable, toward additional days. Exempt employees are eligible for up to 1 week of paid leave and exempt employees will not incur any reduction in pay for partial week's absence due to jury or witness duty

Time Off for Voting

In the event your work schedule does not permit you to have sufficient time to vote, before or after working hours, employees will be granted time off to participate in statewide public elections. In such situations, SHPS will pay for up to the first two hours of absence from regularly scheduled work. Any additional time beyond the provided two hours will be without pay. Employees must give reasonable notice of the need to have time off to vote and must give at least three days' notice when three days' notice is possible.

Military Leave

Both state and federal law provide employees with the right to take leave in order to serve in the military. At the federal level, military leave rights are governed by the Uniformed Services Employment and Reemployment Rights Act of 1994, commonly referred to as USERRA. This policy first discusses military leave under USERRA and then describes additional military leave rights provided under California law.

If an employee plans to request leave based on military service, he or she should contact Human Resources for information on any additional rights or requirements, if applicable, under state law.

Eligibility for Leave—USERRA

SHPS provides unpaid military leaves of absence to employees who serve in the uniformed services as required by USERRA. The uniformed services are defined as the Army, Navy, Marine Corps, Air Force, Coast Guard, Army National Guard, Air National Guard, Commissioned Corps of the Public Health Service and any other category of persons designated by the President of the United States in time of war or national emergency. The uniformed services also include participants in the National Disaster Medical System when activated to provide assistance in response to a public health emergency, to be present for a short period of time when there is a risk of a public health emergency or when they are participants in authorized training.

Service consists of performing any of the following on a voluntary or involuntary basis: active duty, active duty for training, initial active duty, inactive duty training, full-time National Guard duty, absence from work for an examination to determine fitness for such duty and absence to perform funeral honors duty. Total military leave time may not exceed five years during employment, except in certain, defined circumstances.

Notice of Leave—USERRA

Advance notice of leave is required, preferably in writing, unless giving notice is impossible or unreasonable or notice is prohibited by military necessity (which is defined by the United States Department of Defense). When notice is required, employees must provide their supervisor with as much advance notice as possible of any anticipated leave of absence for military service.

Compensation and Benefits During Leave—USERRA

Accrued, unused vacation will be paid during military leave at the employee's request. After 30 days of continuous military leave, employees may elect to continue their health plan coverage at their own expense for up to 24 months or during the remaining period of service, whichever is shorter.

Reinstatement—USERRA

In order to be eligible for reinstatement, an employee must have provided advance notice of the need for military leave (where required) and have completed his or her service on a basis that is not dishonorable or otherwise prohibited under USERRA.

Employees whose military service will be for fewer than 31 days must report back to work at the beginning of the first full, regularly scheduled workday following completion of service, after allowing for a period of safe travel home and eight hours of rest.

Employees whose military service will be for more than 30 days, but fewer than 181 days, must apply for reemployment within 14 days after completing service.

Employees whose service is greater than 180 days must apply for reemployment within 90 days after completing service.

As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in loss of reemployment rights. Full details regarding reinstatement are available from Human Resources.

In general, an employee returning from military leave will be re-employed in the position and seniority level that the employee would have attained had there been no military leave of absence. If necessary, SHPS will provide training to assist the employee in the transition back to the workforce.

Vacation benefits do not continue to accrue during a military leave of absence. An employee returning from military leave is entitled to any unused, accrued vacation benefits the employee had at the time the military leave began minus any vacation benefits the employee chose to use during the leave. Upon reinstatement, the employee will begin to accrue vacation benefits at the rate he or she would have attained if no military leave had been taken.

California Military Leave

Employees who are members of the National Guard or United States Reserve will be granted a temporary leave of absence without pay while engaged in military duty ordered for purposes of military training, drills, encampment, naval cruises and special exercises or like activities. This leave is not to exceed 17 calendar days annually, including time involved in going to and returning from such duty. Collateral benefits will not be restricted or terminated because of an employee's temporary incapacity as a result of the employee's duty in the National Guard or Naval Militia, if the employee is ordered to duty or training for 52 weeks or less. Similarly, employees who are members of the state Military Reserve will be granted a temporary leave of absence without pay while engaged in military duty for purposes of military training, drills, unit training assemblies or similar inactive duty training. This leave is not to exceed 15 calendar days annually, including time involved in going to and returning from that duty.

Employees who are members of California's National Guard or the national guards of other states will be entitled to reinstatement upon return from a military leave for active service, so long as certain conditions are met. Employees returning from leave who were full-time employees will be restored to the same position or to a position of similar seniority, status and pay unless the employer's circumstances have so changed as to make it impossible or unreasonable to do so and part-time employees will be restored to the same position or to a position of similar seniority, status and pay, if any exists, so long as:

- The employee is an officer or enlisted member of the National Guard of any state;
- The employee was called to active duty by the Governor of the state in which he or she serves in the National Guard or by the President of the United States;
- The employee received a certificate of satisfactory service in the National Guard;
- The employee is still qualified to perform the duties of the position;
- If the employee left a full-time position, he or she made application for reemployment within 40 days of being released from service; if the employee left part-time employment, he or she made application for reemployment within five days of being released from service; and
- The employee's position was not temporary.

For one year following reemployment, SHPS will not discharge the employee without cause. SHPS will not discriminate against members of the military or naval services of California or the United States.

Emergency Responder Leave

SHPS will not terminate or discipline any employee who is a volunteer firefighter, reserve peace officer or emergency rescue personnel because the employee takes time off to perform emergency duty or engages in fire, law enforcement or emergency rescue training. In the event you need to take time off for this type of emergency duty, please alert your supervisor or Human Resources before leaving SHPS's premises.

A "volunteer firefighter" includes any person registered as a volunteer member of a regularly organized fire department of a city, county, city and county or district having official recognition of the government of the city, county or district in which the department is located; or a regularly organized fire department of an unincorporated town.

"Emergency rescue personnel" includes any volunteer or paid officers, employees, or members of a fire department or fire protection or firefighting agency who perform first aid and medical services, rescue procedures and transportation or other related activities necessary to insure the health or safety of a person in immediate danger. Such personnel include those who work for the: (1) federal or state government; (2) city, county, city and county, district or other public or municipal corporation or political subdivision of this state; (3) sheriff's department, police department or private fire department; or (4) disaster medical response entity sponsored or requested by the state.

Employees will also be allowed up to 14 calendar days of leave per year to engage in fire, law enforcement or emergency rescue training. All time off taken under this policy is unpaid, except that exempt employees will be paid when required under applicable law.

Civil Air Patrol Leave

SHPS will not terminate or discriminate against an employee who is a volunteer member of the Civil Air Patrol or prevent a member from performing service as part of the California Wing of the Civil Air Patrol during an emergency operational mission. Additionally, SHPS will not retaliate against an employee for requesting or taking Civil Air Patrol leave in accordance with this policy.

SHPS will provide eligible employees with up to 10 days per year of leave, but no more than three days at a time, unless the emergency is extended by the entity in charge of the operation and SHPS approves the extension. To be eligible for leave, employees must have been employed by SHPS for at least 90 days immediately preceding the start of the leave, and must be duly directed and authorized by a political entity that has the authority to authorize an emergency operational mission of the California Wing of the Civil Air Patrol.

Employees must request leave with as much notice as possible. SHPS may require certification from the proper Civil Air Patrol authority to verify an employee's eligibility for leave. SHPS may deny leave if the employee fails to provide the required certification.

Leave taken under this policy is unpaid except that exempt employees will be paid when required by applicable law. Employees will not be required to exhaust accrued vacation or sick leave or any other type of accrued leave prior to taking unpaid civil air patrol leave, but may choose to use such benefits during leave to receive pay.

Following leave, an employee must return to work as soon as practicable and must provide evidence of the satisfactory completion of Civil Air Patrol service. If the employee complies with these requirements, the employee will be restored to his or her prior position without loss of status, pay or other benefits.

Unpaid Leave of Absence

SHPS may grant unpaid leaves of absence to employees in certain circumstances. It is important to request any leave in writing as far in advance as possible, to keep in touch with the Human Resources department during your leave, and to give prompt notice if there is any change in your return date. If your leave expires and you have not contacted your manager and the Human Resources Department, it will be assumed that you do not plan to return and you have terminated your employment.

Domestic Violence, Sexual Assault or Stalking Victim Leave

SHPS will provide time off to any employee who is a victim of domestic violence, sexual assault or stalking so that the employee may obtain or attempt to obtain relief and to help ensure the health, safety or welfare of the employee or the employee's child. "Relief" includes, but is not limited to, a temporary restraining order, restraining order or other injunctive relief. Employees should give SHPS reasonable notice of the need for leave, unless advance notice is not feasible. SHPS also may require the employee to provide written verification of the need for the time off, such as a police report, court order or documentation from a medical professional.

Additionally, an employee who is a victim of domestic violence, sexual assault or stalking may take time off for any of the following reasons: (1) to seek medical attention for injuries caused by domestic violence, sexual assault or stalking; (2) to obtain services from a domestic violence shelter, program or rape crisis center; (3) to obtain psychological counseling; and (4) to participate in safety planning and to take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation.

If the reason for the leave is also covered by the federal Family and Medical Leave Act (FMLA) and/or the California Family Rights Act (CFRA), the leave pursuant to this policy and FMLA/CFRA will run concurrently. Therefore, the length of leave is limited to that provided under the FMLA and CFRA. For example, an employee is not entitled to time off due to reasons in this policy if he or she has already exhausted the maximum 12 weeks of leave under the FMLA/CFRA. Employees may use accrued paid time off, such as vacation time, in order to receive compensation during the leave of absence.

Employees may also be entitled to a reasonable accommodation under SHPS's Accommodation for Victims of Domestic Violence, Sexual Assault or Stalking policy and should consult that policy and/or Human Resources.

SHPS will keep all information submitted in connection with an employee's request for leave confidential to the extent permissible by law. If the law requires disclosure of information, SHPS will notify the employee before any information is released.

SHPS will not discriminate, harass or retaliate against any employee because the individual is, or is perceived to be, a victim of domestic violence, sexual assault or stalking or takes or requests leave in accordance with this policy. Employees who have questions about this policy or who wish to request a leave of absence under this policy should contact their Human Resources representative.

Crime Victim Leave for Certain Felonies

SHPS prohibits discrimination against an employee who wishes to take time off from work to attend judicial proceedings related to certain violent, serious or theft/embezzlement related felonies committed against the employee, the employee's immediate family member, the employee's registered domestic partner or a child of the employee's registered domestic partner.

"Immediate family member" is defined as an employee's spouse, child, stepchild, brother, stepbrother, sister, stepsister, mother, stepmother, father or stepfather.

Before an employee may be absent from work to attend a judicial proceeding, the employee must give the employer a copy of the notice of each scheduled proceeding that is provided to the victim by the agency responsible for providing notice, unless advance notice is not feasible. When advance notice is not feasible or an unscheduled absence occurs, the employee must provide within reasonable time documentation evidencing the judicial proceeding from (1) the court or government agency setting the hearing; (2) the district attorney or prosecuting attorney's office; or (3) the victim/witness office that is advocating on behalf of the victim.

Confidentiality of the situation, including an employee's request for the time off, will be maintained to the greatest extent possible. Employees may use accrued benefits, such as vacation time or sick leave, in order to receive compensation during the time taken off from work.

Leave To Attend Court Proceedings for Serious Crimes

SHPS prohibits discrimination against an employee who is a victim of certain serious criminal offenses and wishes to take time off to appear in court to be heard at any proceeding, including any delinquency proceeding, involving a post-arrest release decision, plea, sentencing, or post-conviction release decision or any proceeding in which a right of the victim is at issue.

A "victim" means any employee who suffers direct or threatened physical, psychological or financial harm as a result of the commission or attempted commission of a serious criminal offense. The term "victim" also includes the employee's spouse, registered domestic partner, parent, child, sibling or guardian.

Before employees may take time off under this policy, they must provide SHPS with reasonable advance notice of their intention to take time off, unless the advance notice is not feasible. If an employee must take an unscheduled absence due to victimization from a serious criminal offense, the employee must provide SHPS with a certification within a reasonable time. The types of certification to account for an unscheduled absence include: a police report indicating the employee was a victim of one of the specified serious criminal offenses; a court order protecting or separating the employee from the perpetrator of one or more of the specified offenses, or other evidence from the court or prosecuting attorney that the employee has appeared in court; or documentation from a medical professional, domestic violence counselor or advocate for victims of sexual assault, health care provider or counselor that the employee was undergoing treatment for physical or mental injuries resulting in victimization from one of the specific serious criminal offenses.

Confidentiality of the situation, including an employee's request for the time off, will be maintained to the greatest extent possible. Employees may use accrued benefits, such as vacation time or sick leave, in order to receive compensation during the time taken off from work.

School or Child Care Activities Leave

An employee who is a parent to one or more children who are of the age to attend a licensed child care provider, kindergarten or grades 1 to 12 may take up to 40 hours of leave per school year to participate in any of the following:

- Finding, enrolling or reenrolling the child in a school or with a licensed child care provider;
- Participating in school or childcare-related activities; or
- Addressing a child care provider or school emergency.

"Parent" includes parent, guardian, stepparent, foster parent, grandparent, and persons who stand in loco parentis (in place of a parent) to a child.

Time off for reasons other than a child care provider or school emergency is limited to eight hours per calendar month. Child care provider or school emergencies occur when the child cannot remain in school or with a child care provider due to one of the following:

- The school or child care provider has requested that the child be picked up or has an attendance policy (excluding planned holidays) that prohibits the child from attending or requires that the child be picked up from school or child care;
- Behavioral or discipline problems;
- Closure or unexpected unavailability of the school or child care provider (excluding planned holidays);
- A natural disaster (e.g., fire, earthquake or flood).

Employees wishing to take time off under this policy must provide reasonable notice to their supervisor [or insert name of appropriate SHPS representative or department]. SHPS may require employees to provide documentation from the school or childcare provider verifying that the employee participated in the school or childcare activity, including the date and time of the activity.

If both parents of a child work for SHPS, only one parent - the first to provide notice - may take the time off, unless SHPS approves both parents taking time off simultaneously. Employees must substitute any existing vacation time for any part of this leave. Employees who do not have vacation time available will be allowed time off without pay.

School Discipline Leave

Employees who are the parent or custodial guardian of a child in kindergarten or grades one through 12 may take time off to attend a school conference involving the possible suspension of their child. To be eligible for leave, the child must be living with the employee, and the employee must provide advance notice that his or her appearance at the school has been requested. SHPS may require employees to provide documentation, including a copy of the school's notice or some other certification stating that the employee's presence at the school is mandatory. Employees wishing to take such leave may utilize their existing vacation time. School visits for other purposes may be covered under SHPS's School or Child Care Activities Leave policy.

Time Off for Duty as Election Official

Employees who serve the official governmental duty of acting as an election officer in a local, special or statewide election are eligible for an unpaid leave on the day of the election. Please give your supervisor as much notice as possible if you plan to serve as an election official. This leave is unpaid.

Bone Marrow Donor Leave

Eligible employees who undergo a medically necessary procedure to donate bone marrow to another person will be provided with five workdays off in any one-year period, without a loss in pay. For purposes of this policy, a "one-year period" is 12 consecutive months from the date the employee begins his or her leave. Employees may take leave in one or more periods, as long as the leave does not exceed five days in any one-year period.

Employees are eligible for leave if they have worked for SHPS for at least 90 continuous days prior to the start of their leave. Employees who seek leave under this policy must provide verification from a physician detailing the purpose and length of leave, including the medical necessity for the donation.

Employees must use all available accrued sick or vacation concurrently with this time off. If an employee does not have enough earned sick or vacation to cover the leave period, the remaining days of leave will be paid by SHPS. Use of this leave will not be counted against any available leave under the federal Family and Medical Leave Act (FMLA) or the California Family Rights Act (CFRA), if applicable. Leave under this policy is also not considered a break in service for purposes of, salary adjustments, sick leave or vacation, annual leave or seniority.

While on bone marrow donor leave, SHPS will maintain all group health insurance benefits as if the employee was still at work. In most circumstances, upon return from this leave, an employee will be reinstated to his or her original job or to

an equivalent job with equivalent pay, benefits and other employment terms and conditions. However, an employee has no greater right to reinstatement than if he or she did not take a leave. For example, if an employee on bone marrow donor leave would have been laid off had he or she not taken a leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement. SHPS will not retaliate or tolerate retaliation against any employee for requesting or taking bone marrow donor leave in accordance with this policy.

Organ Donor Leave

Eligible employees who undergo a medically necessary procedure to donate an organ to another person will be provided with up to 30 workdays off in any one-year period, without a loss in pay. For purposes of this policy, a "one-year period" is 12 consecutive months from the date the employee begins his or her leave. Employees may take leave in one or more periods, as long as the leave does not exceed 30 days in any one-year period.

Employees are eligible for leave if they have worked for SHPS for at least 90 continuous days prior to the start of their leave. Employees who seek leave under this policy must provide verification from a physician detailing the purpose and length of leave, including the medical necessity for the donation.

Employees must use all available accrued sick or vacation time concurrently with this time off. If an employee does not have enough earned sick or vacation time to cover the leave period, then any remaining days of leave will be paid by SHPS. Use of this leave will not be counted against any available leave under the federal Family and Medical Leave Act (FMLA) or the California Family Rights Act (CFRA), if applicable. Leave under this policy is also not considered a break in service for purposes of, salary adjustments, sick leave, vacation, annual leave or seniority.

While on organ donor leave, SHPS will maintain all group health insurance benefits as if the employee was still at work. In most circumstances, upon return from this leave, an employee will be reinstated to his or her original job or to an equivalent job with equivalent pay, benefits and other employment terms and conditions. However, an employee has no greater right to reinstatement than if he or she did not take a leave. For example, if an employee on organ donor leave would have been laid off had he or she not taken a leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement.

SHPS will not retaliate or tolerate retaliation against any employee for requesting or taking organ donor leave in accordance with this policy.

EMPLOYMENT SEPARATION

Employee Resignation

In addition to the separation rights identified in the employee's offer letter if any, SHPS will consider an employee to have voluntarily separated his/her employment if the employee does any of the following: 1) Elects to resign from SHPS; 2) Fails to return from an approved leave of absence on the date specified by SHPS; 3) Fails to report for work without notice to SHPS for three consecutive days; or 4) fails to finish a scheduled shift/assignment without prior approval.

When an employee separates his/her employment with SHPS, he or she will be entitled to all accrued but unused vacation and/or personal day pay. If the employee is participating in the SHPS benefits plan, he or she will be sent information of their rights under COBRA by mail. All accumulated sick leave will have no value in the event of retirement or separation of employment and all unused sick leave shall be forfeited.

Absent extenuating circumstances, Academic faculty should give notice of resignation to the Principal not less than 60 days before the end of the school year in order to remain in good standing and eligible for rehire and the resignation must take effect immediately upon the end of the school year. The Principal acting with approval of the Chief of Schools or CEO shall have the right to dismiss any employee at any time. Nothing herein waives the at-will employment status.

A non-academic faculty member resigning from his/her position is requested to give written notice to their manager, Director, Chief, or CEO at least four weeks in advance of the effective date. As much additional notice as is possible should be given. The manager, Director, Chief, or CEO shall have the right to dismiss any employee at any time.

Principals are asked to give written notice or resignation to the Chief of Schools at least two years before the intended date of resignation, so that St. HOPE Public Schools has ample time to recruit, select, and train a successor with the resigning Principal's help. St. HOPE Public Schools understands that circumstances may arise, such as family or medical emergencies, which makes a 2-year advance notice impossible. This policy is intended to apply wherever and whenever possible and is in no way an altering of the at-will employment status.

Upon termination of employment from St. HOPE Public Schools, the employee must return all supplies, keys, security access cards, technology equipment, phones, parking cards, student and family information, and other SHPS property.

Change and transitions in the best of circumstances are challenging and difficult; in an environment of trust and respect, we can ensure our transitions happen as smooth as possible, bringing proper closure to an employee's tenure at SHPS. We are guided in how resignations can and should happen by a few key principles:

- SHPS employment is not for life; your manager would like you to remain on the team for as long as appropriate for all parties, but your manager also realizes that life can take us in many different directions, and even within SHPS, an employee might have other interests that motivate him/her to aspire to other positions and teams.
- Every employee who is part of SHPS should enjoy a rousing welcome when he/she joins, and should enjoy a rousing send-off when he/she leaves. Making this happen is contingent on the employee providing his/her manager with ample time and transparency, as well as the manager providing a healthy relationship based on trust and respect for difficult conversations to occur.
- Every employee can value having the ability to take part in the recruitment and search process for his/her successor. This value also can only be achieved if there is enough time and transparency in a decision. Plus, one never knows future professional paths, and the chances that a person might find his/her way back to SHPS in the future is another good reason to leave well.

References and Employment Verifications

Letters of Recommendations

Any reference or letter of recommendation provided shall be delivered with due regard to professional candor, employee right to privacy, and protection of SHPS for litigation. Additionally, any such recommendation shall provide a careful, truthful and complete account of the employee's job performance and qualifications.

Letters of recommendation for current or past employees of SHPS may only be drafted by the employee's direct manager for review and approval by the Human Resources department. Such letters shall only be released by a manager after this approval is obtained. A copy of any letter of recommendation that is released shall be sent to the Human Resources department, to be retained in the employee's personnel file.

Verification of Employment

Any verification of employment requests, both verbal and/or written, shall be submitted directly to the Human Resource department via fax at (916) 277-6898, for completion. All completed verification of employment requests will be returned to the requesting agency within 72 hours by the Human Resources Department, on behalf of the employee in question.

ST+HOPE

PUBLIC SCHOOLS

HANDBOOK ACKNOWLEDGEMENT AND RECEIPT

I acknowledge that I have received and read a copy of the St. HOPE Public Schools' 2016-2017 Employee Handbook. I understand that the Employee Handbook sets forth the terms and conditions of my employment with SHPS as well as the duties, responsibilities and obligations of employment with SHPS. I understand that SHPS has provided me various alternative channels to raise concerns of violations of this handbook and SHPS policies and encourages me to do so promptly so that SHPS may effectively address such situations, and I understand that nothing herein interferes with any right to report concerns, make lawful disclosures, or communicate with any governmental authority regarding potential violations of laws or regulations. I agree to abide by and be bound by the rules, policies and standards set forth in the Employee Handbook.

I acknowledge that, except where required otherwise by applicable state law, my employment with St. HOPE Public School is at-will, meaning that it is not for a specified period of time and that the employment relationship may be terminated at any time for any reason, with or without cause or notice, by me or SHPS. I further acknowledge that only the Chairperson of the Board has the authority to enter into an agreement that alters the at-will relationship. Any such agreement must be in writing and signed by the Chairperson of the Board.

I further acknowledge that SHPS reserves the right to revise, delete and add to the provisions of the Employee Handbook, but that all such revisions, deletions or additions must be in writing. No oral statements or representations can change the provisions of the Employee Handbook. Furthermore, SHPS's policy of at-will employment may only be changed as stated in the prior paragraph.

I also understand and acknowledge that nothing about the policies and procedures set forth in this Employee Handbook should be construed interfere with any employee rights provided under state or federal law, including Section 7 of the National Labor Relations Act.

I have read and understand the above statements.

Print Name

Employee Signature

Date



DISCRIMINATION, HARASSMENT AND RETALIATION PREVENTION POLICY ACKNOWLEDGEMENT AND RECEIPT

I acknowledge that I have received, read, and understand St. HOPE Public School's Discrimination, Harassment and Retaliation Prevention Policy. I agree to abide by and be bound by the rules, provisions and standards set forth in this policy. I further acknowledge that SHPS reserves the right to revise, delete and add to the provisions of the Discrimination, Harassment and Retaliation Prevention Policy at any time.

Print Name

Employee Signature

Date



EMERGENCY PREPAREDNESS GUIDE



Emergency Response Plan

St. HOPE Public Schools

Sacramento High School PS7 & OPPA Middle School's

**2315 34th Street
Sacramento, CA 95817**

Prepared by

Camp and School Consulting

For implementation in the 2016-2017 school year by the
Sacramento High School, PS7, and OPPA Middle schools Administration and Faculty.

In coordination with the City of Sacramento, Sacramento Police Department,
Sacramento Fire Department, County of Sacramento, State of California,
The Office of Homeland Security and the Federal Emergency Management Agency.

TABLE OF CONTENTS

Emergency Contact Information	4
Procedure to Call 911	5
Preparing your school for an Emergency	
Principal's Checklist	6
Additional Administrator Responsibilities Prior to Beginning of School Year	9
Faculty and Staff Checklist	11
Identifying Hazards in Your Classroom	12
Hazards Assessment of a School Site	13
Implementation Schedule of Emergency Plan	
First Year	14
Second Year/Every Year	15
Supplies for Emergency Purposes	
Emergency Pack for Classroom	17
Emergency Supply Center	18
Emergency Supply Center Supply Checklist	19
First Aid Supplies Checklist	20
Search and Rescue Equipment Supplies Checklist	21
Emergency Response Teams	
Description of Teams	25
Command Post/EOC	27
Administrator in Charge Checklist	28
Safety Director Checklist	30
Community Liaison Checklist	31
Media Relations/Public Information Checklist	32
First Aid Team Responsibilities	33
First Aid Team Leader Checklist	34
Search and Rescue Team Responsibilities	35
Search and Rescue Team Leader Checklist	36
Security/Checkout Team Responsibilities	37
Security/Checkout Team Leader Checklist	38
Student Supervision and Attendance Team Responsibilities	39
Student Supervision and Attendance Team Leader Checklist	40
Long Range Care Team Responsibilities	41

Appendix A: Types of Emergencies and Immediate Responses

Air Pollution Episode	43
Bomb Threats	44
Bomb Threat Checklist	45
Chemical Accident (Offsite)	47
Chemical Accident (Onsite)/Threat of Explosion	48
Criminal Act	49
Explosion	50
Fallen Aircraft	51
Fire (Offsite) or Brush/Forest Fire	52
Fire (Onsite)	53
Floods	54
Missing Student	55
Injury to Student/Fatality	56
Riots/Civil Disorders	57
Severe Windstorm/Weather	58
Threatening Individuals/Intruder	59

Earthquake Immediate Responses

During an Earthquake	61
After the Earthquake	62
Post-Earthquake Evacuation of Building checklist	64

Appendix B: Evacuation Route Maps, Utility Shut-Off Map, Designated Search Areas

Evacuation Route Maps	66
Utility Shut-Off Map	69
Designated Search Areas	69

Appendix C: Emergency Procedure Forms

Cell Phone and 2-Way Radio Directory	71
Crisis Communication Log	72
Media Prep School Fact Sheet	73
Media Prep Issue Sheet	74
Educator's Crisis Key Messages	75
Annual Emergency Drill Planner	76
Administrator in Charge Chain of Command List	79
Crisis Team Assignments	80

Appendix D: Additional Emergency Procedures

Extended Care Emergency Procedures	83
Procedure to Evacuate a School Site	84

Appendix E: Legal Requirements and References

Legal requirements for Emergency Preparedness	86
References	88

EMERGENCY CONTACT INFORMATION

Emergency:	Dial 911
Fire	911 (Non-emergency, 916-433-1300)
Police	911 or 264-5151 (Non-emergency, 916-264-5471)
EMS/Ambulance	911
To call above agencies from a cell phone -916-264-5151	
County Office of Emergency Services	916-874-4670
California Highway Patrol	707-648-5550 (24-hr dispatch line)
California Poison Action Line	800-876-4766

INFORMATION TELEPHONE NUMBERS

SAPD Child Abuse Reporting	916-433-0650
Sacramento County Child Abuse Hotline	916-875-5437
Sutter Memorial Hospital	916-454-3333
UC Davis Medical Center	916-734-2011
Kaiser Permanente Sacramento Med Center	916-973-5243 (24 hr. advice)
PG&E 24 hr. Emergency	800-743-5000
Sacramento Municipal Utility District	888-456-7683
City of Sacramento Utilities(water, sewer)	916-264-5371
City of Sacramento Animal Services	916-264-7387
Astro Sonics Alarm	916-452-7882

Radio/Television stations used to broadcast information regarding status at SACRAMENTO HIGH School

Radio Stations

KXJZ 88.9FM	916-278-8900
KHTK 1140 AM	916-338-8700
KFBK 1530 AM	916-929-5325

Television Stations

NBC3 - KCRA	916-444-7316
CBS13 - KOVR	916-374-1313
ABC10 - KXTV	916-441-2345
FOX40 - KTXL	916-454-4548

PROCEDURE TO CALL 911

Note: The individual placing the call to 911 should have as much information as possible regarding the emergency situation. In addition, the individual should be prepared to remain on the phone throughout the duration of the call. 911 Dispatchers have a script that they follow, and they do not want to be transferred to someone else during the call.

1. State your emergency.
2. Stay Calm.
3. Give your name and address.
4. Listen. Allow the 911 employee to direct the conversation.
5. Be prepared to answer questions in a clear, calm manner.
6. Have the following information available:
 - a. What is the emergency? (Fire, intruder, medical injury, etc.)
 - b. Where is it located? (Address and the specific location on campus)
 - c. If the incident involves an intruder or violence, a description of the suspects.
 - d. Who they will contact at the site, and where they will meet them.
7. Remain on the telephone. **DO NOT** hang up until the dispatcher says to do so.

PREPARING SACRAMENTO HIGH SCHOOL FOR AN EMERGENCY

Administrator's Checklist

General:

- 1. Determine who will be your designee (when you are absent) in the event of an emergency. Establish a chain of command that will be in effect during the school day, during evening events on campus, and on weekends.

First designee: _____

Second designee: _____

- 2. Develop relationship with local police and fire departments.
- 3. Review Emergency Response Plan annually with local police and fire. Discuss their expectations of actions outlined in emergency plan. Ask for guidance about how to determine when certain emergency actions are required. For example, when should a bomb threat be taken seriously and the school evacuated? What criteria should be used to make this decision?
- 4. Contact your local City or County Office of Emergency Services. Determine how you will be able to coordinate with them in an emergency. Use this office as a resource.
- 5. Review Emergency Response Plan annually with staff. Ensure that all staff members are aware of their responsibilities and actions in the event of an emergency.
- 6. Review with office staff the procedure for calling 911.
- 7. Do a Hazard Assessment of your school site (refer to p. 12 and 13).
- 8. Arrange for the removal or correction of hazards found in the Hazard Assessment where possible.
- 9. Develop and maintain the file of students and staff susceptible to respiratory problems, as mentioned under "Air Pollution Episode" section (refer to p. 42).
- 10. Perform and document all emergency preparedness drills.

Communication:

- 1. Review communication plan for internal and external communications at your site.
- 2. Have a battery-operated radio in the office and in the emergency supply shed.
- 3. Inventory available cell phones and two-way radios on your site each year.

Staff Instructions:

- 1. Inventory staff for skills such as First Aid and CPR. Encourage staff to become certified in First Aid and CPR and to maintain their certification. Encourage frequent parent volunteers to become certified as well. Classes are available from the local chapter of the American Red Cross.
- 2. Assign staff to Emergency Response Team positions and provide training for their specific roles.
- 3. Inform staff regarding classroom emergency supplies. Each teacher must check his/her own classroom emergency supplies once issued by the office.

Family Information:

- 1. Send an annual letter to families about the school's emergency plans. Include instructions about release procedures and what each parent should/should not do in the event of an emergency.
- 2. Ask for parent volunteers who are willing to be trained in CPR and First Aid. Ask these volunteers if they would be willing to come to the school site after an earthquake and serve on the First Aid team.
- 3. Ask for parent volunteers who would be willing to come to the school site after an emergency to assist in other areas such as Search and Rescue Teams, Long-term care and shelter, etc.

Preparing for an Earthquake:

- 1. Determine who will be assigned to the Search and Rescue and First Aid teams. Direct each team to complete their team's responsibilities.
- 2. Prepare a color-coded utility map of the school site (pgs. 68) (electric--red, gas, oil, steam--yellow, communication--orange, water--blue, sewer--green).

- 3. Paint utilities valves/shutoff locations on building the colors depicted on the utility map.
- 4. Conduct "Duck-Cover-Hold" and "Assemble at meeting place drills" each semester at the high school level.
- 5. Conduct a full-scale earthquake drill (complete with search and rescue) annually.
- 6. Assign staff to inventory earthquake and related emergency supplies for your school site (pgs. 18-24).
- 7. Determine who will have access to the Emergency Supply Center.
- 8. Issue keys to necessary individuals on each Emergency Response Team.

Preparing for a Fire:

- 1. Prepare fire drill maps of school site and verify posting in each classroom (pg. 65).
- 2. Conduct fire drills monthly at the elementary school level,, quarterly at the intermediate level, and twice a year at the secondary level. **(Mandated by law)**
- 3. Obtain fire extinguisher training for emergency response team members. (Fire department will provide).
- 4. Know the number and locations of fire extinguishers. Ensure they are professionally checked and serviced on an annual basis.

Preparing for Evacuation:

- 1. Prepare evacuation plan of school site (refer to p.67). Identify primary and secondary evacuation sites. Become familiar with evacuation routes.
- 2. Determine how many vehicles would be needed to accommodate the entire student population and staff. Also assess availability of alternative vehicles.
- 3. Conduct a full-scale evacuation drill annually.

Preparing for a Chemical Accident:

- 1. Announce to teachers shelter-in-place location within the school site.
- 2. Conduct shelter-in-place drills annually.

Additional Administrator Responsibilities **Prior to Beginning of School Year**

Emergency Preparedness Coordinator's Checklist

To Assist the Search and Rescue Team in Carrying Out Their Responsibilities:

- 1. Obtain/Develop a resource list of the neighborhood people and parent volunteers trained in search and rescue and who would be willing to report to the school site after a major earthquake. Keep this list current.
- 2. Check supplies to be sure the necessary tools to shut off utilities are there.
- 3. Obtain the name and phone number of a structural engineer who is willing to report to your school site after the disaster.
- 4. Annually check the search and rescue supplies on site.
- 5. Verify that all fire extinguishers are checked and recharged annually.

To Assist the First Aid Team in Carrying Out Their Responsibilities:

- 1. Obtain/develop a resource list of medically trained volunteers in the neighborhood who are willing to report to the school after a major earthquake. Keep this list current.
- 2. Annually check to be sure that the first aid supplies are complete and up-to-date. Date all medical items so that age may quickly be determined.

To Assist the Student Assembly and Attendance Team in Carrying Out Their Responsibilities:

- 1. Prepare a master check-in sheet that lists all classes at the assembly area.
- 2. Notify teachers of their assigned line-up location prior to the first fire drill.

To Assist Staff with responsibility for long-term care:

- 1. Inventory all food, water, cooking and sanitation supplies. Check expiration dates, replace out-dated supplies.
- 2. At the beginning of the school year, all students should be asked to bring a zip lock bag containing any personal emergency kit supplies they might require (medications, contact lens supplies, etc.)

To Assist in the Updating of Food Supplies in the Emergency Supplies Center:

- 1. If necessary to accumulate adequate food supplies, each student can be assigned to bring some canned or dry foodstuffs listed in the supplies list to help in replacing out-dated supplies.
- 2. The following can be collected by asking each child to bring in one Costco sized container of the following. Divide assignments up by grade level or group e.g. each ninth grade student brings 1 large box of soda crackers.
 - Boxes of unsalted soda crackers
 - Large cans of fruit cocktail
 - Large cans of pork-n-beans
 - Cans of vegetable soup
 - Large cans of peaches
 - Canned stews

To Assist the Security/Checkout Team in Carrying Out Their Responsibilities:

- 1. A letter should be sent home to parents at the beginning of each school year with the student emergency card which explains the emergency plans of the school site and what procedures parents should follow during a disaster.
- 2. All student information should be in duplicate as a minimum, and preferably in triplicate. One copy should be in the emergency center, a copy should be kept in the office, and a third copy, if used, should be in the teacher's emergency packet.

PREPARING SACRAMENTO HIGH SCHOOL FOR AN EMERGENCY

Faculty and Staff checklist

- 1. Prepare your own family and home for a disaster in the event that you may be required to be away for a few days.
- 2. Be prepared to remain at school with personal supplies (medications, special dietary needs, family contact phone numbers, etc.)
- 3. Teachers should check the emergency supplies for their classroom and collect individual student family photos.
- 4. Correct or remove hazards identified in your classroom or work area by the hazard assessment of the school site.
- 5. Instruct students in emergency preparedness: fire prevention, clothing on fire with STOP-DROP-ROLL, earthquake readiness and DROP-COVER-HOLD, hazardous materials accident with SHELTER-SHUT-LISTEN, and other emergencies.
- 6. Participate fully in all emergency drills.
- 7. Become certified in First Aid and CPR through the Red Cross.
- 8. Become prepared to perform Emergency Team assignments in the event of an earthquake or other emergency situation.
- 9. Take fire extinguisher training.

IDENTIFYING HAZARDS IN YOUR CLASSROOM

Use the following form to identify potential hazards in your classroom. Please submit this form to the emergency preparedness coordinator in the beginning of the school year so that appropriate action can be taken to ensure that potential hazards are minimized in each classroom.

Classroom Hazard Inventory

Date: _____

Room No. _____

Indicate number of:

Check if applicable:

- ___ Unsecured bookcases
- ___ Unsecured wall shelves
- ___ Free-standing cabinets
- ___ Hanging plants
- ___ Evacuation route posted

- ___ TV monitor unsecured on platform
- ___ TV monitor on wheeled cart
- ___ Classroom piano on wheels
- ___ Heavy objects on high shelves
- ___ Emergency instructions posted

List other hazards identified.

Report submitted by: _____

HAZARD ASSESSMENT OF SCHOOL SITE

The hazard assessment of the school site should be performed by a qualified individual (structural and/or civil engineer where appropriate).

The interior and exterior portions of the school buildings as well as the school grounds should be assessed for potential hazards.

The hazard assessment should include evaluation of the following potential hazards to impact the school site, staff or students:

- Proximity of toxic, flammable, corrosive, chemically reactive or radioactive material, including proximity to industry and trucking and railroad routes.
- Proximity of high voltage power lines.
- Proximity to fault lines
- Likelihood and possible effects of flooding, including proximity to dams in the event of their failure.
- Likelihood and possible effects of a wild land fire.
- Likelihood and possible effects of severe weather.
- Probable safety areas for evacuation, after earthquake or other disaster. Consider the proximity of gas, water and sewer lines locating these areas.
- Locations of interior hanging fixtures on ceilings, *etc.* such as fluorescent lights.
- Locations of windows, particularly those near doorways.
- Stability of bookcases and shelving in classrooms as well as the objects on the shelves, cabinets and hanging on walls.
- Stability of water heaters.
- Prevention of the school piano from rolling during an earthquake.
- Security of AV equipment, computers, TV monitors, aquariums, *etc.* from motion during an earthquake.

An effort should be made to remove or correct the identified hazards to the school site if possible to do so.

IMPLEMENTATION SCHEDULE OF EMERGENCY PLAN

FIRST YEAR:

Complete review of, and understand all the emergency information listed in the emergency flip chart.

All staff should know how to call 911 and give out the necessary information to get help.

Develop and assign the teachers to a “Partner” system so that they may assist each other during an emergency.

Build a relationship with the local police and fire departments.
Ask them to observe an emergency drill periodically.

Develop the crisis box contents for use in an emergency.

Perform the hazard assessment of the school site.

Begin corrective measures on the hazards identified in the hazard assessment.
Develop a schedule to completely correct hazards by the end of the second year.

Review with staff the emergencies most likely to impact your campus and practice those emergencies to be prepared for a real event.

Assign staff members to the emergency response team. Be sure each person is aware of their responsibilities.

Have one or more battery operated radios in a secure location for emergency use.

Inventory the staff for first aid and CPR skills. Encourage staff to become trained in these areas.

Implement monthly fire drills. Invite your local fire department.

Have staff trained on the proper use of fire extinguishers

Implement regular shelter-in-place drills.

Prepare for and implement DROP, COVER-and HOLD drills for earthquakes.

Send letters home to parents instructing them about appropriate actions in the event of an emergency.

Prepare individual emergency kits for students in the classrooms as well as staff emergency bags.

SECOND YEAR:

Review how the emergency plan preparedness worked over the last year.

Continue practicing the drills developed in the first year.

Complete corrective measures on hazards identified in the hazard assessment of the school site.

Provide additional training for members of the emergency teams.
(Cribbing, search and rescue techniques, etc.).

Review and if necessary add to the communications systems for your site, evaluating both internal and external needs.

Continue adding to emergency supplies for your site.

Assign staff to inventory, update and replace supplies annually.

EVERY YEAR:

Once implementation of the plan is complete, set up a schedule for annual review of the plan.

Schedule all drills for the year, and review and update procedures.

Continue practicing all emergency situation drills on a regular basis.

EMERGENCY SUPPLIES

SUPPLIES FOR EMERGENCY PURPOSES

EMERGENCY PACK FOR CLASSROOM (Teacher and Class Supplies)

Some schools choose to have limited emergency supplies available in each classroom in addition to major supplies stored in the emergency supply shed. The intention of the emergency pack is to have these supplies accompany the class whenever an evacuation occurs. Note that duplicates of all these supplies (including emergency card duplicates) are located in the Emergency Supply Center.

- ☐ Classroom roster
- ☐ Small first aid kit
- ☐ Cold packs
- ☐ Roll of masking tape
- ☐ Notepad, pens, marker
- ☐ Emergency solar blanket
- ☐ Triage tags
- ☐ Lanyard and whistle
- ☐ Latex gloves
- ☐ Light sticks
- ☐ Bag of candy/gum
- ☐ 3 bottles of water
- ☐ Sanitary napkins

EMERGENCY TRAUMA KITS

Large first aid kits are located in the following locations:

- ☐ Main school office
- ☐ Emergency supply storage shed
- ☐ Athletic trainer's office

EMERGENCY SUPPLIES CENTER

(Located behind adjacent to student parking lot)

The intention of this Center is to house emergency supplies required to support the Sacramento High School community for three days following an earthquake emergency. The items listed below represent the primary components of the Emergency Supplies Center.

- ☞ Copies of all student emergency cards
- ☞ Faculty roster with emergency contact information
- ☞ Copies of emergency plan manual and emergency flip chart
- ☞ Vests or caps designating emergency teams (e.g., Search and Rescue, First Aid)
- ☞ Clipboards and instructions for each team
- ☞ 2 rolls of yellow caution tape
- ☞ Shut-off wrenches for utilities
- ☞ First Aid Team Supplies
- ☞ Search and Rescue Team Supplies
- ☞ Tarps and shelters
- ☞ Blankets (solar and regular)
- ☞ Emergency food supplies (in addition to stores in kitchen)
- ☞ Emergency water supplies (in addition to stores in kitchen)
- ☞ Flashlights, lanterns and batteries
- ☞ AM battery-powered radio

The following school personnel have a key to the Emergency Supplies Center:

- Principals
- Dean of Students
- St. HOPE Public Schools Security Officer
- Crisis Response Team Members
- Campus monitors
- All full-time teachers
- Additional key in crisis box

EMERGENCY SUPPLIES

Supplies Checklist

Water:

- 1/2 gallon/person/three days
- Barrels of water for cleansing/sanitation

Food:

- Non perishable foods such as canned vegetables and fruits. (Avoid salty foods)
- Matches
- Cooking supplies--can opener, pots/pans, camp stove, fuel for cooking
- Serving supplies - paper plates, cups, paper towels
- Instant coffee
- Hard candies, Fruit roll-ups, other snacks

The following can be collected by asking each student to bring in one Costco sized container of the following. Divide assignments up by grade level e.g. each ninth grade student brings 1 large box of soda crackers.

- Boxes of unsalted soda crackers
- Large cans of fruit cocktail
- Large cans of pork-n-beans
- Cans of vegetable soup
- Large cans of peaches
- Canned stews

Sanitation supplies:

- Toilet--buckets with plastic bags
- Privacy shelter--1 per 25 people
- Toilet paper--20 rolls per 100 people
- Wet wipes--100 per 100 people
- Plastic bags, ties--10 per 100 people

Miscellaneous:

- Games and activities for students
- Tents or tarps (for first aid station, cooking area and student shelter from elements)
- Optional Item: Generator
- 12 large 33-gallon plastic bags
- 40 small plastic bags
- 200 pre-moistened towelettes
- 2 packages safety pins
- 20 packets of tissues
- 30 foam sleeping pads
- Feminine hygiene products
- 10 Body bags

FIRST AID CENTER SUPPLIES

Supplies Checklist

Recommended First Aid Supplies:

- ☐ 4x4 compress--20 per 50 students
 - ☐ 8x10 compress--15 per 50 students
 - ☐ Ace wrap 2 inch--12 per campus
 - ☐ Ace wrap 4 inch--12 per campus
 - ☐ Kerlix bandaging--1 per student
 - ☐ Triangular bandages--24 per campus
 - ☐ Band-Aids, 3/4 inch size--100 per campus
 - ☐ Extra large Band-Aids--50 per campus
 - ☐ Butterfly bandages--50 each per campus
 - ☐ Oval eye patch--1 box of 50 per campus
 - ☐ Sterile ABD combine pads 5"x9"--25 per campus
 - ☐ Sterile non stick Telfa pads 3"x4"--100 per campus
 - ☐ Gauze rolls, non sterile--10 rolls of 3" by 10 yards
 - ☐ Clipboard, paper, report forms
 - ☐ Cervical Collars--5
 - ☐ Self-inflating resuscitation bag and mask
 - ☐ Tourniquets—10
 - ☐ Irrigation trays-8
 - ☐ Sterile saline solution--20 1000mL bottles
 - ☐ 5 pints alcohol
 - ☐ Burn packs, 3"x3"--40 per campus
 - ☐ Cold packs--20 per campus
 - ☐ Cardboard splints, small--24 per campus
 - ☐ Cardboard splints, medium--24/campus
 - ☐ Cardboard splints, large--24 per campus
 - ☐ Backboard with straps—1 per search and rescue team
 - ☐ Scissors (paramedic)--4 per campus
 - ☐ Tweezers--3 assorted per campus
 - ☐ Triage tags--20 per 100 students
 - ☐ Nitrile or latex gloves--10 per 500 students
 - ☐ 1-inch cloth tapes--10 rolls per campus
 - ☐ 2-inch cloth tapes--8 rolls per campus
 - ☐ Dust masks--24 per 100 students
 - ☐ Disposable Richter highway blankets--10 per 100 students
 - ☐ First Aid books, standard--2 per campus
 - ☐ First Aid books, advanced--2 per campus
 - ☐ Two 20 feet by 20 feet ground covers for first aid station
 - ☐ Waterproof signs for "Immediate Care" "Delayed Care" Crisis Counseling" and "Morgue"
- Medications (Need to be dated and rotated):
- ☐ 10 Ammonia inhalants, 4 64 oz Powdered Gatorade or other oral electrolyte,
 - ☐ 100 antacid tablets, 100-200 mg Tylenol, 30-25 mg Benadryl capsules,
 - ☐ 2 bottles Immodium or Kaopectate,
 - ☐ Neosporin--box of 144 squeeze packs per campus
 - ☐ 2 thermometers

SEARCH AND RESCUE EQUIPMENT

Supplies Checklist

Protective Gear for Search and Rescue Team:

- ☐ Hardhat--1/team member
- ☐ Fluorescent vest--1/team member
- ☐ Gloves with leather palms--1/team member
- ☐ Safety goggles--1/team member
- ☐ Dust mask--1/team member
- ☐ Whistles--1/team member
- ☐ Master Keys--one set/SAR team or one set/assigned area

Suggested Search and Rescue Tools:

- ☐ Adjustable 10-inch pliers--1 per campus
- ☐ Pry bar 24 inches--1 per campus
- ☐ Mini folding hacksaw--1 per campus
- ☐ 18-inch bolt cutters--1 per campus
- ☐ Hammer, 3#--1 per campus
- ☐ Duct tape--1 roll per campus
- ☐ Plastic bags--6 per campus
- ☐ Folding shovel--1 per campus
- ☐ Angle head or helmet flashlight--1 per campus
- ☐ 6-inch screwdriver--1 per campus
- ☐ 4 inch Phillips screwdriver--1 per campus
- ☐ Utility knife--1 per campus
- ☐ Container to hold tools--1 per campus
- ☐ Rope--30 feet of 3/8 nylon or similar
- ☐ SAR tags (red, yellow and green)
- ☐ Additional flashlights
- ☐ Batteries for flashlights (at least 2 sets per flashlight)
- ☐ 1 stretcher/site

Miscellaneous Tools for Uses Additional to Search and Rescue:

- ☐ Utility shut off wrench
- ☐ Pry bars, five to six feet--2 per campus
- ☐ Pick ax 6#--1 per campus
- ☐ Sledgehammer--1 per campus
- ☐ Square shovel--1 per campus
- ☐ Round shovel--1 per campus
- ☐ Barrier tape 3 inches x 1000 feet--2 per campus
- ☐ Street grade broom--1 per campus
- ☐ 2x4 wooden cribbing--18 per campus
- ☐ 4x4 wooden cribbing--15 per campus
- ☐ Wedges--6 per campus

Placeholder for page 1, Excel Emergency Supply list

Placeholder for page 2, Excel Emergency Supply checklist

Placeholder for page 3 of Excel Emergency Supply checklist

EMERGENCY RESPONSE TEAMS

The most important part of the school emergency plan is to account for all students, their safety and well being, and release them as soon as possible to their parent or designated guardian.

Documentation is a key element for all team activity. The following teams are already in place at Sacramento High School. Please consult the Crisis Team Organization Chart to determine your team assignment.

1. **Command Post (EOC) Team:** This team is headed by the Superintendent or a designee. The Command Post Team will coordinate the formation and actions of the other teams. They will communicate directly with Emergency Response personnel. All activities from the other response teams should be reported to the Command Post through the Safety Director. A person on this team will be designated as responsible for radio communications.
2. **Plans Team:** This team is responsible for gathering information about the extent of the emergency situation, putting together a plan of action for the school, and presenting the proposed plan to the administrator in charge at the Emergency Operations Center.
3. **Logistics Team:** This team is responsible for gathering equipment and additional personnel needed by the operations teams to carry out their tasks and responsibilities. They will distribute food, water, and other emergency supplies as needed and will play a key role in the setup of long-term care of the population. The Logistics team also coordinates volunteer check-in for parents and other non-staff members who respond to the school and offer to help with the emergency response.
4. **Finance and Administration Team:** This team is responsible for tracking all expenses, claims, and costs related to the school's response to the emergency situation. The team will need to remain in close contact with the Emergency Operations Center and will also need to document all injuries at the first aid center. Accurate records of hours worked by response teams should also be kept.

OPERATIONS TEAMS

The Operations teams, consisting of the Search and Rescue team, First Aid and Triage team, Student Assembly and Supervision team, and the Security/Checkout team, function under the direction of the Operations Director and report directly to the Safety Director at the Emergency Operations Center. These teams carry out the school's immediate response to the emergency situation.

5. **Search and Rescue Team:** The team is designated to "sweep" through the school building quickly. They are to rescue trapped or injured students and staff. At least one member of the group should have some first aid training. These team members should also be trained in fire suppression. This team's efforts are to be coordinated with the First Aid Team. All activities should be reported back to the Command Post by the team leader.

The Search and Rescue Team will also function as a Damage Assessment Team. Duties in this area include shutting off utilities and assisting in fire fighting efforts. Following their immediate tasks, this group will also perform a preliminary assessment of the building and report the nature and extent of damages to the Command Post.

6. First Aid/Triage Team: This team of staff members should be trained in First Aid and CPR. They are to establish the First Aid treatment area. They are responsible for categorizing the casualties and the injured. This team is also to supply care for the injured. This team's efforts should be coordinated with the Search and Rescue Team. All activities should be reported back to the Command Post by the team leader, communicating directly with the Safety Director.

7. Student Assembly and Attendance Team: This team of staff is responsible for the supervision of students following evacuation or assembly, and is crucial to the timely and accurate accounting for all students. A report should be given to the Command Post by the team leader as soon as attendance is completed.

8. Security and Checkout Team: This team of staff is responsible for securing buildings after evacuation, and for securing the campus perimeter to prevent access to students and faculty from unauthorized individuals. This team will work closely with the student supervision team in the release of students to parents and other authorized individuals.

9. Long Term Care and Support Team. This team of staff, students or parents is not an immediate response team and is not set up in advance. Following evacuation/assembly, and after attendance, search and rescue and other primary responsibilities have been performed, this group (drawn from those faculty and staff assigned to student supervision or other response teams that have finished their immediate tasks) will provide the support essential to the welfare and positive morale of the student population. Their main purpose is to secure, prepare and serve food to students and staff and to provide shelter. The sanitation needs of the school population are also their responsibility. All activities provided should be reported back to the Command Post.

Command Post (EOC) Team

EMERGENCY OPERATIONS CENTER TEAM

Duties: This team is headed by the school principal or a designee. The EOC Team will coordinate the school's response to the emergency and the actions of the other teams. They will communicate directly with Emergency Response personnel. All activities from the other teams should be reported to the Command Post (EOC). This team is responsible for personnel issues. Any costs incurred during this emergency should be documented by this team.

1. Team Leader: The administrator in charge is responsible for all activities on the school site. The principal will determine the schedule for each emergency team. The principal will avoid overworking personnel and will follow the generally recommended guidelines that people should not be working for longer than 12 hours at a time plus shift transition periods.

2. Safety Director: The Safety Director handles communication between the administrator in charge and the team leaders of the other emergency response teams. The primary focus for the safety director is safety. The Safety Director also serves as backup for the administrator in charge.

3. Community Liaison: The Community Liaison is responsible for communications and coordination with community responders and all outside agencies that may be involved in supporting the school throughout the emergency.

4. Media Relations/Public Information Coordinator(s): The Media/Information coordinators are responsible for all external and internal communications from the school. They are the media spokesperson(s), and will prepare information for release to parents, the school board, and other members of the community. Responsibilities include monitoring public information to ascertain what is being said regarding the situation at the school.

Before an Earthquake or Similar Emergency:

1. Determine how communications, emergency responses and costs and claims related to the emergency will be documented. An accurate record of the school's response to the emergency is essential for liability protection as well as securing reimbursement for related expenses.
2. Ensure that all key members of the Crisis Response teams are trained in the duties and requirements of their specific position.

COMMAND POST (EOC) EMERGENCY RESPONSE CHECKLIST

Position: Administrator in Charge

Location: Command Post/Emergency Operations Center

The following actions should be completed/verified in the order listed:

RESPONSIBILITIES:

- 1. Implement one of the designated emergency actions DROP, COVER AND HOLD, EVACUATE, SHELTER IN PLACE, CENTRAL SHELTER, CODE RED, ASSEMBLE/TAKE ROLL.

Verify that everyone has received the instruction, and that all students and staff are responding.
- 2. Instruct Community Liaison or other staff to call 911 if necessary. Verify that Community Liaison has assigned staff to meet responders and direct to emergency.
- 3. Assess safety of students in current location, relocate if necessary.
- 4. Verify coverage for lead positions at Command Post/Emergency Operations Center (Safety, Community Liaison, Media Relations/Public Information) Search and Rescue, First Aid, Security/Checkout, and Student Assembly and Attendance.
- 5. If a major earthquake occurs, verify that gas and electric mains have been turned off by the Search and Rescue team.
- 6. Receive attendance report from student assembly area, dispatch Search and Rescue team if students are missing or unaccounted for. If everyone is accounted for, have Search and Rescue team complete building survey and provide immediate fire fighting assistance, etc.
- 7. Receive report on injured faculty and students. Verify that First Aid station has adequate staffing to deal with the number of victims. Assign additional staff as needed.
- 8. Receive reports from all key staff positions (Student Assembly and Attendance, Search and Rescue, First Aid, Student Supervision and Security/Checkout). Assess current situation and readjust staffing and tasks as needed.
- 9. Receive report from staff assigned to monitor AM radio for information on the extent of the emergency. Once briefed on area conditions, assemble key staff and make decisions regarding future course of action.

- 10. Determine a plan for extended action, either shelter or dismissal. Direct the preparation of shelter areas and/or set up student dismissal/pickup area.
- 11. Direct Media Relations/Public Information Coordinator(s) to prepare statements for parents, media and other agencies as needed. Approve these statements before they are released. Post information on web site if available.
- 12. If phones are operable, assign staff to phone coverage and create a standard phone response to be used for incoming calls.
- 13. Assign staff to prevent building re-entry, if necessary.
- 14. Set up security at campus entrances.

IMPORTANT! As the administrator in charge, you must remain at the Command Post/Emergency Operations Center so that other faculty and staff can locate you at all times. Use runners or radios to gather and disperse information to other areas.

EMERGENCY RESPONSE CHECKLIST

Position: Safety Director

Location: Command Post/Emergency Operations Center

The following actions should be completed/verified in the order listed:

RESPONSIBILITIES:

- 1. In the absence of the senior administrator on campus, implement one of the designated emergency actions DROP, COVER AND HOLD, EVACUATE, SHELTER IN PLACE, CENTRAL SHELTER, CODE RED, ASSEMBLE/TAKE ROLL.
- 2. Assist with setup of Command Post/Emergency Operations Center. You are second in command, if the senior administrator is not present, assume direction of the Command Post/EOC.
- 3. Assess the safety of students in their current location; relocate if necessary.
- 4. Your primary function is to coordinate the actions of the Operations Team and act as liaison for the Administrator in Charge. Your primary focus is safety, and you should ensure that the operations teams carry out their tasks in as safe a manner as possible.
- 5. Verify coverage for lead positions at Command Post/Emergency Operations Center (Community Liaison, Media Relations/Public Information) Search and Rescue, Student Assembly and Attendance, Reunification and Security, and First Aid.
- 6. If an earthquake occurs, verify that gas and electric mains have been turned off by the Search and Rescue team.
- 7. Receive attendance report from student assembly area, report to Administrator in Charge.
- 8. Dispatch Search and Rescue team if students are missing or unaccounted for as directed by the Administrator in Charge. If everyone is accounted for, have Search and Rescue team complete building survey and provide immediate fire fighting assistance, etc.
- 9. Keep Administrator in Charge advised of progress and status of all operations teams.

EMERGENCY RESPONSE CHECKLIST

Position: Community Liaison

Location: Command Post/Emergency Operations Center

The following actions should be completed/verified in the order listed:

RESPONSIBILITIES:

- 1. Following the announcement of an emergency action, escort your current students to the evacuation or shelter area. Turn them over to the individuals in charge of the Student Assembly Area and report to the Command Post/Emergency Operations Center.
- 2. Stand by for instructions from the Administrator in Charge to call 911 if necessary. Assign staff or personally meet responders at campus entrance and direct to emergency.
- 3. Serve as the primary communicator between school administrative personnel and community responders. Pass on instructions from community responders and facilitate integration of responses by the school's emergency responders.
- 4. Assist Administrator in Charge and the Safety Director with receiving reports from other emergency areas (Student Assembly, Search and Rescue, First Aid, and Security/Checkout). Assist with record keeping and maintaining the communication log for the emergency operations center.
- 5. Receive report on injured faculty and students. Verify that appropriate and adequate emergency services have been called. Assist with record keeping and tracking of injured and transported individuals.
- 6. If moving into SHELTER IN PLACE or CENTRAL SHELTER, post signage on outside of building to alert responders to receiving location.

EMERGENCY RESPONSE CHECKLIST

Position: Media Relations/Public Information Spokesperson(s)

Location: Command Post/Emergency Operations Center

The following actions should be completed/verified in the order listed:

RESPONSIBILITIES:

- 1. Following the announcement of an emergency action, escort your current students to the evacuation or shelter area. Turn them over to the individuals in charge of the Student Assembly Area and report to the Command Post/ Emergency Operations Center.
- 2. Retrieve AM radio and gather information on the status/extent of the emergency.
- 3. Update the Administrator in Charge with information on the extent/severity of the emergency.
- 4. Update the faculty with information provided by the Administrator in Charge on the extent of the emergency, and the school's plan for future action. Answer any questions, reassure personnel, and assess morale and the emotional status of faculty and staff. Relay this status to the Administrator in Charge.
- 5. At the direction of the Administrator in Charge, prepare parent communications (notes to be carried home, broadcast emails, web site postings). *Note: All statements must be approved by the Administrator in Charge before being released.*
- 6. Prepare statements for release to the media regarding the status of the emergency. Release these statements to designated radio and TV stations as directed *after statements have been approved by the senior school administrator.*
- 7. Notify the School Board, District and other key parties of the status of the situation at the school.
- 8. Monitor radio and TV stations for the accuracy of information being released regarding the situation at the school. Issue corrections and updates as needed.
- 9. Monitor information from First Aid team regarding number of injuries, locations where injured students were sent for treatment, etc. Provide this information to parents.

First Aid Team

Duties: This team should establish the first aid treatment areas, triage, and provide first aid to people arriving at these areas. This team will need to coordinate with the Search and Rescue Team. **Team members should be certified in First Aid and CPR and should keep this certification current.** Assume that emergency medical personnel will be unable to respond to the school for the first 72 hours or longer after a major earthquake or other regional disaster.

Before an Earthquake or Similar Emergency:

1. The Team Leader will lead the development of a plan for setup of the First Aid Station. The First Aid Station Areas should be as follows:

Minor Care: Have the teacher of each class group handle minor care.

Triage: Locate triage (injury sorting area) at the entry of the First Aid Station. This area is for the injured to be quickly evaluated for severity of injury and directed to the appropriate treatment area.

Delayed Care: For people with injuries which do not require immediate attention within the first hour. These injuries may be lacerations, broken bones, wounds beyond a teacher's capabilities to handle, and for people needing medication. Locate near the immediate care area, but shield from the sight of the injured in immediate care area.

Crisis Counseling First Aid: Mild to moderate anxiety is best handled by teachers in class groups. Severe anxiety warrants special attention in a secluded area away from other first aid areas, since the sight of injured people may worsen the hysteria. This area should also be away from the student population because hysteria is contagious and can rapidly get out of control.

Immediate Care: For people with life and limb threatening injuries that require immediate attention, such as difficulty breathing, severe bleeding, major burns, and shock. Locate immediate care in an area out of sight of most students and staff, which is also easily accessible to emergency vehicles.

Morgue: Locate in an area out-of-sight of the students. This area should also be distant from the food supply and accessible by emergency vehicles. Use body bags or sheets to cover bodies being transported.

EMERGENCY RESPONSE CHECKLIST

Position: First Aid/Triage Team Leader

Location: First Aid Treatment Area

The following actions should be completed/verified in the order listed:

RESPONSIBILITIES:

- 1. Evacuate or care for the students in your class. As soon as possible, turn their care over to the Student Assembly and Attendance Team in the emergency assembly area.
- 2. Report immediately to the emergency supply center for supplies and then begin setting up the first aid treatment area. Bring your KEY for the emergency supply center if you have one.
- 3. The Team Leader will lead the organization and establishment of the First Aid Station Areas:
 - a. Triage area first.
 - b. Minor care and crisis counseling first aid area.
 - c. Delayed care area.
 - d. Immediate care area
 - e. Morgue as needed.
- 4. Triage injured brought to the first aid station.
- 5. Administer first aid to the injured. Follow, as needed, the instructions in the first aid handbooks which are stored in the emergency center.
- 6. Coordinate with the Search and Rescue Team. Provide first aid to trapped or injured as they are rescued. If necessary, assist Search and Rescue Team in providing first aid to injured while they are trapped.
- 7. Keep emergency card with each injured person. Emergency card should include information regarding unusual medical conditions. Ensure that emergency card accompanies any injured student.
- 8. Record all cases on a central log in triage. If possible, assign an extra person to serve as record keeper. All injured released from the first aid station should also be recorded in the central log, including to whom they were released and their destination. If the injured was transported by emergency response personnel, note the destination of the transport.
- 9. A team member should routinely check the student population in the evacuated area to see if anyone needs attention. If so, bring them back to the first aid station.
- 10. Notify the Command Post (EOC) of number of injured and status of first aid treatment.

Search and Rescue Team Responsibilities

Duties: This team will initially need to sweep quickly through the school buildings to identify location of trapped or injured students and staff. They will rescue the trapped and the injured and assist the First Aid Team in treating the injured. Following initial search and rescue tasks, they should help suppress fires and provide security for the site. Team members should be trained in search and rescue techniques, first aid and fire suppression.

Before an Earthquake or Similar Emergency:

- 1. The Team Leader will designate who will have primarily search responsibility, and who will focus on rescue. This is to prevent team members from being torn between stopping to rescue people and continuing the search for other injured persons.
- 2. Team members will review when, how and where to shut off utilities, gas, electricity and water, as required.
- 3. Team members will check the utility map of the school site for accuracy and completeness.
- 4. Team members will familiarize themselves with a pattern for searching the school site. The Team Leader with the assistance of the team members can develop a search and rescue pattern that efficiently covers all the buildings and structures of Bishop Alemany High School.

EMERGENCY RESPONSE CHECKLIST

Position: Search and Rescue Team Leader

Location: Search and Rescue Team Assembly Area

Immediately After an Earthquake or Similar Emergency:

- 1. Evacuate or care for the students in your class. As soon as possible, turn their care over to the Student Assembly and Attendance Team in the emergency assembly area.
- 2. Report to the team assembly area at the emergency supply center. Pick up search and rescue equipment. Make sure you bring the **KEY** with you.
- 3. When dispatched by the administrator in charge or team leader, sweep through the school buildings following the pre-established pattern to quickly identify who is trapped or injured.
- 4. Check every room in the school visually, vocally and physically as part of the initial sweep of the building.
 - a. Note tags on classroom doors. Green = OK, Red sticker = trapped or injured people. Yellow = Danger/hazard inside. Make notes on the tags/doors if additional trapped or injured are found.
 - b. Using the building map **provided in the search and rescue backpacks**, check off each location as you complete your investigation. Use the map to record the location of trapped individuals who were impossible to rescue or if you encountered major building damage. Mark major building damage areas with a red "X."
 - c. While searching buildings, look for obvious structural problems and/or significant structural damage. Avoid unsafe areas.
- 5. Rescue trapped or injured individuals. Perform immediate first aid when necessary and remove the injured. The injured should be transported to the first aid area in the patio.
- 6. While performing the search and rescue sweep of the buildings, also inspect all areas for the odor of leaking gas, electrical shorts or leaking water. If necessary, report any leaks/electrical shorts to the Team Leader. The team leader will designate someone to turn off the gas main, electricity and/or water main. A map of all valves and circuit breakers can be found in the Search and Rescue Team Folder at the Command Post. Do not enter damaged structures. Do NOT use electrical switches. Do NOT attempt to turn the utilities on again.
- 7. After evacuation of injured/trapped students has been accomplished and all locations of the building have been searched, report back to the Search and Rescue Team Leader. Provide your map listing locations of trapped individuals. Report the number and status of trapped victims to the Safety Director at the Command Post (EOC).
- 8. Assist in fire suppression or other damage control activities. Check the perimeter of the school site for damage such as downed wires.

Security/Checkout Team

Duties: This team is responsible for securing the perimeter of the campus, and for securing buildings to prevent re-entry following an emergency such as an earthquake. Additionally, this team sets up the parent reception area and coordinates the checkout of students and staff when they depart the campus.

When student release is authorized by the administrator in charge, this team should coordinate the release of students with the student supervision team, maintaining an accurate list of students remaining on campus at all times. All parents and other non-school personnel should be routed through the security center check-in.

Before an Earthquake or Similar Emergency:

- 1. As a team, determine which site will be the emergency student release area.
- 2. Lead the development of a procedure to be used for releasing students. As a team, decide who will be responsible for what tasks during the reunification process and assign responsibilities.
- 3. During the annual earthquake drill, test the student release procedure.

EMERGENCY RESPONSE CHECKLIST

Position: Security/Checkout Team Leader

Location: Security/Checkout Team Assembly Area

Immediately After an Earthquake or Similar Emergency:

- 1. Evacuate or care for the students in your class. As soon as possible, turn their care over to the Student Assembly and Attendance Team in the emergency assembly area.
- 2. Secure the perimeter of the campus by closing and locking all gates, except the main entrance to be used by emergency response vehicles.
- 3. After students and faculty have evacuated the buildings and search and rescue operations are completed, lock/secure all buildings to prevent re-entry.
- 4. Report status to Command Post (EOC) when campus is secured.
- 5. Set up student release center. Acquire a desk or table and set up the checkout area.
- 6. Get the Checkout Box from the Command Post. Inside the box, you will find:
 - a. Student release sheets
 - b. Alphabetized master list of all students
 - c. Alphabetized master list of all school personnel
 - d. Additional clipboards, pens, and related supplies
- 6. Post a team member at the school main entrance to direct emergency vehicles, traffic and parents. Only emergency vehicles should be allowed on school grounds. All others must walk onsite. This point should be stressed to parents in the annual emergency procedure letter to them.
- 7. Record all absent students and teachers on the alphabetized master list.
- 8. When parents or others arrive, verify identification, check release authorization card for permission to remove student from campus. If authorized, call on radio to student supervision area for student to be escorted to release area.
- 9. Have the person picking up the student sign the card, and note the time student was released on the card. File the card and record student pick-up on the master list.
- 10. If campus evacuation is ordered, send team members to survey the evacuation site for safety. Other team members should be the last to leave the campus, leaving written information as to the evacuation area location and phone contact information.
- 11. Report all activities to the Command Post (EOC).

Student Supervision and Attendance Team

Duties: This team is initially responsible for accounting for all students and staff. Roll call is received from the teachers in order to determine if any students are missing. This list is then compared with the master attendance list maintained by the school administrative assistant. Following attendance responsibilities, the team should provide supervision and support for students. Their safety, comfort and care are the primary responsibilities. When student release is authorized by the administrator in charge, this team should coordinate the release of students with security/checkout team, maintaining an accurate list of students remaining on campus at all times.

Before an Earthquake or Similar Emergency:

- 1. The assembly area will be on the main athletic field. The team leader should lead the development of a plan for the assignment of the line-up locations for all grades and class groups. Copies of line-up locations should be distributed to all teachers prior to the first fire drill.

EMERGENCY RESPONSE CHECKLIST

Position: Student Supervision and Attendance Team Leader

Location: Student Emergency Assembly Area

Immediately After an Earthquake or Similar Emergency:

- 1. Evacuate or care for the students in your class. As soon as possible, evacuate your classroom and/or office, bring emergency supplies with you, and proceed directly to the emergency assembly area.
- 2. As teachers assigned to attendance and supervision arrive they should take attendance for each class or group in the emergency assembly area. When they have completed attendance, teachers should come forward and report unaccounted for and injured students.
- 3. The person in charge of the student assembly area should report missing/unaccounted for students to the Command Post (EOC) immediately after the attendance report is received.
- 4. Return to each teacher in the assembly area and ask for the names of any students who are absent from school.
- 5. Match up the reported absences with the school's daily attendance report, verifying the accuracy of school-wide attendance.
- 6. Reassess the safety of the students in the current assembly area. If weather is inclement, ask the Administrator in Charge if it is safe to relocate to the central shelter area.
- 7. Provide supervision and activities for the students in the assembly area. Keep a watchful eye for signs of emotional distress among students and faculty.

The section on Emergency Response Teams contains information from Camp and School Consulting and information listed in the Orinda Union School District Emergency Plan.

Long Range Care Team

Note: This team is not pre-assigned, and is assembled following the completion of immediate response needs, based on the scenario regarding length of time before students are re-united with their families and released from the school. Faculty, staff, students and parent volunteers can serve on this team.

Duties: This team should facilitate and coordinate food supplies, meal preparation, meal distribution, water distribution, shelter and sanitation set-up.

Before an Earthquake or Similar Emergency:

- 1. Determine the best location for food preparation, food service, and water distribution.
- 2. Determine a location for the sanitation area away from the food preparation area.
- 2. Develop a food consumption plan for the school population, *i.e.* Students consume food supplies in kitchen/food service area first before those items stored in the emergency supply shed. Remember that food and shelter are secondary responses. The first hours after the earthquake will largely be spent rescuing the trapped and treating the injured.

Immediately After the Earthquake or Similar Emergency:

- 1. Report to the Command Post (EOC). Coordinate with the administrator in charge.
- 2. In consultation with Search and Rescue team, determine what facilities at the school are inhabitable and usable for shelter and sanitation. Set up sheltering tents as necessary to protect the students from the elements.
- 3. Set up cooking area, water distribution area and sanitation areas as needed if permanent school facilities are not usable. Do not allow waste from sanitation area to come within 200 feet of students or food/water supplies.

Appendix A

Types of Emergencies and Immediate Responses

AIR POLLUTION EPISODE

This event could affect students and staff who are susceptible to respiratory problems.

RESPONSIBILITIES:

- Head of School** 1. Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- Lead Administrator** 2. Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- Lead Administrator** 3. When notified from community siren or via news media of air pollution advisory, the principal shall inform all staff and notify those individuals in file to stay indoors and minimize physical activity.
- Lead Administrator** 4. Cancel all athletic competitions and practices and any other activities which require strenuous physical activity.
- Lead Administrator** 5. Instruct employees to minimize strenuous physical activity.
- Lead Administrator** 6. Cancel any events that require the use of vehicles.
- Lead Administrator** 7. Urge staff to minimize use of vehicles and gasoline-powered equipment (mowers, blowers, etc.).

Contributions from: the John Swett Unified School District and the Walnut Creek School District Emergency Plans.

BOMB THREATS

In the event that the school, by letter or telephone, receives a bomb threat the following procedures will be accomplished.

RESPONSIBILITIES:

- Staff** 1. If the bomb threat is in the form of a letter, note the manner in which it was delivered, who found it and where it was found. Take care while handling the message by immediately placing it in an envelope so that possible fingerprints may be detected.
- Staff** 2. If the bomb threat is a telephone call, keep the caller on the line. Delay the caller with statements such as "I am sorry, I did not understand you. What did you say?" Note the time the call was received, manner of caller, background noises and what the caller is saying. Use the worksheet which follows to assist you.
- Lead Administrator (or designee)** 3. Immediately notify the police and fire departments (call 911).
- Lead Administrator** 4. If the caller is still on the phone, call the phone company to trace the call.
- Lead Administrator** 5. Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Turn off bell systems. Do not use these devices during this threat.
- Staff** 6. Caution students against picking up or touching any strange objects or packages.
- Lead Administrator** 7. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Staff** 8. Evacuate students using primary and alternate routes (p.65). Take emergency backpack and student kits. Check to be sure all students have left the building.
- Staff** 9. Upon arrival at the designated safe site, take roll. Notify the principal/designee and emergency response personnel of any missing students.
- Staff** 10. Do not return to the building until emergency response officials determine it is safe.

BOMB THREAT CHECKLIST

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen. Do not interrupt the caller except to ask:

1. When will it go off? _____
2. Where is it located? _____
3. What does it look like? _____
4. What floor is it on? _____
5. Why are you doing this? _____
6. Who are you? _____

Call received by: _____

Time of call: _____

Date: _____

Description of Caller: Male _____ Female _____ Adult _____ Juvenile _____

Approximate Age of Caller: _____

Voice Characteristics:

Loud: _____
High Pitched _____
Raspy _____
Intoxicated _____

Soft _____
Deep _____
Pleasant _____

Other _____

Speech:

Fast _____
Distinct _____
Stutter _____
Slurred _____

Slow _____
Distorted _____
Nasal _____
Precise _____

Other _____

Language:

Excellent _____ Good _____ Fair _____ Poor _____ Foul _____

Other _____

Use of certain phrases: _____

Accent:

Local _____

Not Local _____

Foreign _____

Regional _____

Race _____

Other _____

Manner:

Calm _____

Angry _____

Rational _____

Irrational _____

Coherent _____

Incoherent _____

Deliberate _____

Emotional _____

Righteous _____

Laughing _____

Background Noises:

Office Machines _____

Street Traffic _____

Machinery _____

Airplane _____

Bedlam _____

Trains _____

Animals _____

Voices _____

Quiet _____

Music _____

Mixed _____

Party Atmosphere _____

CHEMICAL ACCIDENT (Offsite)

Chemical accidents of a disaster magnitude could result from a transportation accident or an industrial accident. Should any such accidents endanger the students or staff, the following will be accomplished. **WARNING:** An alert message will be broadcast over the public address system located in your school office and the community warning siren may be heard.

RESPONSIBILITIES:

- Lead Administrator** 1. Announce SHELTER IN PLACE. Have all students who are outside report to the nearest designated building.
- Staff** 2. Close all doors and windows, shut off ventilation, and listen to the radio (shelter-in-place).
- Staff** 3. Take roll. Notify Principal or designee of any missing students.
- Staff** 4. If necessary, use tape, rags, clothing or any other available material to seal air leaks.
- Lead Administrator** 5. CONTINUE TO SHELTER-IN-PLACE UNTIL ADVISED TO DO OTHERWISE. Monitor Emergency Alert broadcasts and radio stations for further instructions.
- Staff** 6. If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- Lead Administrator** 7. If evacuation orders are received, proceed with school evacuation plan (refer to p.60).
- Staff** 8. Evacuate students. Take the class roster and emergency backpack and student kits.
- Lead Administrator** 9. A check should be performed to be sure all students have been evacuated.
- Lead Administrator** 10. A notice should be left on the office door stating where the school has relocated.
- Staff** 11. Upon arrival at safe site, take roll and report attendance to Principal/designee immediately

CHEMICAL ACCIDENT (Onsite) THREAT OF EXPLOSION

This incident could be the result of spilled cleaning chemicals within the school building, or a broken gas main. Should any such accidents endanger the students or staff, the following will be accomplished.

RESPONSIBILITIES:

- Lead Administrator** 1. Determine if evacuation is required.
(or designee)
- Lead Administrator** 2. Notify appropriate local authorities of incident (call 911).
- Lead Administrator** 3. If necessary, proceed with school evacuation procedure using primary or alternate routes, avoiding exposure to the chemical fumes.
- Staff** 4. Evacuate students from the building using primary and/or alternate fire routes. Take class roster and emergency backpack and student kits. Check to be sure all students have left the school building.
- Staff** 5. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- Staff** 6. Upon arrival at evacuation site, take roll and report attendance to Principal/designee immediately. Notify emergency response personnel of any missing students.
- Staff** 7. Do not return to the building until emergency response personnel have determined it is safe.

Contributions from: the John Swett Elementary School, San Ramon Unified School District and St. Patrick's School Emergency Plans.

CRIMINAL ACT

This incident could occur if a crime has been committed on the campus.

RESPONSIBILITIES:

- Lead Administrator** 1. If intruder is on-site or still in immediate vicinity, Announce “CODE RED, CODE RED, CODE RED.” Lock and secure building if intruder is outside.
- Lead Administrator** 2. Notify police (dial 911).
- Lead Administrator** 3. Identify all parties involved (if possible). Identify witnesses, if any.
- Lead Administrator** 4. Deny access to crime scene until police arrive.
- Lead Administrator** 5. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from their possession, allow police to do so.
- Staff** 1. Upon hearing the announcement, or becoming aware of violence on campus, instruct your students to immediately drop and lie prone on the floor.
- Staff** 2. Lock your classroom door and close blinds or window shades.
- Staff** 3. Using desks, tables and other furniture, build a barricade to provide cover from someone entering the classroom.
- Staff** 4. If there is a victim of the crime, care for the victim. Provide any medical attention that is needed.

EXPLOSION

If an explosion occurs in the school building, the following shall be accomplished.

RESPONSIBILITIES:

- Staff** 1. If there is an explosion, instruct students to DUCK and COVER.
- Lead Administrator** 2. Notify police and fire departments (call 911).
(or designee)
- Lead Administrator** 3. Immediately after the passage of the blast wave, sound fire alarm signal if operable, or announce "EVACUATE BUILDING". Proceed with school evacuation procedure using primary or alternate routes.
- Staff** 4. Take class roster and emergency backpack and student kits with you.
- Staff** 5. Check to be sure all students have left the classroom/school site.
- Staff** 6. Students are not to be left unattended at any time during evacuation process.
- Staff** 7. Upon arrival at evacuation site, take roll and report attendance to Principal/designee immediately.
- Lead Administrator** 8. Notify emergency response personnel of any missing students.
- Staff** 9. Care for the injured, if any.
- Staff** 10. Do not return to the building until the emergency response personnel determine it is safe.

Contributions from: the Lafayette School District, the Moraga School District, the San Ramon Valley Unified School District, the Walnut Creek School District and the West Contra Costa Unified School District Emergency Plans.

FALLEN AIRCRAFT

If an aircraft falls near the school, the following shall be accomplished.

RESPONSIBILITIES:

- Lead Administrator** 1. Determine if evacuation is required.
(or designee)
- Lead Administrator** 2. Notify police and fire departments (call 911).
- Staff** 3. If required, evacuate students from the building using primary and/or alternate fire routes (p.65) to the safe site. Take class roster and emergency backpack and student kits with you.
- Staff** 4. Check to be sure all students have left the school site.
- Staff** 5. At the safe site, take roll. Report any missing students to the Principal/designee. Notify emergency response personnel of any missing students.
- Staff** 6. Maintain control of the students a safe distance from the crash site.
- Staff** 7. Care for the injured, if any.
- Staff** 8. Do not return to school site until emergency response officials have determined it is safe.

Contributions from the Lafayette School District and Walnut Creek School District Emergency Plans.

FIRE (Offsite) or BRUSH/FOREST FIRE

This event could occur if a fire offsite, such as a wild land fire, threatens or is near the school building. Should any such event endanger the students or staff, the following will be accomplished.

WARNING: An alert message will be broadcast over the public address system located in your school office.

RESPONSIBILITIES:

- Lead Administrator (designee)** 1. Determine if evacuation of school site is necessary.
- Lead Administrator** 2. Contact local fire department (call 911) to determine the correct action for your school site.
- Lead Administrator** 3. If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan.
- Lead Administrator** 4. Conduct a site inspection to be sure all students and personnel have left the building.
- Staff** 5. Evacuate students using the evacuation plan (p.65). Bring emergency duffle bag and student kits. Take roll call to be sure all students are present before you leave the building site. Maintain control of the students a safe distance from the fire and fire fighting equipment.
- Lead Administrator** 6. A notice shall be left on the office door stating where the school has relocated.
- Staff** 7. Take roll. Report any missing students to the Principal/designee and emergency response personnel.
- Lead Administrator** 8. Monitor local NEWS radio station for information.
- Staff** 9. Do not return to the building until the Fire Department determines it is safe.

Contributions from: the Lafayette School District Emergency Plan.

FIRE (Onsite)

This incident could occur if the school building is on fire. Should any such event endanger the students or staff, the following will be accomplished.

WARNING: The school fire alarm sounds.

RESPONSIBILITIES:

- Lead Administrator** 1. Notify the fire Department (call 911).
(or designee)
- Lead Administrator** 2. Proceed to evacuate the school using the primary or alternate fire routes.
- Lead Administrator** 3. Receive attendance reports accounting for all faculty and students. If someone is unaccounted for, dispatch search and rescue team to conduct a search of the buildings.
- Staff** 4. Evacuate students from the building using primary or alternate fire routes (p.65). Take emergency duffel bag and student kits. Maintain control of the students a safe distance from the fire and fire fighting equipment.
- Staff** 5. Take roll call. Report any missing students to the Principal/designee. Provide supervision and care for the students in your class.
- Staff** 6. Do not return to the building until the Fire Department determines it is safe.

Contributions from: the San Ramon Unified School District Emergency Plan.

FLOODS

This event could threaten the safety of students or staff if a severe rainstorm has caused urban streams to rise. If such an event occurs, the following shall be accomplished.

WARNING: An alert message will be broadcast over the public address system located in your school office.

RESPONSIBILITIES:

- Lead Administrator** 1. Determine if evacuation is required.
(or designee)
- Lead Administrator** 2. Notify local police department of intent to evacuate, the location of the safe evacuation site and the route to be taken to that site.
- Staff** 3. Evacuate students using evacuation plan (p.65). Take the class roster, emergency backpack and student kits. Take roll before leaving the campus.
- Lead Administrator** 4. An inspection shall be performed to be sure all students have been evacuated.
- Staff** 5. Students should not be left unattended at any time during evacuation process.
- Lead Administrator** 6. A notice should be left on the office door stating where the school has relocated and the district office should be notified.
- Bus Drivers** 7. If evacuation is by bus, DO NOT drive through flooded streets/roads. DO NOT cross bridges of flooding rivers.
- Lead Administrator** 8. Monitor local NEWS radio stations for further information.
- Staff** 9. Upon arrival at the safe site, take roll. Report any missing students to principal/designee and emergency response personnel.
- Staff** 10. Do not return to school site until emergency response officials determine it is safe.

Contributions from the Walnut Creek School District Emergency Plan.

MISSING STUDENT

This incident could occur if a classroom teacher cannot locate a child. The principal may designate another available adult to perform the assigned tasks.

Responsibilities:

- Class Teacher** 1. Check with other students in the class to see if they know the whereabouts of the student.
- Class Teacher** 2. Contact the school secretary to see if the parent picked up the student.
- Secretary** 3. Check with the prior class period teacher and special subject teachers (music, computer, etc.) to ascertain whether or not the student was present for that class period.
- Secretary** 4. Continue working backwards through the student's schedule until time is established that the student was missing.
- Administrator** 5. Direct a search of the campus, including bathrooms, library, social hall, cafeteria, and the counseling office.
- Administrator** 6. If the student is not located within 10 minutes, notify the parents that the student is missing from class and unaccounted for.

INJURY TO STUDENT

- Staff** 1. The first staff member encountering an injured student is responsible for first aid and care of the student.
- Staff** 2. Notify the school office of the injury and if assistance is needed.
- Staff** 3. Follow basic First Aid/CPR procedures in providing treatment. Be careful not to move a student who has fallen from an apparatus or if you suspect other serious injury.
- Staff** 4. Remove all other students from the immediate area (other responding faculty can assist with this).
- Administrator** 5. If deemed necessary, summon an ambulance or EMS services by calling 911.
- Administrator** 6. Assign a staff member to meet and direct the EMS unit to the scene of the accident.
- Administrator** 7. If it a serious medical injury, all other students should be returned to class if at recess or lunch time.
- Staff** 8. The initial staff member responding to the accident is responsible for gathering relevant information (including witness statements) for completion of the accident report.
- Administrator** 9. The school office will notify parents in the case of a serious accident or injury.

FATALITY

Note: In the event of a fatality, a primary responsibility of faculty and administration is to keep students calm and collected. Such a tragedy must be handled with the highest level of sensitivity and respect. The following specific measures must be followed:

- Staff** 1. Apply life-saving first aid unless you are certain the individual is deceased.
- Staff** 2. Send another staff member or 2 students to the office to summon an administrator.
- Administration** 3. Call 911 and summon emergency responders.
- Staff** 3. Remove all students from the immediate area.
- Administration** 4. Contact family members and report a serious accident. Ask parents to meet EMS at hospital or come to the campus. .
- Administration** 5. Secure the area of the incident so as to not contaminate any evidence. Do not move any equipment involved in the incident.
- Administration** 6. Separate witnesses to prevent sharing of information, then gather as much information as possible.

DO NOT discuss the incident with the media, public, other faculty, or students until told to do so.

RIOTS/CIVIL DISORDERS

INSIDE SCHOOL:

This incident could occur if the students gather in an unruly crowd. Should such an occurrence appear to threaten any students or staff, the following shall be accomplished.

RESPONSIBILITIES:

- Lead Administrator** 1. If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Lead Administrator** 2. Set up a communication exchange with the students, staff and principal. Try to restore order.
- Lead Administrator** 3. If unable to calm students, call police (dial 911) for assistance.

OUTSIDE OF SCHOOL:

This incident could occur if a riot breaks out in the streets. Should such an event threaten or endanger students or staff, the following shall be accomplished.

RESPONSIBILITIES:

- Lead Administrator** 1. If any students are outside, get them inside the school building. Announce CODE RED. If unable to do so, have students lie down and cover their heads.
- Lead Administrator** 2. Once students are in the school building, lock the doors and secure the facility.
- Lead Administrator** 3. Notify police (dial 911).
- Staff** 4. Close all curtains and blinds.
- Staff** 5. Instruct students to DUCK AND COVER, lie on the floor and keep students calm.
- Lead Administrator** 6. Cancel all outside activities.
- Staff** 7. Care for the injured, if any.
- Staff** 8. Remain with students until all clear is given.

SEVERE WINDSTORM/WEATHER

Severe weather can be accompanied by high winds. If this type of weather poses any risk to the staff or students the following shall be accomplished.

WARNING: An alert message will be broadcast over the public address system located in school office.

RESPONSIBILITIES:

- Lead Administrator** 1. Announce "SHELTER IN PLACE".
- Staff** 2. Staff and students should take cover in the shielded areas within the building (refer to map on p.65).
STAY AWAY FROM WINDOWS.
- Staff** 3. Take roll and report any missing students to Principal/designee.
- Staff** 4. Close all blinds and curtains.
- Staff** 5. Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Lead Administrator** 6. Evacuate any classrooms bearing full force of wind.
- Staff** 7. Remain with students near an inside wall or on lower floors of the building.
- Lead Administrator** 8. Monitor local NEWS radio station.
- Lead Administrator** 9. Notify utility companies of any break or suspected break in utility lines.
- Lead Administrator** 10. Students and staff should be kept in the sheltered areas of the building until winds have subsided and it is safe to return to the classroom.

Contributions from: the Lafayette School District, Moraga School District, San Ramon Valley Unified School District, Walnut Creek School District, West Contra Costa Unified School District.

THREATENING INDIVIDUALS/INTRUDER

This incident could occur if a belligerent person or armed person appeared at the school site. Should such an individual threaten the safety of students or staff, the following shall be accomplished.

- Lead Administrator (Staff)** 1. Implement “CODE RED” by Announcing “CODE RED, CODE RED, CODE RED.”
- Lead Administrator (Staff)** 2. If any students are outside, get them inside the school building and to their assigned classrooms. If unable to do so, move to the nearest classroom or inside area. Have students take cover (physical barrier) or concealment(visual barrier).
- Security Team** 3. Once students are in the school building, lock the doors and secure the facility.
- Community Liaison** 4. Notify police (dial 911).
- Faculty and Staff** 5. Close all curtains and blinds.
- Staff** 6. Instruct students to DUCK AND COVER, lie on the floor and keep students calm.
- Lead Administrator** 7. Cancel all outside activities.
- Staff** 8. Remain with students until all clear is given.
- Lead Administrator** 9. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from their possession, allow police to do so.

Earthquake Immediate Responses

EARTHQUAKE

DURING AN EARTHQUAKE:

If indoors:

- Stay inside, move away from windows, shelves, heavy objects or furniture which may fall over. Take cover under a table or desk. Instruct the students to "DUCK-COVER-HOLD." Each student should grab one leg of their table and "move" with it.
- In walkways or other areas where cover is not available, move to an interior wall.
- In science rooms, any open flames should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals which may spill.
- In multi-use rooms, take cover under the tables or move close to the interior walls away from windows.

If outdoors:

- Move to an open space, away from buildings and overhead power lines. Lie down or crouch low to the ground (legs will not be steady). Keep looking around to be aware of dangers which may demand movement.
- On the school bus, stop the bus away from power lines, bridges, overpasses and buildings. Students should remain in their seats and hold on.

NOTE:

- Doorways may become blocked if the door slams shut as the building shifts during an earthquake. If the door becomes jammed, it may be necessary to use the pry bar and gloves (in emergency supply center) to open the door or break windows to exit the classroom. If it is still not possible to exit the classroom, blow the whistle to alert rescuers.

AFTER THE EARTHQUAKE:

Responsibilities:

- Staff**
 1. If no one is trapped/injured, evacuate students from the building. Take emergency classroom bin and folder. Check to be sure all students have left your classroom. Tag the room with a **green** search and rescue tag (located in folder). Close and lock the classroom door. If there are trapped or injured, tag the room with a **red** tag (located in folder). Do not leave trapped or injured children alone in room. Do not close or lock your door.

- Staff**
 2. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.

- Staff**
 3. Upon arrival at evacuation assembly site, take roll call and report attendance to Lead Administrator/designee immediately. If you are part of the Emergency Response Team, give your students to another teacher to supervise. If your assignment is supervision, remain with your students.

- “Pull-Out” Staff**
 - 3A. Perform Steps 1-3, above, and wait at pre-arranged site for classroom teacher (note that additional copies of class rosters are located in emergency center).

- Staff w/class in “Pull-Out”**
 - 3B. Go to pre-arranged safe site immediately to meet with your class. Perform Step 3, above (note that copies of class roster and emergency cards are located in emergency center).

- Lead Administrator (or designee)**
 4. Set up Command Post with your Emergency Response Team.

- Lead Administrator**
 5. Notify police and fire (dial 911) if you have trapped or missing individuals. Dispatch Search and Rescue (SAR) teams, consisting of adults, to search for missing or trapped people.

- Search & Rescue Team**
 6. Begin a search of the entire school building. Search rooms tagged with missing or red tags first. When everyone has been removed from the room, change the red tag to a green tag. Check rooms with green Search and Rescue tags to be sure no one is left in the rooms. Report activities to Safety Director at EOC. After each room is searched and no one is left in the room, close and

lock the door if possible.

- Lead Administrator** 7. Verify readiness of other Emergency Response Teams: First Aid/Triage, Security/Checkout, Student Supervision and Attendance.
- Search & Rescue Team** 8. Inspect all utilities for leaks. Shut off the mains of any known or suspected leaking utilities. Notify Lead Administrator/designee of actions.
- community Liaison** 9. Notify utility companies of any break or suspected break in utility lines as reported from Security/Damage Assessment Team.
- First Aid Team** 10. Set up the treatment area. Categorize patient injuries. Care for the injured. Report casualties and injuries to the Lead Administrator/designee.
- Supervision Team** 11. Provide for the welfare and positive morale of the student population.
- Long-term Support Team** 12. Set up the cooking area to prepare food service for the students and staff. Maintain the food and water supplies. Provide for sanitation needs.
- Student Release Team** 12. The Security/Checkout Team is responsible for all student release. Students should be released only to authorized adults. Fill out student release forms for each student allowed to leave.

POST-EARTHQUAKE **EVACUATION OF A SCHOOL BUILDING**

Before evacuating the building after an earthquake, consider the following:

- There may be dangers outside of the building which you must consider before evacuating the students.
- There may be no safe assembly area in the immediate vicinity.
- There may be no clear route out of the building to evacuate the students. Primary or alternate evacuation routes may need to be cleared before the students can be evacuated.
- The lighting inside the building will probably be out; it will be dark.

Before signaling the evacuation of students, do the following:

- Assess the situation before signaling building evacuation.
- Determine if the primary or alternate building evacuation routes (refer to p.60) are clear. If not, coordinate with other staff to have them cleared of dangers.
- Determine if the assembly site is safe. If not, select an alternative assembly site.
- If wires are down, they should be avoided.
- Areas near chain link fences should be avoided; they are an electric shock hazard if live wires touch them.
- Don't forget to consider students with disabilities as you determine your evacuation routes.

After you have determined it is safe to do so, signal faculty to proceed with the evacuation of the school building.

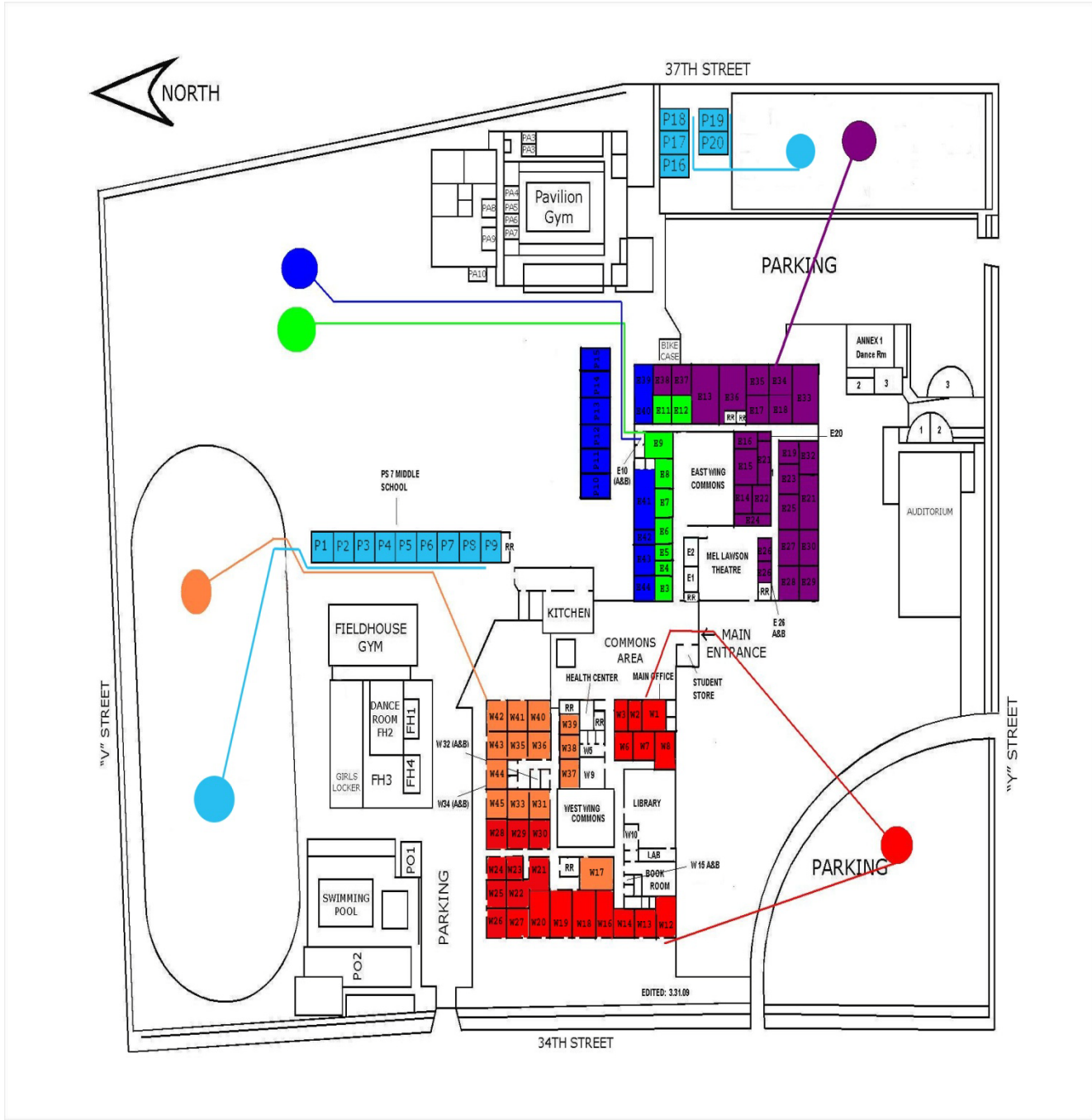
IF THIS IS A SEVERE EARTHQUAKE, the school site may have to care for children up to 3 days after the event. The emergency supplies listed on pages 19-22 should be accumulated before an earthquake and stored in a freestanding container separated from the school building. Having these supplies will help in the aftermath of a severe earthquake. Remember: Prepare to be isolated 72 hours!

Appendix B

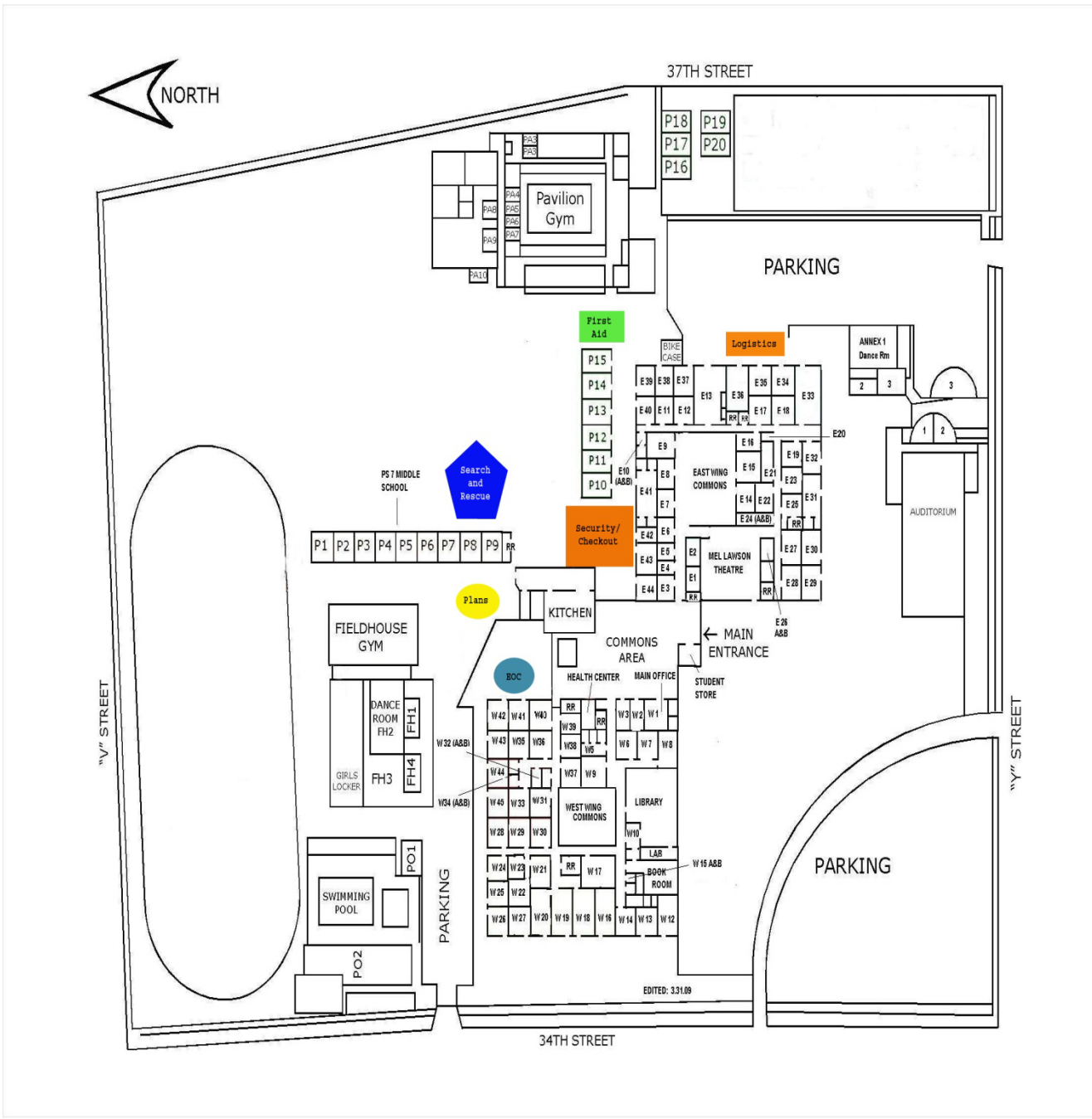
Assembly Area Map
Crisis Response Team Locations
Utility Shut-Off Map
Designated Search Areas

ASSEMBLY AREA MAPS

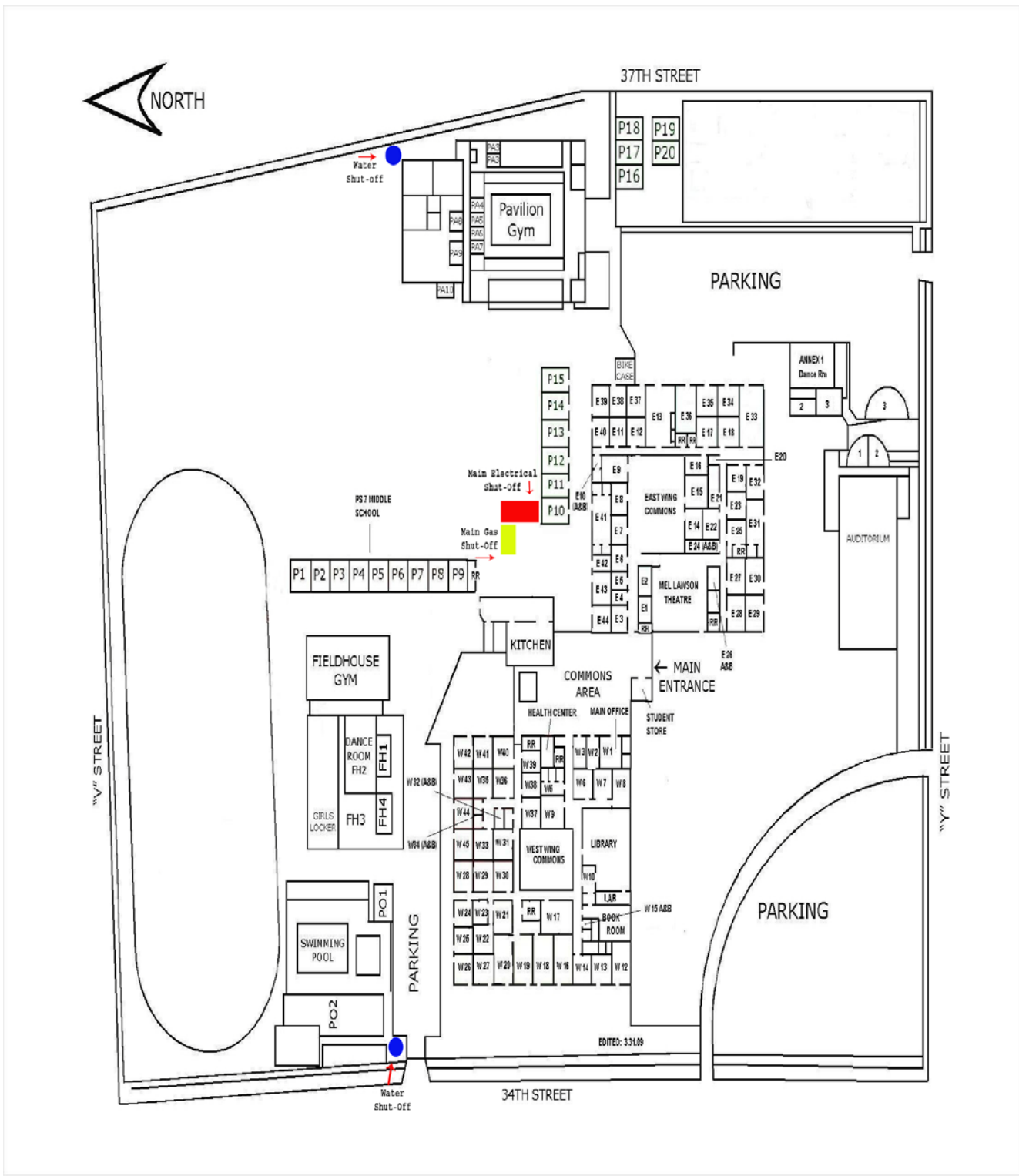
Emergency Assembly Areas



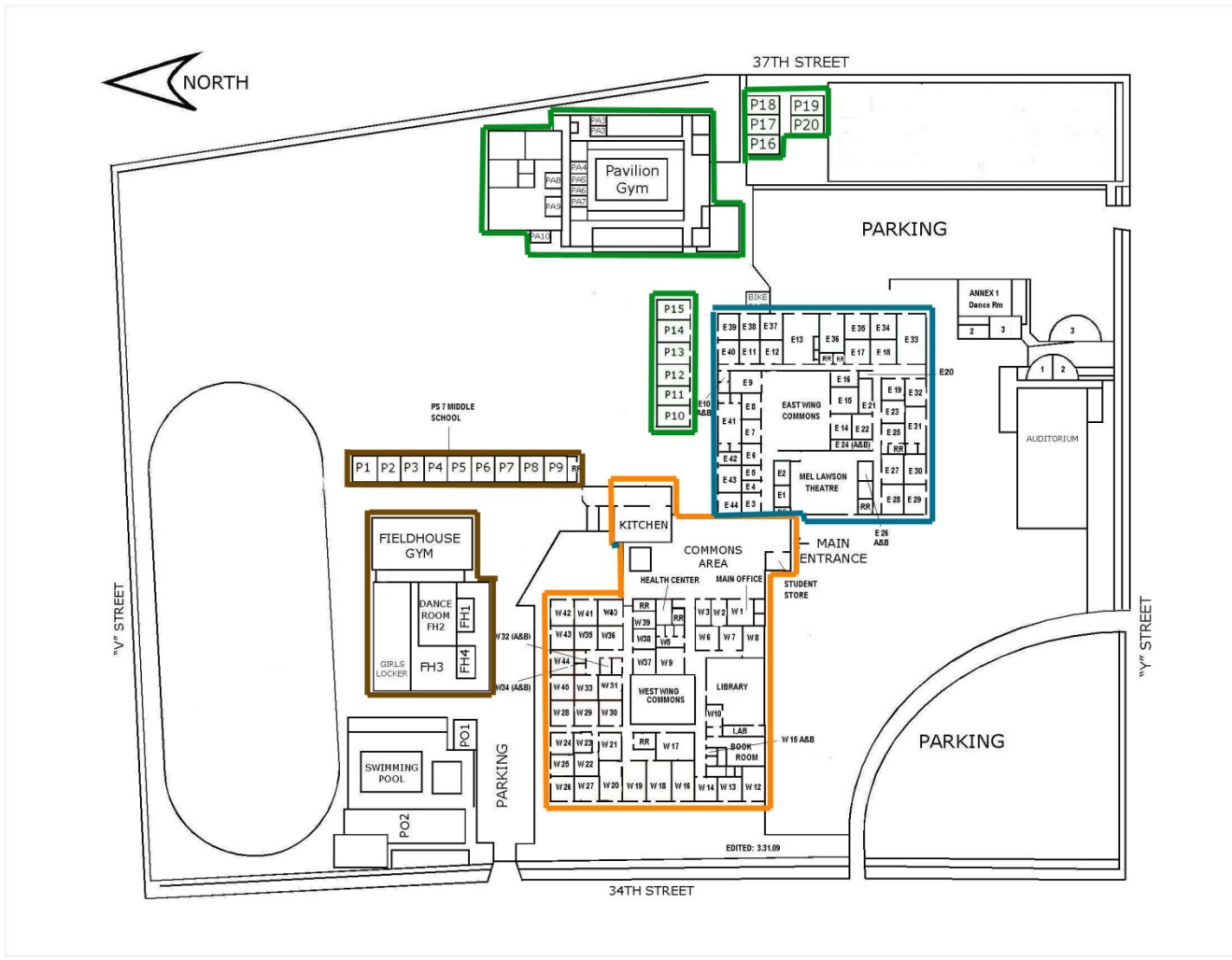
Crisis Response Team Locations



UTILITY SHUT-OFF MAP



SEARCH AND RESCUE ZONES



Designated Search Areas

- | | |
|------------|--|
| Red Team | West classrooms, commons, kitchen, library, west courtyard |
| Blue Team | East classrooms, Theatre, east courtyard |
| Green Team | P10 - P20, Pavilion gym building, boys' locker room, training room, all PA rooms |
| Brown Team | P1 - P9, Pool, Fieldhouse gym, dance room, weight room, girls' locker room, rooms FH1, FH4 |
| Pink Team | Auditorium, all AV and AN rooms |

Appendix C

Emergency Procedure Forms

CELL PHONE AND 2-WAY RADIO DIRECTORY

Cell Phone Directory

<u>Faculty members name</u>	<u>Cell phone number</u>
<u>Jake Mossawir</u>	<u>916-538-1295</u>
<u>Shannon Wheatly</u>	<u>916-508-4319</u>
<u>Dominique Amis</u>	<u>916750-5109</u>
<u>Jim Scheible</u>	<u>916-275-9589</u>
<u>Michelle Seijas</u>	<u>530-304-8060</u>
<u>Kari Wehrly</u>	<u>916-275-9597</u>
<u>Annie Cervenka</u>	<u>303-886-7796</u>
<u>Josh Ingraham</u>	<u>916-275-9656</u>

2-Way Radio Directory

In an emergency, radios should be distributed to the following locations:

Radio number Location (assigned to)

1	EOC Dominique Amis
2	Safety Director, Josh Ingraham
3	First Aid Triage Team Leader, Shannon Wheatley
4	Security/Checkout Team Leader, Jerad Hyden
5	Student Assembly Team Leader, Michelle Seijas
6	Search and Rescue Team Leader, Jim Scheible
7	Search and Rescue Team member, Kevin Hood
8	Search and Rescue Team Member, Jake Mossawir

Sacramento High School

Crisis Communication Log

- Location:** **Command Center**
 Search & Rescue
 Security/Checkout

- Triage/First Aid**
 Student Assembly
 Liaison/PIO

<input type="checkbox"/> Incoming <input type="checkbox"/> Outgoing	Response:
Date: _____ Time: _____	Time: _____
From/To: _____	From/To: _____
Message:	Message:

<input type="checkbox"/> Incoming <input type="checkbox"/> Outgoing	Response:
Date: _____ Time: _____	Time: _____
From/To: _____	From/To: _____
Message:	Message:

<input type="checkbox"/> Incoming <input type="checkbox"/> Outgoing	Response:
Date: _____ Time: _____	Time: _____
From/To: _____	From/To: _____
Message:	Message:

<input type="checkbox"/> Incoming <input type="checkbox"/> Outgoing	Response:
Date: _____ Time: _____	Time: _____
From/To: _____	From/To: _____
Message:	Message:

MEDIA PREP SCHOOL FACT SHEET

School Name: Sacramento High School
School Address: 2315 34th Street
City, State, Zip: Sacramento, CA 95817
Phone: (916) 277-6200 Fax: (916) 277-6370
School Website: www.sthope.org

Superintendent: Jake Mossawir

Media Spokesperson(s): Dominique Amis

Operated by: St. HOPE Public Schools
(District, agency)
Contact: (916) 277-6200
Name Telephone

School facts:
Grades: 9-12 **School type:** Coed, Charter School
Enrollment: 900 **# of faculty and staff:** 90
Established: 2006

MEDIA PREP ISSUE SHEET

ISSUE	RESPONSE
	KEY MESSAGE: SUPPORT: ADMIT: CONCLUSION:
	KEY MESSAGE: SUPPORT: ADMIT: CONCLUSION:
	KEY MESSAGE: SUPPORT: ADMIT: CONCLUSION:
	KEY MESSAGE: SUPPORT: ADMIT: CONCLUSION:

Educator's Crisis Key Messages

1. There is nothing more important to a school administrator than keeping a child safe. We demonstrate that commitment with our hearts, words, and actions:
 - We partner with parents to create safe environments for children.
 - We are parents, too, and we reach out to children and parents alike when anything happens.
 - We are committed to expanded efforts to improve child safety.
2. We are deeply saddened when we learn of any tragedy that affects the life of a child. (children)
 - When a (rare incident), (national tragedy), (random act of violence) like this occurs we intensify our efforts to be ever vigilant.
 - We practice strong on-going due diligence.

Training:

Child Abuse Prevention	Behavior Management
Child and Youth Development	Crisis Intervention
Grief Management	Emotional Support
Sensitivity Training	
Health, Security, and Safety Measures	

Supervision:

Faculty and Staff Judgment	Boundaries
Appropriate Behaviors	Support Systems

School Administration:

Health	Security
Crisis Procedures	Communication Plans
Evacuation Plans	Hiring Procedures

3. Such incidents only enhance our (school's, district's) commitment to work with faculty and staff to create an envelope of safety.
 - Our school is always looking for ways to improve and advocate for student safety.
 - (Catholic, Baptist, private school, other parent organization) educators have worked with parents for nearly 100 years to provide children and youth with a safe school environment where they can not only gain a sound academic background, but also develop positive self-esteem, and feel a sense of community.
 - (Our school or national organization) is actively participating in the national dialogue on child and youth safety issues.

Annual Emergency Drill Planner

Month	Type of Drill	Team Emphasis	Notes
1 st week of school _____	Fire	All teams	<ul style="list-style-type: none"> ▪ Walk-through drill. ▪ Pre-announced to all faculty and students. ▪ Familiarize everyone with line-up locations, attendance procedures, evac routes, etc.
September (2 wks later) _____	Fire Central Shelter	Attendance	<ul style="list-style-type: none"> ▪ No announcement. ▪ From other than first period classes. ▪ Time drill for evacuation. ▪ Verify attendance reports with master absence list. ▪ Verify teachers brought class rosters and emergency supplies to evac area. ▪ TRANSITION from evac area to gym and assign locations for classes for Central Shelter.
October _____	Earthquake	Search and Rescue	<ul style="list-style-type: none"> ▪ Conduct Drop, Cover and Hold drill. ▪ Administrators sweep through classrooms, checking on proper position under desks. ▪ AFTER – sound fire alarm, transition to evacuation area. ▪ Search and Rescue teams do sweep of all rooms, verifying accuracy of maps, zones, key access to rooms, etc. ▪ Pre-select “missing” students – hide in bathrooms, offices, etc.
November _____	Fire	Community Liaison Public Information	<ul style="list-style-type: none"> ▪ Block a normal building exit with caution tape, requiring students to use an alternate exit path. ▪ Simulate calling 911, posting liaison at gate to direct to emergency site. ▪ Following the drill when students are back in class, rehearse media interview with spokesperson. ▪ Prepare sample (TEST) message to parents re. an emergency event on campus and distribute through email or web site.
December _____	Shelter in Place	Security/Checkout	<ul style="list-style-type: none"> ▪ Announce SHELTER IN PLACE. ▪ Verify attendance, using phones to call into office. ▪ Sound fire alarm and complete evacuation. ▪ When assembled, review shelter in place procedures with students and faculty. ▪ Follow-up meeting with security team to review lock-down procedures.

January	CODE RED Intruder on campus	First Aid/Triage Security	<ul style="list-style-type: none"> ▪ Announce CODE RED and complete lock-down. ▪ Pre-select and tag “injured” students. ▪ Move through classrooms knocking on doors, trying to gain entry. ▪ Transfer injured students to first aid center, track triage and treatment. ▪ AFTER – sound fire alarm and evacuate to assembly area. Have students evacuate with hands on head, remove jackets, etc. ▪ Review and critique CODE RED procedures.
February	Bomb Threat Fire Drill	Office staff, Search and Rescue Security/Checkout Community Liaison Public Information	<ul style="list-style-type: none"> ▪ Administrator places call to receptionist, identifies self, explains this is a bomb threat drill. ▪ Read bomb threat script, and follow procedures. ▪ Evacuate per fire drill, search and rescue team completes search of campus to find previously placed “simulated explosive device.” ▪ Following return to class, continue drill with Liaison and PIO, simulating call to police and preparation of media release statement. ▪ Critique drill with all teams involved at lunch that day or later faculty meeting.
March	Evacuate Site Simulated explosion in building	All teams	<ul style="list-style-type: none"> ▪ Announce DROP and COVER, explain over PA this is a simulated emergency response to an explosion in one of the school buildings. ▪ Sound fire alarm and evacuate all buildings. ▪ When assembled, explain that the simulation requires campus evacuation due to fire and related damage. ▪ Proceed with evacuation to pre-selected off-campus site (park, etc.) ▪ Take attendance prior to leaving, and again upon arrival at off-site area. ▪ Critique drill when assembled at off-site area. ▪ Note – you may want to serve a treat/snack or lunch when students gather at off-campus site. ▪ Post-drill – review responsibilities with all teams.

April _____	Earthquake	All teams	<ul style="list-style-type: none"> ▪ Full-scale, school-wide earthquake drill. ▪ Invite fire department to participate/observe drill ▪ Pre-drill preparation: <ul style="list-style-type: none"> ➤ Block one or more building exits. ➤ Pre-tag simulated injured students. ➤ Notify 1 teacher door is jammed, and class cannot evacuate until search and rescue team responds. ➤ Hide several students in bathrooms, offices, etc. ▪ After a period of time, sound fire alarm and evacuate to assembly area. ▪ Critique drill when everyone is assembled.
May _____	Central Shelter	Attendance Security Public Information	<ul style="list-style-type: none"> ▪ Announce CENTRAL SHELTER. ▪ Assemble everyone in auditorium, gym, hall. ▪ Review locations for all classes. ▪ Establish locations for all response teams. ▪ Collect attendance reports. ▪ Simulate media response and interview.
June _____	Fire Drill	Attendance Security Search and Rescue	<ul style="list-style-type: none"> ▪ Regular fire drill. ▪ Pre-plan and hide missing students and 1 or more faculty members, including a key team leader. ▪ Block one or more exits ▪ Designate campus location for actual fire (lab)

**Sacramento High School
PS7 Middle School
OPPA Middle School**

Chain of Command List

2016 – 2016

Emergency Response Administrators in Charge

Josh Ingraham

Dominique Amis

Shannon Wheatley

Jim Scheible

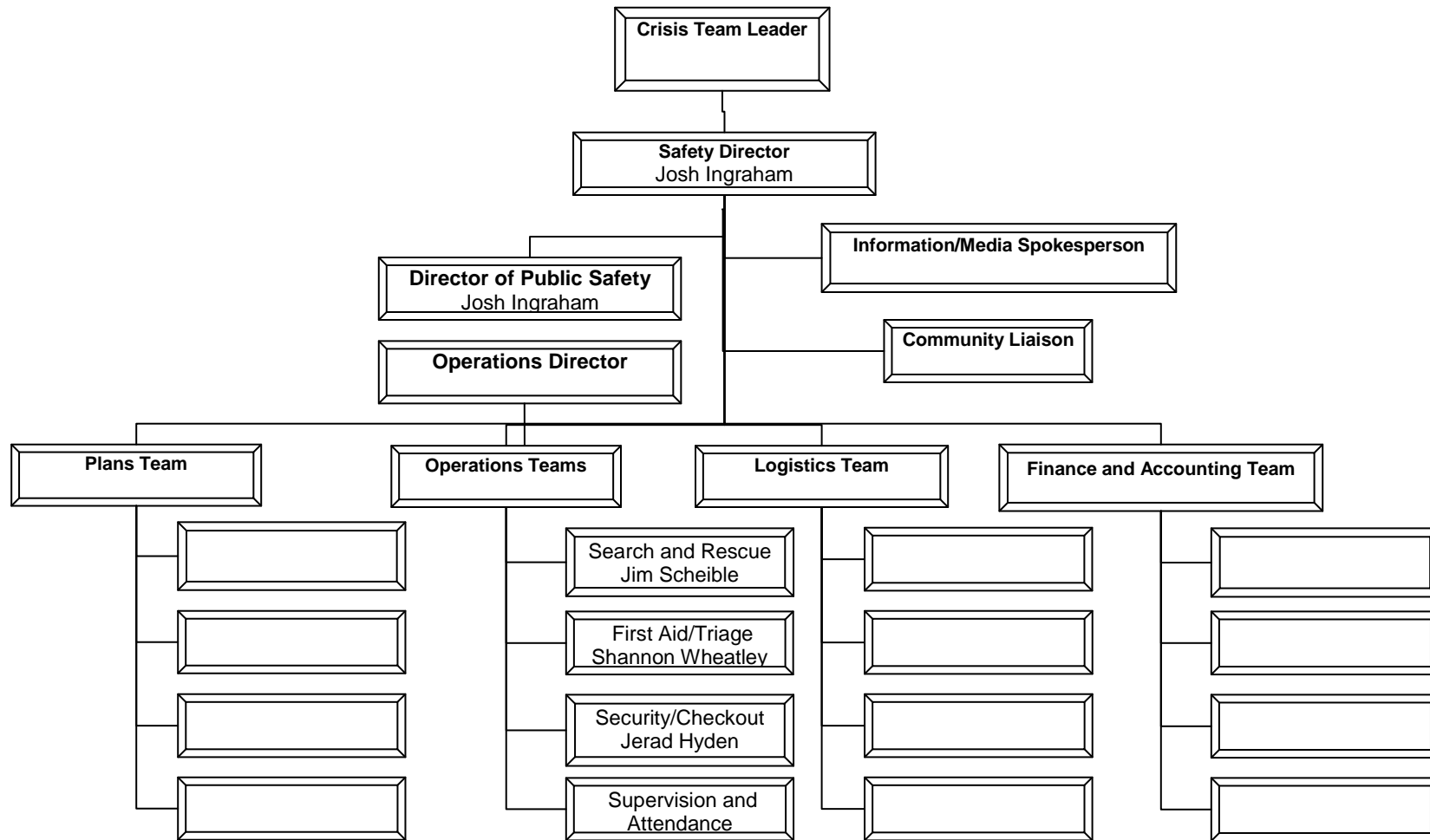
**Michelle Seijas (SHS)
Annie Cervenka (OPP)**

Kari Wehrly (PS7)

Sacramento High School

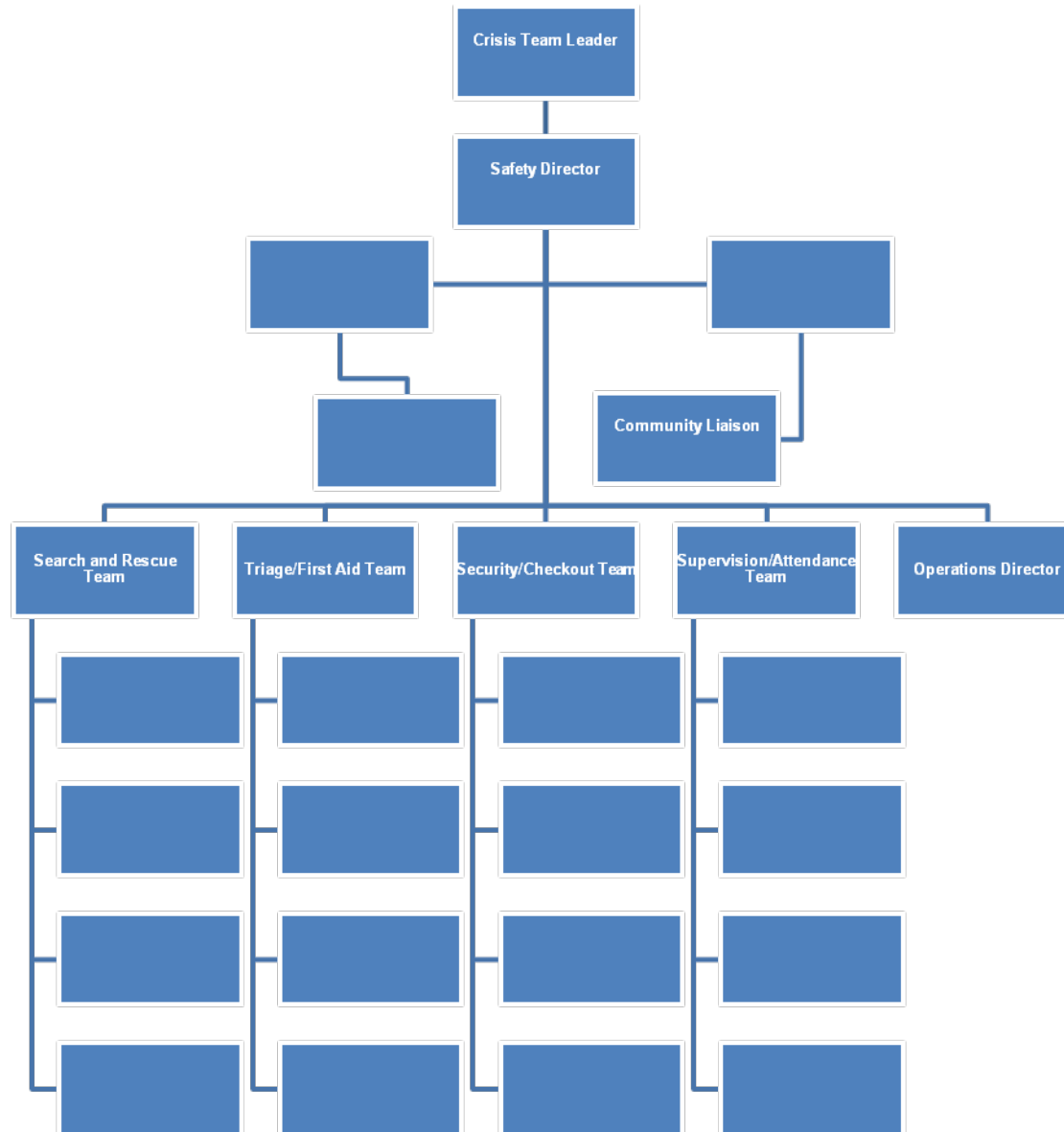
Crisis Response Team Organization

2014-2015 Assignments



Sacramento High School, PS7, & OPPA Middle School

Operations Teams Organization



Appendix D

Additional Emergency Procedures

Afterschool Procedures

In the event an emergency situation occurs during after school program hours, the senior administrator in the school's chain of command or the senior teacher on campus will assume direction of the school's emergency response. This also applies during evening performances, athletic events and other activities taking place outside of normal school hours.

Due to the limited number of staff working after school and the large number of tasks to be accomplished in the emergency response plan, teachers and staff not working in the afterschool program should report to the volunteer check-in area for assignment as needed. In most cases, faculty will be assigned to student supervision to allow after-school staff to assist with search and rescue, first aid and triage, and other critical response areas.

Specific Procedures:

1. All afterschool activity leaders will bring their groups to the designated indoor or outdoor emergency assembly area.
2. Students on campus will line up by homeroom in their regular after-school location. Teachers will create a list of the students in each class who are on campus.
3. After attendance reporting has been completed, classes and groups may be combined for supervision purposes.
4. Extended care staff and teachers remaining on campus will provide for the supervision of students and will fill other key roles in the school's emergency response plan.
5. Should it be necessary to shelter in place, all students remaining on campus will assemble in the multi-purpose room or rooms 7, 8, 9.
6. Staff should be assigned to prevent re-entry into the school buildings after evacuation.
7. Staff should be assigned to the parent reception/student checkout area.
8. An accurate list of students who are picked up must be maintained at all times. Time of pickup and the identity of the person picking up each student should be recorded.

PROCEDURE TO EVACUATE A SCHOOL SITE

Evacuation of the Building:

Students and staff should leave the building in an orderly fashion using the primary or alternate fire routes shown on p.65. These routes should be selected considering students with disabilities. The emergency packs and supplies should be brought out in the event of a real emergency. Students should line up by homeroom class in the designated emergency assembly areas, a safe location on the school campus away from the buildings and any emergency response equipment which may arrive at the school. Roll call should be taken and attendance reported to the Principal/designee.

Evacuation of the School Site (Leaving the Campus):

This action should be implemented if it not safe to remain on the school campus. The students and staff should evacuate the building as above. Classes should proceed to the designated off-site evacuation area under teacher supervision. Attendance should be repeated upon arrival at the off-site location. Emergency supplies should be brought along.

To Evacuate by Walking:

If it is safe to do so, students may be walked to evacuation sites nearby. Students should be lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site. Attendance should be taken before leaving the campus and upon arrival at the safe site.

To Evacuate by Bus:

Enough busses should be arranged to come to the school site to accommodate the entire student population and staff. Consideration should be given to keeping classes together to allow teachers to account for all students. **Take roll call before leaving the campus.** Bus drivers should take the safest route to the pre-identified evacuation sites. Dangers should be avoided such as driving though flooded roads, crossing bridges of swollen rivers, *etc.* Upon arrival at the safe site, students should exit the bus and roll should be taken again. Attendance should be reported to the Principal/designee. Students should remain quiet and seated while on the bus. Students should keep their head, hands, *etc.* away from the open windows.

To Evacuate by Other Vehicles:

If busses are unable to get to the campus quickly or not enough are available, consider other modes of transportation. A list should be developed of school owned vehicles, staff vehicles and parent vehicles that are available. Drivers should take the safest route to the pre-identified evacuation sites. Students should be accounted for before transportation occurs and after arrival at the safe site. **This method of evacuation should only be used in extreme emergency since there is a great potential to lose track of the students.**

Contributions from: the John Swett Elementary School and the St. Patrick's School Emergency Plans and the "Nuclear Power Plant Emergency Response Plan Guidelines for Private Schools within the Diablo Canyon Power Plant Emergency Planning Zone", San Luis Obispo Office of Emergency Services.

Appendix E

Legal Requirements and References

WHAT DOES THE LAW SAY?

The following laws pertain to school safety and school earthquake preparedness. Check with your school or school district's legal counsel for the complete wording of the law.

- *California Constitution, Article I, Section 28(c)* guarantees all students and staff of primary, elementary, junior high and senior high schools the inalienable right to attend campuses which are safe, secure and peaceful.
- *Title 8, California General Industry Safety Orders, Section 3203* requires that every employer inaugurate and maintain an accident prevention program which shall include, but not be limited to, a training program to instruct employees in general safe work practices and specific instructions with respect to hazards unique to the employee's job assignment and the scheduling of periodic inspections to identify and correct unsafe conditions and work practices which may be found.
- *Labor Code, Section 6400* mandates that every employer furnish a place of employment which is safe and healthful for the employees therein.
- *Education Code, Section 32001* mandates that every public, private or parochial school building having an occupant capacity of 50 or more pupils or students or more than one classroom shall be provided with a dependable and operative fire alarm system. Every person and public officer managing, controlling, or in charge of any public private or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire, unless the school is equipped with an automatic fire detection and alarm system, which may include, but is not required to include, a sprinkler system. The fire alarm signal shall be sounded at least once every calendar month at the elementary level, and at least four times every school year at the intermediate levels.
- *Education Code, Section 32001* also states that a fire drill shall be conducted at least once every calendar month at the elementary level and at least four times per every school year at the intermediate level. At the secondary level, a fire drill shall be held not less than twice every school year.
- *Education Code, Section 32020* states that the governing board of every school district, and the governing authority of every private school, which maintains any building used for the instruction or housing of school pupils on land entirely enclosed (except for building walls) by fences or wall, shall, through cooperation with the local law enforcement and fire protections agencies having jurisdiction of the area, make provision for the erection of gates in such fences or walls. The gates shall be of sufficient size to permit the entrance of ambulances, police equipment, and firefighting apparatus used by the law enforcement and fire protection agencies..
- *The California Field Act of 1933 (Education Code Section 39140-39159-K-12, and 81130-81147-Community Colleges)*, enacted after the Long Beach earthquake, established a procedure to be followed in the design, review and construction or alteration of a public school building for the protection of life and property.
- *The Private Schools Building Safety Act of 1986 (Education Code 39160)* requires new construction or renovation of private school buildings to seismic safety standards similar to those of public schools under Education Code Section 39140.

- *The "Katz Bill" (Education Code 35295, 35296, 35297)* requires that public and/or private elementary and high schools with an enrollment of more than 50 students or more than one classroom establish an "earthquake emergency system". Specifically, the code requires a school building disaster plan, periodic "DUCK-COVER-HOLD" drills, preparedness and mitigation measures, and educational and training programs for students and staff.
- *Education Code 40041.5, 40042 (part of the "Katz Bill")* requires that public schools be prepared to serve as public shelters for the community during disasters or emergencies.
- *Government Code, Section 3100* specifies that whenever there is a "State of Emergency" declared by the Governor, public employees can be declared "disaster service workers". "Public employees" applies to all persons employed by the State, County, City, City and County, or Public District.
- *Title 24, California Code of Regulations* prescribes standards for the design and construction of public schools. However, non-structural seismic safety elements receive limited attention. Non-structural elements include anything which is not part of the columns, beams, and load-bearing walls; these light fixtures, bookcases filing cabinets and windows can pose life safety threats during an earthquake.
- *Title 22, Chapter 1, Article 3, Section 101174, California Code of Regulations*, specifies that each childcare licensee shall have and maintain on file a current, written disaster and mass casualty plan of action.

The law section of this document is from the "Earthquake Preparedness Policy: Considerations for School Governing Boards".

REFERENCES

"Earthquake Preparedness Policy: Considerations for School Governing Boards", a document from Janet Grenslitt, Contra Costa County Office of Emergency Services.

"Nuclear Power Plant Emergency Response Plan Guidelines for Private Schools within the Diablo Canyon Power Plant Emergency Planning Zone", San Luis Obispo County Office of Emergency Services.

"Official Report of the Northridge Earthquake", by the Task Force on Education, August 17, 1994. Authorized by the Senate Select Committee on the Northridge Earthquake, Senator David Roberti, Chair. For a copy contact: Senate Publications, 1020 N Street, Room B-53, Sacramento, CA 95814 (916) 327-2155 (use stock number 777-S when ordering).

Rodeo/Hercules Fire Protection District, 1680 Refugio Valley Rd., Hercules, CA 94547.

School or District Emergency Plans referenced: John Swett Elementary School Emergency Plan, John Swett Unified School District Emergency Plan, Lafayette School District Emergency Plan, Moraga School District Emergency Plan, Mt. Diablo Unified School District Emergency Preparedness Manual, Orinda Union School District Emergency Plan, San Ramon Valley Unified School District Emergency Plan, St. Patrick's School Emergency Plan, St. Paul School Emergency Plan, Walnut Creek School District Emergency Plan, and the West Contra Costa Unified School District Emergency Plan, *The Center for Early Education*.

"The ABCs of Post-Earthquake Evacuation, A Checklist for School Administrators and Faculty", published by the Governor's Office of Emergency Services. For more information contact the OES Coastal Region 1300 Clay Street, 4th Floor, Oakland, CA 94612, (510)286-0858



SHPS ANTI-HARASSMENT AND DISCRIMINATION POLICY

To: St. HOPE Public Schools staff

Date: July 2011

Title: **Anti Harassment and Discrimination Policy**

1 Overview

This policy will define what harassment, discrimination, and abuse are as well as the procedures to follow if any of the above occurs. This policy holds in all situations related to harassment, discrimination, and abuse issues between and among supervisors, employees, co-workers, vendors, contractors, officers, directors, customers, and clients, whether minors or adults. Note that this policy supersedes the St. HOPE Public Schools ("SHPS") Complaint Resolution Policy; the SHPS Complaint Resolution Policy is to be utilized only in situations that involve issues that are not related to harassment, discrimination, and/or abuse.

2 Policy

SHPS is committed to providing an environment free of unlawful harassment and discrimination. We maintain a strict policy prohibiting all forms of unlawful harassment of any kind, including sexual harassment and harassment based on race, color, creed, gender, religion, marital status, age, national origin or ancestry, physical or mental disability, medical condition, sexual orientation, gender identity, veteran status or any other characteristic protected by state or federal employment discrimination laws. Harassment or discrimination based upon a protected class characteristic violates this policy and will not be tolerated.

This policy also prohibits harassment and discrimination based on the perception that anyone has any of the protected characteristics or is associated with a person who has or is perceived to have any of those characteristics.

SHPS's Anti-Harassment and Discrimination Policy prohibits all offensive conduct, including but not limited to conduct that does not rise to the level of a legal violation and applies to all persons involved in the operation of SHPS or the use of its services, including supervisors, employees, co-workers, vendors, contractors, officers, directors, clients and customers. Everyone at SHPS is responsible for assuring that the workplace is free from prohibited harassment and discrimination and is expected to avoid behavior or conduct that could reasonably be interpreted as prohibited harassment or discrimination.

Definition of Harassment. The conduct prohibited by this policy, whether verbal, physical or visual, includes any discriminatory action and any unwelcome conduct that is based on an employee's protected characteristic or their relatives', friends' or associates' protected characteristics. The conduct forbidden by this policy specifically includes, but is not limited to: (1) epithets, slurs, jokes, negative stereotyping, intimidating or derogatory acts that are based upon a person's protected status; and (2) written, graphic or visual material circulated within or posted in the workplace, even if the conduct is not sufficiently severe or pervasive to constitute unlawful harassment under federal or state law.

Definition of Sexual Harassment

Applicable state and federal law defines sexual harassment as unwanted sexual advances; requests for sexual favors; or visual, verbal or physical conduct of a sexual nature when: (1) submission to the conduct is made a term or condition of employment; (2) submission to or rejection of the conduct is used as a basis for employment decisions affecting the individual; or (3) the conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile or offensive working environment.

This definition includes many forms of offensive behavior. The following is a partial, non-exhaustive list of examples of prohibited conduct:

- unwanted sexual advances;
- offering employment benefits in exchange for sexual favors;
- making or threatening reprisals after a negative response to sexual advances;
- visual conduct such as leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons or posters;
- verbal conduct such as making or using derogatory comments, epithets, slurs, sexually explicit jokes or comments about any employee's body or dress; verbal sexual advances or propositions;
- verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual, or suggestive or obscene letters, notes or invitations;
- physical conduct such as touching, assault or impeding or blocking movements; and
- retaliation for reporting harassment or threatening to report harassment.

Workplace Violence

Safety and security of employees is of vital importance to SHPS. Acts or threats of physical violence, including intimidation, harassment and/or coercion, which involve or affect SHPS or which occur on SHPS property, will not be tolerated. Any act or threat of violence must be reported immediately to any available onsite administrator and followed up by reporting it to a Principal or the Human Resources Department.

The prohibition against threats and acts of violence applies to all persons involved in SHPS' operation including, but not limited to SHPS personnel, students, leased employees, contract and temporary workers and anyone else on SHPS property or SHPS work sites.

Recreational and Social Activities

Employees of SHPS may participate in various recreational and social activities that are either sponsored by or supported by SHPS. All recreational and social activities are completely voluntary. No employee is obligated to participate in any recreational or social activity, and no employee's work-related duties include participation in such activities. Any employee who elects to participate in any recreational or social activity does so at his or her own risk. Pursuant to California Labor Code section 3600(a)(9), SHPS shall not be liable for the payment of workers' compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational, social or athletic activity. SHPS further disclaims any and all liability arising out of an employee's participation in any offered recreational or social activity. The employee shall be solely responsible for any injuries or damages arising out of such participation.

Limitations on Solicitation, Distribution and Access

In order to maintain and promote efficient operations, discipline and security, SHPS maintains rules applicable to all employees that govern solicitation, distribution or written material and entry onto the premises and work areas. All employees are expected to comply with these rules, which will be strictly

enforced. Any employee who is in doubt concerning the application of these rules should consult with his or her supervisor immediately, These rules are:

- No employee shall sell merchandise or solicit or promote support for any cause or organization during his or her working time or during the working time of the employee(s) at whom such activity is directed. As used in these rules, working time excludes meal and break periods.
- No employee shall distribute or circulate any written or printed material, other than those approved by SHPS for business purposes, in work areas at any time or during his or her working time or during the working time of the employee(s) at whom such activity is directed.
- Under no circumstances will non-employees be permitted to solicit or distribute written material for any purpose on SHPS property.

MISCELLANEOUS

If any employee reasonably believes that some policy, practice, or activity of St HOPE Public Schools (SHPS) is in violation of law, a written complaint may be filed by that employee with the Superintendent.

It is the intent of SHPS to adhere to all laws and regulations that apply to the organization, and the underlying purpose of this provision is to support the organization's goal of legal compliance. The support of all employees is necessary to achieving compliance with various laws and regulations. An employee is protected from retaliation only if the employee brings the alleged unlawful activity, policy, or practice to the attention of SHPS and provides SHPS with a reasonable opportunity to investigate and correct the alleged unlawful activity. The protection described below is only available to employees that comply with this requirement.

SHPS will not retaliate against an employee who, in good faith, has made a protest or raised a complaint against some practice of SHPS, or of another individual or entity with whom SHPS had a business relationship, on the basis of a reasonable belief that the practice is in violation of law or a clear mandate of public policy.

SHPS will not retaliate against an employee who discloses or threatens to disclose to a supervisor or a public body any activity, policy, or practice of SHPS that the employee reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate or public policy concerning health, safety, welfare, or protection of the environment.

3 Procedure

Complaint Procedures and St. HOPE's Response

If you witness or believe you or a minor have been subjected to harassment, discrimination, , or retaliation by anyone on SHPS property or within SHPS's operations, you must immediately report the incident(s) to any supervisor, Human Resources, or the Director of Human Capital . Title IX requires that SHPS designate at least one employee to coordinate compliance with federal laws, including coordination of investigations. Any supervisor or member of Human Resources shall immediately report any such knowledge of the incident to the Director of Human Capital.

The Director of Human Capital (or his/her designee within Human Resources,) shall engage in the following procedure immediately upon receiving notification (with exceptions as noted below):

- Contact SHPS's Legal Counsel or other designee and relay the information known and the individuals involved.
- Direct the Legal Counsel or other designee to conduct an investigation of the incident.
- Report to the CEO and at least one member of the Board of Directors that an incident has occurred and is currently under investigation by Legal Counsel or designee.
- Inform the Direct Manager of the person(s) involved that an incident has been reported related to personnel that they manage, and that this incident is under investigation. Direct Managers are encouraged to maintain their positive relations with the persons involved, but shall not engage in any investigative work on their own without coordination with Legal Counsel.
- Separate the parties involved, if necessary, so that their contact will be minimized. If persons involved are in a direct line of managerial responsibility (e.g., a manager and their direct report, or a manager and the direct report of a direct report), all efforts will be made to immediately sever the managerial relationship between the parties until such time as the investigation is concluded. In no instance shall the parties involved be allowed to be together without additional people present within the work environment or on SHPS premises, to the reasonable extent that such contact can be minimized by SHPS actions.
- Monitor the investigation and accept compiled documentation from Legal Counsel or designee as to the results of the investigation.
- Transfer appropriate documentation, if any, into the personnel folders of the individuals involved.
- Monitor and put into effect any disciplinary actions required based on the results of the investigation.
- SHPS will notify the parties of the outcome of its investigation. The Director of Human Capital will ensure that Legal Counsel or designee inform the victim whether harassment, discrimination, or abuse was found to have occurred and whether SHPS counseled, disciplined, or otherwise sanctioned the perpetrator.

In the event that the incident involves any C-level member of the Management team in any way, the Director of Human Capital shall immediately report the situation to one additional member of the Board of Directors (two total) of the affected SHPS legal entity. If the incident involves the Director of Human Capital in any way, the Director of Human Capital shall immediately recuse himself/herself from the investigation and hand the procedure over to a designee of the Board and/or Superintendent. In the event that the Director of Human Capital is implicated, you may also contact the SHPS Superintendent.

If SHPS determines that its policy has been violated, it will take prompt and corrective action, which is appropriate under the circumstances, including discipline, up to and including termination (for policy violations involving students, such discipline or corrective action may include but is not limited to suspension and/or expulsion). Even if SHPS ultimately determines that its policy has not been violated, it may take appropriate and corrective action under the circumstances. In the event of harassment by a non-employee, reasonable and appropriate corrective action will be taken to the extent possible.

During an investigation and in imposing any discipline, SHPS will attempt to keep the investigation as confidential as allowed by the situation. SHPS investigator(s) should discuss confidentiality standards with all parties involved in the investigation. Employees and staff who participate in an investigation also are expected to keep the details of the situation confidential. In no instance shall the names of the parties involved in the incident be made known to anyone other than those with a strict need-to-know in order to protect the identities of the parties and witnesses involved in the incident.

In addition to following the complaint process set forth herein, you may also contact the United States Equal Employment Opportunity Commission, the California Department of Fair Employment and Housing, the United States Office of Civil Rights, the federal and state agencies that investigate and prosecute complaints of harassment and discrimination. The nearest office is listed in your local telephone book.



SHPS WELLNESS POLICY



ST. HOPE PUBLIC SCHOOLS LOCAL WELLNESS POLICY

St. HOPE Public Schools is committed to providing school environments that protect and promote children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Provisions of the Child Nutrition and WIC Reauthorization Act of 2004 required that all participating schools to implement a Local Wellness Policy (LWP) by the first day of the school year in 2006. In 2010, the Healthy Hunger-Free Kids Act (HHFKA) expanded the requirements.

The SHPS Board of Directors therefore has implemented the following Local Wellness Policy that sets goals for nutrition education and promotion, physical activity, nutrition standards, and other school based activities to promote student health and wellness at all St. HOPE Public Schools schools.

I. School Health Councils (Wellness Committee)

SHPS has created a Wellness Committee to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The committee also serves as a resource to school sites for implementing those policies.

The SHPS Wellness Committee shall include the following stakeholders (as outlined in the HHFKA):

- HealthCorps Coordinator (committee chair; school health professional)
- Students from Sacramento Charter High School (and other SHPS schools as practical)
- Representative from SHPS food service provider
- Parent(s)
- School administrator(s)/staff
- Physical education teacher(s)
- SHPS Board of Directors member
- Other community member(s)
- A SHPS designee to ensure compliance with the LWP

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus

School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables;
- serve only low-fat (1 %) and fat-free milk and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- ensure that half of the served grains are whole grain

SHPS schools will engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, SHPS schools will post menus at all points of sale and make available, upon request, the nutritional content of all meals.

Free and Reduced-priced Meals. SHPS schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this end, SHPS schools may utilize electronic identification and payment systems; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as "grab-and-go" or classroom breakfast.

Breakfast. To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn SHPS schools will:

- to the extent possible, operate the School Breakfast Program.
- to the extent possible, utilize methods to serve school breakfasts that encourage participation, "grab-and-go" breakfast, or breakfast during morning break or recess.
- notify parents and students of the availability of the School Breakfast Program.
- encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Meal Times and Scheduling. SHPS schools:

- should provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- should schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1:30 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- should schedule recess periods to follow lunch (in elementary schools);
- should provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (*e.g.*, orthodontia or high tooth decay risk).

Qualifications of School Food Service Staff. Qualified nutrition professionals will administer the school meal programs. As part of SHPS's responsibility to operate a food service program, we will provide opportunities for all nutrition professionals to take advantage of continuing professional development whenever possible. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

Sharing of Foods and Beverages. SHPS schools discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Foods and Beverages Sold Individually (*i.e.*, foods sold outside of reimbursable school meals, such as through, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.) or Served Outside of Regular Breakfast and Lunch Offerings

Elementary Schools. The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children's limited nutrition skills, food in

elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

Middle/Junior High and High Schools. In middle/junior high and high schools, all food sold on school campuses outside the reimbursable school meal programs, should meet the nutrition standards as set forth in the California Education Code and the HHFKA. This includes those individual items sold through a la carte [snack] lines, student stores, or fundraising activities.

Food or beverages that do not meet nutrition standards set forth in the Ed Code may be sold by pupils on school grounds only if sales occur 30 minutes after the end of the school day or, on some occasions involving celebrations (non-sale items; see below).

Beverages.

- Allowed: water or seltzer water without added caloric sweeteners; fruit and vegetable juices that contain 100% fruit juice; unflavored or flavored low-fat (1%) or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);
- Not allowed: soft drinks; sports drinks; iced teas; fruit-based drinks that contain less than 100% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

Food. A food item sold individually will, at minimum, meet all nutrition standards and specifically limit:

- calories from fat
- overall calories
- sugars
- sodium

A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

Portion Sizes. Limit portion sizes of foods and beverages sold individually to those listed below:

- One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
- One ounce for cookies;
- Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
- Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
- Eight ounces for non-frozen yogurt;
- Twelve fluid ounces for beverages, excluding water; and the portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion size limits.

Snacks. Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. SHPS schools will assess if and when to offer

snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. SHPS will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents. If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Rewards. SHPS schools will encourage its teachers and staff to avoid using as rewards for academic performance or good behavior food and beverages not meeting the nutrition standards. Furthermore, SHPS teachers and staff will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations. Schools should limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). Teachers, especially those at the elementary level, will disseminate a list of healthy party ideas to parents and teachers.

School-sponsored Events (such as, but not limited to, athletic events, dances, or performances). Foods and beverages offered or sold at school-sponsored events outside the school day should meet the nutrition standards for meals or for foods and beverages sold individually (above).

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion

SHPS aims to teach, encourage, and support healthy eating by students. SHPS schools will provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and

- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Communication with Parents

SHPS will support parents' efforts to provide a healthy diet and daily physical activity for their children. SHPS may offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. In addition, the district/school may provide opportunities for parents to share their healthy food practices with others in the school community.

SHPS shall use its best efforts to provide information about physical education and other school-based physical activity opportunities before, during, and after the school day and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports may include sharing information about physical activity and physical education through websites, newsletters, or other take-home materials, special events, or physical education homework.

Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above). School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: pricing structures that promote healthy options in a la carte lines; sales of fruit for fund raisers; and coupons for discount gym memberships.

Staff Wellness

SHPS highly values the health and well-being of every staff member and will, to the extent practicable, plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. SHPS should use its best efforts to establish and maintain a district-wide staff wellness committee composed of at least one staff member, school health council member, local hospital representative, dietitian or other health professional, recreation program representative, union representative, and employee benefits specialist. (The staff wellness committee could be a subcommittee of the school health council.) The committee should develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The staff wellness committee should distribute its plan to the school health council annually.

IV. Physical Activity Opportunities and Physical Education

Daily Physical Education (P.E.) K-12

All students in grades K-9, including students with disabilities, special health-care needs, and in alternative educational settings, will, to the extent practicable, receive daily physical education (or its equivalent of 100 minutes/week for elementary school students grades K-6 and 200 minutes/week for middle and high school students grades 7- 12) for the entire school year.

Students who are not required to participate in Physical Education (those students in grades 10, 11, and 12) shall be provided with the opportunity to participate in a variety of physical education elective courses.

Daily Recess

All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School

All elementary, middle, and high schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs will provide and encourage - verbally and through the provision of space, equipment, and activities - daily periods of moderate to vigorous physical activity for all participants.

Physical Activity and Punishment

Teachers and other school and community personnel will be encouraged not to use physical activity (*e.g.*, running laps, pushups) or withhold opportunities for physical activity (*e.g.*, recess, physical education) as punishment.

Safe Routes to School

SHPS will continually assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, SHPS will work together with local public works, public safety, and/or police departments in those efforts. SHPS will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements. SHPS will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

Use of School Facilities Outside of School Hours

SHPS will work towards creating systems that make available school spaces to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

V. Monitoring, Assessment and Policy Review

Monitoring

The SHPS designee (see School Health Councils above) will ensure compliance with the established Local Wellness Policy. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the SHPS designee.

SHPS shall post its policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas, as well as on the SHPS website and all school websites.

Assessment

The Wellness Committee shall conduct periodic (at least annual) assessment of the extent to which schools are in compliance with the LWP and the progress towards meeting all goals outlined in the policy.

Policy Review

The Wellness Committee shall conduct periodic (at least annual) reviews of the feasibility and accuracy of the LWP. Periodic reviews will incorporate additional parents and/or students from schools not currently represented in the composition of the Wellness committee. The Committee shall be responsible for updating the LWP based on current regulations whether SHPS, local, state or federal.



APPENDIX G

- **SCHS Current Student Demographics**
- **Sample Student Recruitment Materials in English and Spanish**



SAC HIGH STUDENT DEMOGRAPHICS



Student Demographics

Since Sac High is located in Oak Park, the School strives to serve youth residing in the neighborhood as well as those in the broader Sacramento community. Currently approximately 27% of students live in the two zip codes immediately surrounding the School. See the two tables below for a full breakdown of enrollment by zip code and by students who are in or out of district.

2015-16 Sac High Census Enrollment by Zip Code

Zip Code	Percentage of students residing in area
95823	17.2%
95820	16.7%
95817	10.0%
95822	7.4%
95828	6.9%
95824	4.8%
95831	3.4%
95835	3.0%
95833	2.8%
95818	2.6%
95834	2.5%
95758	2.1%
95826	2.1%
95838	1.9%
95827	1.8%
95832	1.8%
95624	1.5%
95691	1.1%
Other	10.4%

2015-16 Sac High Census Enrollment by In or Out of District

Zip Code	Percentage of students residing in area
In District	62%
Out of District	38%

The table below shows the racial/ethnic breakdown of Sac High as compared to SCUSD and its high schools (based on the latest comparable published data from CDE - school year 2015-16). The data presented indicates that the majority of Sac High's student population is African American and Latino, students who are most impacted by the achievement gap and most often denied access to a high quality education.

Racial/Ethnic Breakdown by District and Schools – 2015-16

	Hispanic/ Latino	AI/AI Native	Asian	Pacific Islander	Filipino	African American	White	2 or More Races	Not Reported
Sac High	26%	0%	1%	0%	0%	61%	1%	9%	0%
SCUSD	39%	1%	17%	2%	1%	17%	18%	6%	0%
McClatchy	39%	1%	18%	1%	1%	10%	25%	6%	0%
Hiram W. Johnson	44%	1%	29%	2%	1%	14%	8%	2%	0%
John F. Kennedy	29%	1%	28%	2%	3%	19%	12%	6%	0%
Luther Burbank	39%	1%	26%	4%	1%	23%	4%	2%	0%
Rosemont	31%	1%	8%	2%	3%	18%	33%	5%	0%

Oak Park remains one of the most underserved communities in the Sacramento area. Sac High's student population mirrors these statistics with over 70% of students qualifying for the national Free and Reduced Lunch program yearly.

Sac High not only serves students who are diverse in culture, ethnicity and socio-economic background, the School is also inclusive of students with a wide range of talents and abilities, including those with Special Education needs and English Language Learners. According to 2015-16 data, roughly 6% of Sac High students are English Language Learners who speak Spanish, Hmong, Punjabi, Mien, and French, among other languages. As the table below illustrates, 12% of Sac High's students have Special Education needs.

Special Subgroup Enrollment – 2015-16

	Special Ed	EL
Sac High	12%	6%

In summary, Sac High has a diverse student body comprised predominantly of low-income, and minority students; students who are traditionally underserved and who are most impacted by the achievement gap.



**SAC HIGH RECRUITMENT MATERIAL,
ENGLISH AND SPANISH**



Sacramento Charter High School

2315 34th Street Sacramento, CA 95817

(916) 277-6200 Phone | www.sachigh.org

High Expectations | Choice and Commitment | More Time | Focus on Results | Power to Lead



SAC HIGH OFFERS MORE!

Sac High scholars meet the “A-G” course requirements for admission into the University of California (UC) and California State University (USC).

During their sophomore year, Sac High scholars choose one of seven career pathways: **Art, Business, Health, Law and Public Service, Photography, and Visual Communications.**

Sac High offers an array of AP and Honors courses.

Our free after-school program, Dragon Academy, provides scholars with the opportunity to be involved in extracurricular activities.

Scholars have an advisory period every afternoon to foster strong student-teacher relationships.

Sac High scholars are powerful change agents in their communities who embody our motto, “Service for Others”.

For more information, contact:

St. HOPE Public Schools Office of Admission

2315 34th Street Sacramento, CA 95817 (916) 649-7910 phone

www.sachigh.org/admissions

BENEFITS OF BEING A DRAGON:

- Over 90% of scholars admitted to a 4-year college or university
- Athletic, Cultural, Political, Artistic, Academic, and Service clubs to choose from!
- 18 varsity sports
- 7 career pathways
- Individualized instruction
- Access to a FREE, College Preparatory, A-G accredited education



St. HOPE
PUBLIC SCHOOLS



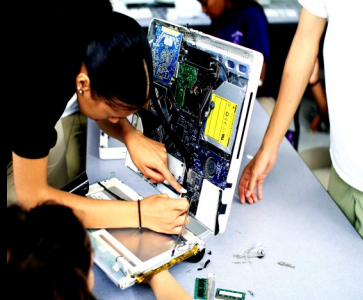


Sacramento Charter High School

2315 34th Street Sacramento, CA 95817

(916) 277-6200 Phone | www.sachigh.org

Altas Expectativas | Elección y Compromiso | Mas Tiempo | Enfoque en Los Resultados | Poder Para Dirigir



BENEFICIOS DE SER UN DRAGON DE SAC HIGH:

- Más de 90% de los estudiantes son admitidos a un colegio o universidad de 4 años
- Pueden escoger una variedad de actividades extracurriculares atléticas, culturales, políticas, artísticas, académicas y de servicio comunitario.
- 18 deportes
- Instrucción individualizada
- Acceso a una escuela secundaria de preparación universitaria GRATIS.

¡SAC HIGH LE OFRECE MÁS!

Los estudiantes de Sac High completan los requisitos para admisión a la Universidad de California (UC) y la Universidad Estatal de California (USC).

Sac High ofrece una variedad de cursos de AP y Honores.

Durante su segundo año, los estudiantes de Sac High, eligen una de las siete vías de carrera: **Arte, Negocios, Salud, Derecho y Administración Pública, Fotografía y Comunicación Visual.**

Nuestro programa de estudios adicionales, Dragon Academy, le da la oportunidad para participar en actividades extracurriculares.

Los estudiantes tienen un período consultivo por las tardes para ayudar a desarrollar relaciones fuertes entre estudiantes y profesores.

Nuestros estudiantes son agentes de cambio en sus comunidades que encarnan nuestro lema, "servicio a los demás".



Para más información, Comuníquese Con:
La Oficina de Admisión para St. HOPE Public Schools
2315 34th Street Sacramento, CA 95817
(916) 649-7910 phone
www.sachigh.org/admissions



St. HOPE
PUBLIC SCHOOLS





APPENDIX H

- **Sac High Application, English and Spanish**
- **Sac High Current Enrollment Policy, English and Spanish**



**APPLICATION,
ENGLISH AND SPANISH**



Sacramento Charter High School (Sac High)
ADMISSIONS LOTTERY APPLICATION 2015-16



Applying for
Grade _____

DUE FRIDAY, April 24th, 2015 AT 4:30 P.M.

This is an ADMISSIONS LOTTERY application for the 2015-16 school year for students entering grades 9-12. To enter your child into the admissions lottery, please fill out this document and submit it to the address at the bottom of this form. Seats are limited for all grade levels. This is an application for the Admissions Lottery, it does not guarantee enrollment (see enrollment policy).

Student Information:

Student's LEGAL Name: (First) (Middle Initial) (Last) Male Female
Date of Birth: (MM/DD/YYYY) Current Grade: Current School:
Student's Home Address: Street City State ZIP
Assigned School District: SCUSD (Sac City) Elk Grove Natomas I don't know Other:

Parent(s)/Guardian(s):

1. Mother or Guardian: (First) (Last) Primary Guardian? Yes No
Primary Phone: E-mail Address:
2. Father or Guardian: (First) (Last) Primary Guardian? Yes No
Primary Phone: E-mail Address:

Language(s) spoken at home:

How did you hear about us? Please check all that apply

- Family member, current student, St. HOPE employee, or friend |Name:
Internet | Please include website:
Event | Name of event:
School or Community organization | Name:
Other (please specify):

Siblings: Please list all school-aged siblings. Please note that each child needs to submit a separate admissions lottery application.

Table with 4 columns: Sibling's Name, Grade, Current School, Applying to Sac High? (Rows 1, 2, 3)

Priority Survey:

- Does this child have a brother or sister who currently attends Sac High? Yes No
Does this child have a parent who currently works for St. HOPE Public Schools? Yes No
Does this child currently attend St. HOPE's PS7 Middle School or Oak Park Prep? Yes No
Is this child currently on a PS7, Oak Park Prep or Sac High waitlist for the 2014-15 school year? Yes No
Does this child live within the boundaries of the Sac. City Unified School District? Yes No

Should my child be placed on the wait list, St. HOPE Public Schools has my permission to share my child's name, grade, and parent contact information with neighborhood charter schools. These charter schools may contact me regarding enrollment opportunities.

Yes, I give permission X (parent initials) No, I do not give permission X (parent initials)

I acknowledge that I have received and read Sac High's Enrollment Policy. I understand this application is not a guarantee of enrollment, it only guarantees my child a spot in the lottery if submitted by the deadline indicated above I understand that if I knowingly provide false information, my child's application may be disqualified from the Admissions Lottery. By signing below, I verify the above information is true.

Parent/Guardian signature: Date:

Submit applications to the Admissions office, located on the Sac High campus,
2315 34th Street, Sacramento, CA 95817
Fax: (916) 277-6910 | E-mail: admissions@sthopepublicschools.org
Monday - Friday 7:30am - 4:30pm | (916) 649-7910

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Priority:



Sacramento Charter High School(Sac High)
SOLICITUD PARA LA LOTERÍA DE ADMISIÓN 2015-16



Aplicando Para El
Grado _____

LA SOLICITUD SE DEBE ANTES DE EL VIERNES, 24 DE ABRIL DEL 2015 A LAS 4:30 P.M.

Esta es una solicitud para LA LOTERÍA DE ADMISIÓN para los estudiantes entrando al 9^o-12^o grado en el año escolar 2015-2016. Para que su hijo/a ingrese a la lotería de admisión por favor llene este documento y envíelo al domicilio en la parte inferior de este formulario. El espacio es limitado en todos los niveles académicos. **Esta aplicación le garantiza un espacio a su hijo/a en la Lotería de Admisión, pero no le constituye una oferta o garantía de inscripción a SCHS. (Dirijase a la Póliza de Matriculación para mas detalles)**

Información del Estudiante:

Nombre Legal: (Nombre) _____ (Inicial) _____ (Apellido) _____ Masculino Femenino

Fecha de Nacimiento: (DD/MM/AA) _____ Grado Actual: _____ Escuela Actual: _____

Domicilio Residencial del Estudiante : _____ | _____ | _____ | _____
 Calle Ciudad Estado Código Postal

Distrito Escolar Asignado: SCUSD (Ciudad de Sac.) Elk Grove Natomas No se Otro: _____

Padre(s)/Guardián

1. Madre Guardián: (Nombre) _____ (Apellido) _____ ¿Guardián Principal? SI No

Tel. Residencial: _____ Correo Electrónico: _____

2. Padre Guardián: (Nombre) _____ (Apellido) _____ ¿Guardián Principal? SI No

Tel. Residencial: _____ Correo Electrónico: _____

Idioma(s) hablado en el hogar: _____

¿Como se dio cuenta de nuestra escuela? Por favor marque todas las que correspondan:

Pariente, estudiante actual, empleado de St. HOPE, amigo(a) | Nombre: _____

Internet|Por favor incluya el sitio: _____

Evento |Nombre del Evento: _____

Organización Comunitaria | Lugar: _____

Otro: (por favor especifique): _____

Hermanos/as: Por favor escriba todos los nombres de hermanos/as de edad escolar. Tenga en cuenta que cada estudiante debe someter una solicitud aparte para la lotería de admisión.

Nombre del Hermano(a)	Grado	Escuela Actual	¿Aplicando a Sac High?
1.			
2.			
3.			

Encuesta Sobre La Prioridad:

- ¿El alumno tiene un hermano/a que actualmente asiste Sac High? SI No
- ¿El alumno tiene un padre que actualmente trabaja en las escuelas de St. HOPE? SI No
- ¿El alumno actualmente asiste la escuela PS7 o OPPA? SI No
- ¿El alumno estuvo en la lista de espera de PS7, OPPA, o Sac High durante el año 2014-15? SI No
- ¿El alumno vive dentro de los límites del Distrito Escolar de Sac. (SCUSD)? SI No

Si mi hijo/a es colocado en la lista de espera, le doy autorización a Las Escuelas Públicas de St. HOPE para que divulguen el nombre de mi alumno, nivel académico, y información de los padres a diferentes escuelas charter dentro de la region. Las escuelas podran mandarle información particulares sobre oportunidades de matriculación. Si, doy permiso **X** _____ (iniciales del padre) No, doy permiso **X** _____ (iniciales del padre)

Recibí la Poliza de Matriculación de SCHS y estoy de acuerdo con las condiciones y las normas de la lotería. Entiendo que la solicitud para la lotería no le garantiza una ubicación a mi hijo/a en la clase del año escolar siguiente; solamente le garantiza un espacio en la lotería siempre y cuando se presente antes de la fecha anteriormente estipulada. Entiendo que es mi responsabilidad contactar a la oficina de Admisión si hay cambios en la información primordial. Entiendo que la falsificación de información, puede descalificar la solicitud de me hijo/a. Al firmar, verifico que la información anterior es verdadera e correcta.

Firma del Padre/Guardián: _____

Fecha: _____

ENVÍE LA SOLICITUD DIRECTAMENTE A LA OFICINA DE ADMISIÓN UBICADA EN LA ESCUELA: SAC HIGH
 2315 34th Street, Sacramento, CA 95817
 FAX: (916) 277-6910 | CORREO ELECTRÓNICO: admissions@sthopepublicschools.org
 LUNES-VIERNES: 7:30am-4:30pm | (916) 649-7910

Solamente para el uso de la oficina:
 Date Stamp: _____ @ _____ (time)
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 Priority: _____



ENROLLMENT POLICY, ENGLISH AND SPANISH



SACRAMENTO CHARTER HIGH SCHOOL LOTTERY AND ENROLLMENT POLICY 2016-2017 ACADEMIC YEAR

GENERAL INFORMATION

Sacramento Charter High School (SCHS) provides all students in California the opportunity to apply to a high school other than their school of residence. Enrollment at SCHS is determined by lottery and space availability and requires that all interested students complete the enrollment process and procedures. SCHS does not charge tuition nor does it discriminate on the basis of race, color, religion, age, gender, sexual orientation, citizenship, disability, national or ethnic origin, or achievement levels in administration of its admissions policies or education programs.

LOTTERY APPLICATIONS

Lottery applications are available on line (sthope.schoolmint.net) and must be completed by **Thursday, March 24th, 2016**. Lottery applications must be completed in full by closing date to be considered for selection. SUBMISSION OF AN ADMISSIONS LOTTERY APPLICATION DOES NOT GUARANTEE ENROLLMENT.

LOTTERY PRIORITIES

In the event that the number of students wishing to attend SCHS exceeds capacity in a respective grade level, admissions lottery priorities will be given in the following order:

1. Siblings (defined as sharing at least one biological, foster, or adoptive parent) of currently enrolled Sac High students
2. Students placed on the Sacramento Charter High active wait-list for the 2015-2016 school year; Students placed on the 8th Grade PS7 or Oak Park Prep active wait-list for the 2015-2016 school year (applies to 9th grade only)
3. Children of St. HOPE Public Schools employees and SHPS board members (this preference is limited to 10% of the total school enrollment)
4. Students who attend PS7 and Oak Park Prep at the time of the lottery (applies to 9th grade only)
5. Students who reside within the boundaries of the Sacramento City Unified School District ("in-district students") are granted 3-to-1 weight factor in the lottery to differentiate them from students residing outside of Sacramento City Unified School District ("out-of-district students")
6. All other students residing within the State of California

LOTTERY RESULTS AND ENROLLMENT

The St. HOPE Public Schools lottery will be held **Thursday, April 7th, 2016**. Applicants will be notified of their status on **Friday, April 8th, 2016**. Admission will be offered to students according to their numerical ranking as selected in the lottery until capacity is reached. Offers of admission are submitted to families via the contact information on the application, and thus it is critical that families supply the most current contact information. Failure to provide accurate information will result in the withdrawal of the offer of admission and the placement of the applicant at the end of the wait list. Once families are offered admission, they have until **Thursday, May 5th, 2016** to complete the enrollment process. To complete the enrollment process, applicants need to login to their Schoolmint account, complete the official Sacramento Charter High registration, and submit all documents as requested. The offer of admission will be rescinded and the applicant will moved to the end of the wait-list if the applicant fails to complete the enrollment process. Those applicants not selected in the lottery will be placed on the wait list, which will be revisited as space becomes available.

If you have any questions regarding the information written in this policy, contact the St. HOPE Public Schools Office of Admission at (916) 649-7910 or admissions@sthopepublicschools.org.

SACRAMENTO CHARTER HIGH SCHOOL: PÓLIZA DE MATRICULACIÓN AÑO ACADEMICO 2016-2017

INFORMACIÓN GENERAL

Sacramento Charter High School (SCHS) es una escuela secundaria que les ofrece a todos los estudiantes en California la oportunidad de aplicar a una escuela secundaria que no sea su escuela de residencia. Inscripción a SCHS se determina por sorteo y la disponibilidad de espacio. Consecuentemente, se requiere que todos los estudiantes interesados completen el proceso y los procedimientos de inscripción. SCHS no cobra matrícula, ni discrimina por motivos de raza, color, religión, edad, género, orientación sexual, nacionalidad, discapacidad, origen nacional o étnico, o los niveles de logro en la administración de sus políticas de admisión o programas de educación.

APLICACIONES PARA LA LOTERÍA DE ADMISIÓN

Las aplicaciones de la Lotería están disponibles en línea (sthope.schoolmint.net) y deben ser completadas antes del **jueves, 24 de marzo del 2016**. Las aplicaciones de la lotería deben ser completadas en su totalidad por la fecha de cierre para ser considerados para la selección. ENTREGA DE UNA APLICACIÓN DE ADMISIÓN, NO GARANTIZA LA INSCRIPCIÓN.

PRIORIDADES PARA ADMISIÓN

En el caso que el número de estudiantes que desean asistir SCHS excede la capacidad en su grado correspondiente, las prioridades de admisión serán aplicadas en el orden siguiente:

1. Hermanos (definido como el intercambio de al menos una biológica, de crianza o padre adoptivo) de estudiantes inmediatamente matriculados en Sac High
2. Los estudiantes que actualmente se encuentran en la lista de espera para el año escolar 2015 a 2016.
3. Los niños de empleados y miembros de la junta del distrito de escuelas públicas St. HOPE (esta preferencia es limitada a 10% de la matrícula total de la escuela).
4. Los estudiantes que asisten a PS7 y Oak Park Prep en el momento de la lotería (se aplica a noveno grado solamente).
5. Los estudiantes que residen dentro de los límites del Distrito Escolar Unificado de la Ciudad de Sacramento ("los estudiantes del distrito ") se conceden factor de peso de 3 a 1 en la lotería para diferenciarlos de los estudiantes que residen fuera del Distrito Escolar Unificado de la Ciudad de Sacramento ("estudiantes de fuera del distrito").
6. Todos los demás estudiantes que residen en el Estado de California.

RESULTADOS DE LA LOTERÍA Y INSCRIPCIÓN

La lotería de admisión para el distrito de escuelas públicas St. HOPE será **jueves, 7 de abril del 2016**. Solicitantes recibirán la decisión de admisión **viernes, 8 de abril de 2016**. Se les ofrecerá admisión a los estudiantes de acuerdo a la clasificación numérica que fue seleccionada en el sorteo hasta alcanzar capacidad. Las ofertas de admisión se someten a las familias a través de la información de contacto en su aplicación. Es muy importante que las familias suministren información de contacto válida. La falta de información precisa dará lugar a la retirada de su oferta de admisión y colocación al final de la lista de espera.

Después de recibir una oferta de admisión, todas las familias tienen hasta el **jueves, 05 de mayo del 2016** para completar el proceso de inscripción. Para completar el proceso de inscripción, los solicitantes tienen que accederse a su cuenta en SchoolMint, completar la registración oficial de SCHS, y presentar todos los documentos que han sido solicitados. La oferta de admisión será rescindida y el estudiante será trasladado a la final de la lista de espera si el proceso de inscripción no es completado antes del **05 de mayo del 2016**. Los solicitantes que no son elegidos en la lotería, serán colocados en la lista de espera, que se volverá a visitar y utilizar cuando espacios se hagan disponible.

Si usted tiene alguna pregunta, comuníquese con la oficina de Admisión del distrito de escuelas publica St. HOPE Oficina al (916) 649-7910 o admissions@sthopepublicschools.org.



APPENDIX I

- **Sac High Planning Budget**
- **SHPS Financial Audit for FY13, FY14, FY15**
- **Insurance Policy**



SAC HIGH 5-YEAR PLANNING BUDGET

School Assumptions Worksheet

Worksheet Contains the Following Calculators:
 1) Enrollment
 2) Certificated Staff
 3) Classified Staff
 4) Benefits
 5) Books & Supplies
 6) Entitlement Block Grant Funding

School Name: **Sac High**

Enter Data in Yellow Boxes
 Automatically Generated
 Leave White Boxes Empty

General School Information

Is this budget for a new charter school (in first year of operations)?	No
Do you plan on offering staff CalSTRS?	Yes
If not, STRS, please estimate the % of Employer Matching Contribution Rate for Retirement	
Do you plan on offering staff CalPERS?	No
Do you plan on offering staff CalPERS?	0.00%
Please estimate your District's Oversight Fee (generally 1-3%):	1.00%
Do you plan on applying for Title I funding?	Yes
	0%

New School's District base funding rate

New School's District Unduplicated FRL/EL/Foster Youth Rate

http://www.dof.ca.gov/reports_and_periodicals/district_estimate/documents/LCFF_Funding_Estimates.pdf
<http://www.cde.ca.gov/ds/ds/sd/files/sp.asp>

Enrollment

Enter Target ADA %:	93.33%
Estimate % of English Language Learners (EL):	0.00%
Estimate % of Foster Youth:	0.00%
Estimate % of Free/Reduced Lunch Students (FRL):	73.43%
\$	-

YEAR ONE	Enrollment	ADA #	Unduplicated EL	Unduplicated Foster	FRL #/Total UDP
Grades K-3	-	0.00	-	-	0
Grades 4-6	-	0.00	-	-	0
Grades 7-8	-	0.00	-	-	0
Grades 9-12	900	839.97	-	-	661
TOTAL	900	839.97	-	-	661

Pupil:Teacher Ratio **16.98**

YEAR TWO	Enrollment	ADA #	Unduplicated EL	Unduplicated Foster	FRL #/Total UDP
Grades K-3	-	0.00	-	-	0
Grades 4-6	-	0.00	-	-	0
Grades 7-8	-	0.00	-	-	0
Grades 9-12	914	853.35	-	-	671
TOTAL	914	853.35	-	-	671

Pupil:Teacher Ratio **16.98**

YEAR THREE	Enrollment	ADA #	Unduplicated EL	Unduplicated Foster	FRL #/Total UDP
Grades K-3	-	0.00	-	-	0
Grades 4-6	-	0.00	-	-	0
Grades 7-8	-	0.00	-	-	0
Grades 9-12	1,008	941.19	-	-	741
TOTAL	1,008	941.19	-	-	741

Pupil:Teacher Ratio **16.98**

YEAR FOUR

Enrollment	ADA #	Unduplicated EL	Unduplicated Foster	FRL #/Total UDP
Grades K-3	0.00			0
Grades 4-6	0.00			0
Grades 7-8	0.00			0
Grades 9-12	1,008	941.19	741	741
TOTAL	1,008	941.19	741	741

Pupil:Teacher Ratio
16.98

YEAR FIVE

Enrollment	ADA #	Unduplicated EL	Unduplicated Foster	FRL #/Total UDP
Grades K-3	0.00			0
Grades 4-6	0.00			0
Grades 7-8	0.00			0
Grades 9-12	1,008	941.19	741	741
TOTAL	1,008	941.19	741	741

Pupil:Teacher Ratio
16.98

Salaries

Certificated Staff Salaries

1000	# Teachers		Teachers		# Aides	Certificated Support		Aides Total		Administrators		Total Certificated
	# Teachers	Avg. Salary	Teacher Total	Avg. Salary		# Admin	Avg. Salary	Admin Total	# Admin	Avg. Salary	Admin Total	
Year One	53	53,189	2,819,014	9.0	56,884	511,867	5.7	79,271	447,881	3,778,852		
Year Two	53	58,508	3,100,915	9.0	58,306	524,755	5.0	81,684	408,422	4,034,092		
Year Three	59	64,359	3,822,033	9.0	59,764	537,874	5.0	83,728	418,632	4,778,539		
Year Four	59	70,794	4,204,237	9.0	61,258	551,321	5.0	85,820	429,098	5,184,655		
Year Five	59	77,874	4,624,660	9.0	62,789	565,104	5.0	87,965	439,825	5,629,589		

COLA 2.5%

Classified Staff Salaries

2000	# Aides		Aides (Classified)		# Support	Support	
	# Aides	Avg. Salary	Aides Total	Avg. Salary		# Support	Support Total
Year One	11.0	25,842	284,267	4.3	42,282	183,081	
Year Two	11.0	25,692	282,607	4.3	43,470	188,225	
Year Three	12.1	26,334	319,489	4.3	44,557	192,930	
Year Four	12.1	26,992	327,476	4.3	45,671	197,754	
Year Five	12.1	27,667	335,663	4.3	46,812	202,698	

2000	# Administrators		Classical/Office		Other (e.g. IT)		Total Classified
	# Admin	Avg. Salary	Admin Total	Avg. Salary	# Other	Other Total	
Year One	1.0	46,621	46,621	6.1	37,412	190,113	932,296
Year Two	1.0	48,663	48,663	6.0	38,512	194,866	945,433
Year Three	1.0	49,879	49,879	6.0	39,475	199,737	998,886
Year Four	1.0	51,126	51,126	6.0	40,462	204,731	1,023,858
Year Five	1.0	52,405	52,405	6.0	41,473	209,849	1,049,454

Benefits

Staff Benefits and Health Plan

3000	Benefits	Health Plan Cost (\$/Person)	# employees	Health Plan Total	Total Benefits
Year One	\$ 601,484	\$ 6,257	95	\$ 594,951	\$ 1,196,445
Year Two	\$ 712,939	\$ 6,924	94	\$ 653,128	\$ 1,366,067
Year Three	\$ 923,650	\$ 7,270	102	\$ 740,446	\$ 1,664,096
Year Four	\$ 1,068,481	\$ 7,634	102	\$ 777,469	\$ 1,870,949
Year Five	\$ 1,237,164	\$ 8,015	102	\$ 816,342	\$ 2,053,506

Local Control Fund Formula- In-lieu of Property Tax portion

Schools often receive ADA funding from two sources: the state and the local district (also known as "in-lieu of property tax" funding). The total amount is the same regardless of the source, however the timing of the payments varies slightly. Contact your charter authorizer to find out what percentage of the general purpose entitlement they fund. **if unknown, put 100% in the state portion below.**

8000	% from Source
State Portion	84%
Local District	16%
TOTAL	100%

CHARTER SCHOOL PLANNING BUDGET

School Name: Sac High
 Operating Years: Year 1 - Year 5
 Time Period:

Enter Data in Yellow Boxes
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Leave White Boxes Empty

Expense COLA	2.5%
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Object Code	Description	2016-2017	2017-2018	2018-2019	2020-2021	2019-2020
REVENUES						
	LCFF State revenues					
	Local Control Funding Formula	2016-2017				
8011	LCFF State Portion	\$ 5,928,750	\$ 6,563,548	\$ 8,247,936	\$ 9,285,163	\$ 9,424,757
8012	EPA	\$ 1,298,804	\$ 1,213,933	\$ 640,339	\$ -	\$ -
8019	PY Adjustments					
8096	In-Lieu of Property Tax	\$ 1,418,599	\$ 1,418,599	\$ 1,418,599	\$ 1,418,599	\$ 1,418,599
	LCFF State revenues	\$ 8,646,153	\$ 9,196,080	\$ 10,306,874	\$ 10,703,762	\$ 10,843,356
	Federal Revenues					
8290	No Child Left Behind (Title I) (assumes school will apply)	\$ 267,882	\$ 267,882	\$ 267,882	\$ 267,882	\$ 267,882
8110	CDE PCS Grant	\$ -	\$ -	\$ -	\$ -	\$ -
8190	EESA/Math & Science	\$ -	\$ -	\$ -	\$ -	\$ -
8220	Child Nutrition - Federal	\$ 260,553	\$ 264,703	\$ 291,950	\$ 291,950	\$ 291,950
8260-8299	Other Federal Revenues	\$ 115,248	\$ 117,084	\$ 129,135	\$ 129,135	\$ 129,135
	Total, Federal Revenues	\$ 643,683	\$ 649,669	\$ 688,967	\$ 688,967	\$ 688,967
	Other State Revenue					
8321	Special Education	\$ -	\$ 533,549	\$ 542,047	\$ 597,842	\$ 597,842
8560	State Lottery	\$181	\$ 152,035	\$ 154,456	\$ 170,355	\$ 170,355
8520	Child Nutrition - State		\$ 21,743	\$ 22,089	\$ 24,363	\$ 24,363
	Mandate Block Grant K-8	\$14	\$ -	\$ -	\$ -	\$ -
	Mandate Block Grant 9-12	\$42	\$ 35,279	\$ 35,841	\$ 39,530	\$ 39,530
8590	All Other State Revenues		\$ 360,899			
	Total, Other State Revenues		\$ 1,103,504	\$ 754,433	\$ 832,089	\$ 832,089
	Other Local Revenue					
8600	Transfers from Sponsoring LEA	\$ -				
8660	Interest	\$ -				
8600	Fundraising	\$ -				
8600	Other Grants	\$ -				
8600	All Other Local Revenues	\$ 155,599	\$ 150,077	\$ 174,349	\$ 174,349	\$ 174,349
8979	Loan Financing (e.g. Charter School Revolving Loan)	\$ -				
	Total, Local Revenues	\$ 155,599	\$ 158,077	\$ 174,349	\$ 174,349	\$ 174,349
	TOTAL REVENUES	\$ 10,548,939	\$ 10,758,259	\$ 12,002,278	\$ 12,399,167	\$ 12,538,761

EXPENDITURES

Certificated Salaries						
1100	Certificated Teacher Salaries	\$ 2,819,014	\$ 3,100,915	\$ 3,822,033	\$ 4,204,237	\$ 4,624,660
1120	Substitute Teacher Salaries (2% of Teacher Salaries)	\$ 51,500	\$ 51,500	\$ 63,476	\$ 69,824	\$ 76,806
1200	Certificated Pupil Support/Teacher Aide Salaries	\$ 511,957	\$ 524,755	\$ 537,874	\$ 551,321	\$ 565,104
1300	Certificated Supervisor and Administrator Salaries	\$ 447,881	\$ 408,422	\$ 418,632	\$ 429,098	\$ 439,825
1900	Other Certificated Salaries	\$ 99,656	\$ 109,622	\$ 135,114	\$ 148,626	\$ 163,488
Total, Certificated Salaries		\$ 3,930,008	\$ 4,195,213	\$ 4,977,130	\$ 5,403,105	\$ 5,869,884
Classified (non-certificated) Salaries						
2100	Non-certificated Instructional Classified Salaries	\$ 284,267	\$ 282,607	\$ 319,489	\$ 327,476	\$ 335,663
2200	Non-certificated Support Salaries	\$ 183,081	\$ 188,225	\$ 192,930	\$ 197,754	\$ 202,698
2300	Non-certificated Supervisor and Administrator Salaries	\$ 46,621	\$ 48,663	\$ 49,879	\$ 51,126	\$ 52,405
2400	Clerical and Office Salaries	\$ 228,214	\$ 231,073	\$ 236,850	\$ 242,771	\$ 248,840
2900	Other Non-certificated Salaries (IT support, etc.)	\$ 194,213	\$ 199,068	\$ 203,940	\$ 208,933	\$ 214,052
Total, Non-certificated Salaries		\$ 936,396	\$ 949,636	\$ 1,003,088	\$ 1,028,061	\$ 1,053,657
Employee Benefits						
3101-3302	STRS/PERS/OASDI/Medicare (12.58%-STRS, 13.89%-PERS)	\$ 594,951	\$ 653,128	\$ 923,650	\$ 1,093,481	\$ 1,237,164
3401-3402	Health and Welfare Benefits	\$ 630,537	\$ 653,049	\$ 740,446	\$ 777,469	\$ 816,342
3501-3502	Unemployment Insurance	\$ 54,873	\$ 82,832	\$ 96,282	\$ 103,542	\$ 111,469
3601-3602	Workers' Compensation Insurance	\$ 68,728	\$ 82,318	\$ 95,683	\$ 102,899	\$ 110,777
3701-3702	Other Retiree Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3901-3902	Other Employee Benefits	\$ 4,733	\$ 4,851	\$ 4,973	\$ 5,097	\$ 5,224
Total, Employee Benefits		\$ 1,353,822	\$ 1,476,178	\$ 1,861,034	\$ 2,082,486	\$ 2,280,976
Books and Supplies						
4100	Approved Textbooks and Core Curricula Materials	\$ 6,870	\$ 7,154	\$ 8,088	\$ 8,290	\$ 8,497
4200	Books and Other Reference Materials	\$ 10	\$ 10	\$ 12	\$ 12	\$ 12
4300	Materials and Supplies	\$ 190,831	\$ 198,717	\$ 224,651	\$ 230,267	\$ 236,024
4400	Non-capitalized Equipment (computers, printers, servers)	\$ 91,620	\$ 95,406	\$ 107,857	\$ 110,554	\$ 113,318
4700	Food	\$ 287,000	\$ 298,861	\$ 337,864	\$ 346,310	\$ 354,968
Total, Books and Supplies		\$ 576,331	\$ 600,149	\$ 678,471	\$ 695,433	\$ 712,819
Services and Other Operating Expenditures						
5200	Travel and Conferences	\$ 19,114	\$ 19,592	\$ 20,082	\$ 20,584	\$ 21,098
5300	Dues and Memberships	\$ 14,200	\$ 14,555	\$ 14,919	\$ 15,292	\$ 15,674
5400	Insurance	\$ -	\$ -	\$ -	\$ -	\$ -
5500	Utilities and Housekeeping Services	\$ 416,224	\$ 433,059	\$ 450,637	\$ 468,992	\$ 488,160
5600	Rentals, Leases, Repairs, and Noncap. Improvements	\$ 349,458	\$ 358,194	\$ 357,149	\$ 376,328	\$ 385,736
5800	Professional/Consulting Services and Operating Expend.	\$ 2,127,055	\$ 2,175,413	\$ 2,384,775	\$ 2,460,302	\$ 2,494,988
5900	Communications (Phones, ISP, Internet)	\$ 22	\$ 23	\$ 23	\$ 24	\$ 24
Total, Services/Other Operating		\$ 2,928,073	\$ 3,000,837	\$ 3,237,586	\$ 3,341,522	\$ 3,405,681
Capital Outlay						
6100-6170	Land and Land Improvements	\$ -	\$ -	\$ -	\$ -	\$ -
6200	Buildings and Improvements of Buildings	\$ -	\$ -	\$ -	\$ -	\$ -
6300	Books and Media for New Libraries	\$ -	\$ -	\$ -	\$ -	\$ -
6400	Equipment (computers, servers, etc. over \$5,000)	\$ -	\$ -	\$ -	\$ -	\$ -
6490	Furniture	\$ -	\$ -	\$ -	\$ -	\$ -
6500	Depreciation	\$ 65,000	\$ -	\$ -	\$ -	\$ -
Total, Capital Outlay		\$ 65,000	\$ -	\$ -	\$ -	\$ -
Other Outgo						
7110-7143	Tuition to Other Schools	\$ -	\$ -	\$ -	\$ -	\$ -
7221-7223SE	Transfers of Apportionment to Other LEAs (except SPED)	\$ -	\$ -	\$ -	\$ -	\$ -
7221	Transfers of Apportionment to LEAs (Special Ed)	\$ -	\$ -	\$ -	\$ -	\$ -
7221-7223AO	All Other Transfers of Apportionments to Other LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
7281	All Other Transfers	\$ -	\$ -	\$ -	\$ -	\$ -
7350	District Oversight - included in 5800 (currently set to 1.00%)	\$ -	\$ -	\$ -	\$ -	\$ -
7430	Loan Repayment	\$ -	\$ -	\$ -	\$ -	\$ -
7438	Debt Interest	\$ -	\$ -	\$ -	\$ -	\$ -
Total, Other Outgo		\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES		\$ 9,787,629	\$ 10,222,012	\$ 11,757,308	\$ 12,550,606	\$ 13,323,017
Cash Reserve Requirement (5%+ Operating Expenses)		\$ 489,381	\$ 72,829	\$ 143,228	\$ 110,351	\$ 116,822
Excess of Revenues over Expenditures and Reserve		\$ 271,929	\$ 463,418	\$ 101,742	\$ (261,790)	\$ (901,077)
Beginning Cash Balance (less reserves)		\$ 2,591,504	\$ 2,863,433	\$ 3,326,851	\$ 3,428,593	\$ 3,166,803
<i>Net Cash Balance</i>		\$ 2,863,433	\$ 3,326,851	\$ 3,428,593	\$ 3,166,803	\$ 2,265,726
<i>Cumulative Reserve Total</i>		\$ 489,381	\$ 562,211	\$ 705,438	\$ 815,789	\$ 932,611
Total Cash Balance Including Reserves		\$ 3,352,814	\$ 3,889,061	\$ 4,134,032	\$ 3,982,593	\$ 3,198,337

2591504

**LCFF Calculator Universal Assumptions
Sacramento Charter High (102038)**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Target	\$ 9,428,837	\$ 9,852,546	\$ 9,496,516	\$ 9,089,172	\$ 9,349,091	\$ 10,561,756	\$ 10,843,356	\$ 10,843,356
Floor	6,019,497	6,767,040	7,334,273	8,122,303	8,782,592	10,134,388	10,306,870	10,703,761
Applied Formula: Target or Floor	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR
Remaining Need after Gap (informational only)	3,000,161	2,154,913	1,025,820	443,019	153,011	254,882	139,594	-
Current Year Gap Funding	409,179	930,594	1,136,423	523,849	413,487	172,486	396,893	139,595
Economic Recovery Target	-	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-	-
Total Phase-In Entitlement	\$ 6,428,676	\$ 7,697,633	\$ 8,470,696	\$ 8,646,153	\$ 9,196,080	\$ 10,306,874	\$ 10,703,762	\$ 10,843,356

Components of LCFF By Object Code

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
8011 - State Aid	\$ 2,946,986	\$ 4,070,618	\$ 4,815,126	\$ 5,658,133	\$ 5,928,750	\$ 6,563,548	\$ 8,247,936	\$ 9,285,163	\$ 9,424,757
8011 - Fair Share	-	-	-	-	-	-	-	-	-
8311 & 8590 - Categoricals	582,890	-	-	-	-	-	-	-	-
EPA (for LCFF Calculation purposes)	1,091,359	1,141,436	1,523,522	1,393,964	1,298,804	1,213,933	640,339	-	-
Local Revenue Sources:									
8021 to 8089 - Property Taxes	-	-	-	-	-	-	-	-	-
8096 - In-Lieu of Property Taxes	1,033,850	1,216,622	1,358,985	1,418,599	1,418,599	1,418,599	1,418,599	1,418,599	1,418,599
Property Taxes net of in-lieu	-	-	-	-	-	-	-	-	-
TOTAL FUNDING	\$ 5,655,085	\$ 6,428,676	\$ 7,697,633	\$ 8,470,696	\$ 8,646,153	\$ 9,196,080	\$ 10,306,874	\$ 10,703,762	\$ 10,843,356
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ 5,655,085	\$ 6,428,676	\$ 7,697,633	\$ 8,470,696	\$ 8,646,153	\$ 9,196,080	\$ 10,306,874	\$ 10,703,762	\$ 10,843,356
8012 - EPA Receipts (for budget & cashflow)	\$ 1,085,420	\$ 1,142,443	\$ 1,522,578	\$ 1,399,840	\$ 1,298,804	\$ 1,213,933	\$ 640,339	\$ -	\$ -

Summary of Student Population

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Unduplicated Pupil Population								
Agency Unduplicated Pupil Count	705.00	699.00	699.00	660.87	671.40	740.51	740.51	740.51
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-
Total Unduplicated pupil Count	705.00	699.00	699.00	660.87	671.40	740.51	740.51	740.51
Rolling %, Supplemental Grant	76.1300%	73.4300%	73.4300%	72.5500%	73.4300%	73.4300%	73.4300%	73.4300%
Rolling %, Concentration Grant	74.4200%	71.4100%	71.8800%	71.8800%	71.8800%	71.8800%	71.8800%	71.8800%
FUNDED ADA								
Adjusted Base Grant ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Total Adjusted Base Grant ADA	873.69	920.26	876.36	839.97	853.35	941.19	941.19	941.19
Necessary Small School ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Total Necessary Small School ADA	-	-	-	-	-	-	-	-
Total Funded ADA	873.69	920.26	876.36	839.97	853.35	941.19	941.19	941.19
ACTUAL ADA (Current Year Only)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Total Actual ADA	873.69	920.26	876.36	839.97	853.35	941.19	941.19	941.19
Funded Difference (Funded ADA less Actual ADA)								
	-	-	-	-	-	-	-	-

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Minimum Proportionality Percentage (MPP)								
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 560,496	\$ 1,203,368	\$ 1,470,599	\$ 1,678,900	\$ 1,801,937	\$ 1,975,571	\$ 2,036,641	
Current year Minimum Proportionality Percentage (MPP)	7.85%	16.56%	20.49%	22.33%	21.19%	22.63%	23.13%	

5000 Series Breakdown Services and Other Operating Expense

This an **optional** worksheet created to assist you in thinking about some of the specific expenses in each sub-category of the 5000 series. Please feel free to not enter expenses in some line items and to add additional line items for expenses specific to your school.

Line Item	Year 1	Year 2	Year 3	Year 4	Year 5
Travel and Conferences					
Teacher Conference Fees	\$ 19,114	\$ 19,592	\$ 20,082	\$ 20,584	\$ 21,098
TOTAL 5200	\$ 19,114	\$ 19,592	\$ 20,082	\$ 20,584	\$ 21,098
Dues and Membership					
Membership Dues	\$ 14,200	\$ 14,555	\$ 14,919	\$ 15,292	\$ 15,674
TOTAL 5300	\$ 14,200	\$ 14,555	\$ 14,919	\$ 15,292	\$ 15,674
Insurance - Covered in CMO Fee					
TOTAL 5400	\$ -	\$ -	\$ -	\$ -	\$ -
Utilities and Housekeeping					
Operations	\$ 159,031	\$ 163,007	\$ 167,082	\$ 171,259	\$ 175,540
Utilities	\$ 257,193	\$ 270,053	\$ 283,555	\$ 297,733	\$ 312,620
TOTAL 5500	\$ 416,224	\$ 433,059	\$ 450,637	\$ 468,992	\$ 488,160
Rentals, Leases, Repairs					
Total	\$ 349,458	\$ 358,194	\$ 367,149	\$ 376,328	\$ 385,736
TOTAL 5600	\$ 349,458	\$ 358,194	\$ 367,149	\$ 376,328	\$ 385,736
Professional/Consulting Services					
Contractors	\$ 459,245	\$ 470,726	\$ 482,494	\$ 494,557	\$ 506,921
District Oversight	\$ 86,462	\$ 91,961	\$ 103,069	\$ 107,038	\$ 108,434
CMO Management Fee	\$ 1,581,348	\$ 1,612,726	\$ 1,799,212	\$ 1,858,708	\$ 1,879,634
Other Services					
TOTAL 5800	\$ 2,127,055	\$ 2,175,413	\$ 2,384,775	\$ 2,460,302	\$ 2,494,988
Communications					
Total - portion not covered by CMO Fee	\$ 22	\$ 23	\$ 23	\$ 24	\$ 24
TOTAL 5900	\$ 22	\$ 23	\$ 23	\$ 24	\$ 24
Totals 5000s	\$ 2,926,073	\$ 3,000,837	\$ 3,237,585	\$ 3,341,522	\$ 3,405,681

Staff Benefits Percentages

	2016-17	2017-18	2018-19	2019-20	2020-21
STRS	12.580%	14.430%	16.280%	18.130%	19.100%

PERS	13.890%	14.500%	15.000%	16.600%	18.200%
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Medicare/OASDI Rate is set by federal government; constant each year

Social Security Rate is set by federal government; constant each year

Unemployment Insurance in your area: of salary expense

Workers Compensation Insurance: of salary expense

Other Revenue Assumptions

Title I FRL threshold	<input type="text" value="45%"/>
Title I conversion factor	<input type="text" value="0.36"/>
Title I funding level (per student)	<input type="text" value="\$ 1,200"/>

Special Education	<input type="text" value="n/a"/>
State Lottery	<input type="text" value="\$ 181"/>
SB 740 - % of eligible lease:	<input type="text" value="75%"/>

or per ADA

Apportionment Payment Schedules

General Purpose Entitlement Block Grant - ADVANCED APPOINTMENT Schedule Year 1 for New Schools in 1st Year		General Purpose Entitlement Block Grant - STATE Aid Portion 1ST YEAR Deferral Schedule Year 1 for Existing Schools		General Purpose Entitlement Block Grant - STATE Aid Portion PERMANENT Deferral Schedule Years 2-5 for all schools		General Purpose Entitlement Block Grant - LOCAL Revenue (In Lieu of Property Tax) Payment Schedule	
Jul	0.0%	Jul	5.0%	Jul	5.0%	Jul	6.0%
Aug	0.0%	Aug	5.0%	Aug	5.0%	Aug	12.0%
Sep	37.0%	Sep	9.0%	Sep	9.0%	Sep	8.0%
Oct	0.0%	Oct	9.0%	Oct	9.0%	Oct	8.0%
Nov	0.0%	Nov	9.0%	Nov	9.0%	Nov	8.0%
Dec	18.0%	Dec	9.0%	Dec	9.0%	Dec	8.0%
Jan	0.0%	Jan	9.0%	Jan	9.0%	Jan	8.0%
Feb	9.0%	Feb	9.0%	Feb	9.0%	Feb	14.0%
Mar	9.0%	Mar	9.0%	Mar	9.0%	Mar	7.0%
Apr	9.0%	Apr	9.0%	Apr	9.0%	Apr	7.0%
May	9.0%	May	9.0%	May	9.0%	May	7.0%
Jun	9.0%	Jun	9.0%	Jun	9.0%	Jun	7.0%
Deferred to following year		Deferred to following year		Deferred to following year		Deferred to following year	
Jul	0.0%	Jul	0.0%	Jul	0.0%	Jul	0.0%
Aug	0.0%	Aug	0.0%	Aug	0.0%	Aug	0.0%
Sep	0.0%	Sep	0.0%	Sep	0.0%	Sep	0.0%
Oct	0.0%	Oct	0.0%	Oct	0.0%	Oct	0.0%
Nov	0.0%	Nov	0.0%	Nov	0.0%	Nov	0.0%
Dec	0.0%	Dec	0.0%	Dec	0.0%	Dec	0.0%
Jan	0.0%	Jan	0.0%	Jan	0.0%	Jan	0.0%
Feb	0.0%	Feb	0.0%	Feb	0.0%	Feb	0.0%
Mar	0.0%	Mar	0.0%	Mar	0.0%	Mar	0.0%
Apr	0.0%	Apr	0.0%	Apr	0.0%	Apr	0.0%
May	0.0%	May	0.0%	May	0.0%	May	0.0%
Jun	0.0%	Jun	0.0%	Jun	0.0%	Jun	0.0%
TOTAL	100.00%	TOTAL	100.00%	TOTAL	100.00%	TOTAL	100.00%

FOR CALCS DO NOT ADJUST
 70%
 20%
 20%
 20%



SHPS AUDIT, FY13

ST. HOPE PUBLIC SCHOOLS
(A CALIFORNIA NON-PROFIT
PUBLIC BENEFIT CORPORATION)

SACRAMENTO CHARTER HIGH
CHARTER SCHOOL # 0596

ST. HOPE PUBLIC SCHOOL 7
CHARTER SCHOOL # 0491

OAK PARK PREPARATORY ACADEMY
CHARTER SCHOOL # 1386

**FINANCIAL STATEMENTS WITH
INDEPENDENT AUDITOR'S REPORT**

**YEARS ENDED
JUNE 30, 2013 AND 2012**

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

TABLE OF CONTENTS

	<u>PAGE</u>
INDEPENDENT AUDITOR'S REPORT	1
FINANCIAL STATEMENTS	
Statements of Financial Position	3
Statements of Activities	4
Statements of Cash Flows	5
Notes to Financial Statements	6
SUPPLEMENTARY INFORMATION SECTION	
Combining Statements of Financial Position	15
Combining Statements of Activities	16
Combining Statements of Functional Expenses	17
Organization, Governing Board, and Administration	20
Schedule of Average Daily Attendance	21
Schedule of Instructional Time	23
Schedule of Expenditures of Federal Awards	24
Note to Schedule of Expenditures of Federal Awards	25
OTHER INDEPENDENT AUDITOR'S REPORTS	
Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	26
Report on Compliance with Applicable Requirements in Accordance with Standards and Procedures for Audits of California K-12 Local Education Agencies	28
Report on Compliance for Each Major Program and on Internal Control over Compliance Required by OMB Circular A-133	30
FINDINGS AND RECOMMENDATIONS	
Findings and Recommendations	32

INDEPENDENT AUDITOR'S REPORT

**Board of Directors
St. HOPE Public Schools
Sacramento, California**

Report on the Financial Statements

We have audited the accompanying financial statements of St. HOPE Public Schools (the Organization), a California non-profit public benefit corporation, which comprise the statements of financial position as of June 30, 2013 and 2012, and the related statements of activities and of cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Supplementary Information, as listed in the Table of Contents, as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations* and the *Standards and Procedures for Audits of California K-12 Local Education Agencies 2012-13*, published by the Education Audit Appeals Panel, are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 12, 2013, on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

Gilbert Associates, Inc.

**GILBERT ASSOCIATES, INC.
Sacramento, California**

December 12, 2013

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2013 AND 2012

	2013	2012
ASSETS		
CURRENT ASSETS:		
Cash and cash equivalents	\$ 394,861	\$ 741,687
Accounts receivable	33,103	18,176
Due from grantor governments	4,623,273	2,938,177
Private grants receivable, current		52,000
Prepaid expenses and other assets	85,781	98,339
Total current assets	5,137,018	3,848,379
 PRIVATE GRANTS RECEIVABLE, NET		 6,000
 PROPERTY AND EQUIPMENT, NET	 421,053	 245,068
 TOTAL ASSETS	 \$ 5,558,071	 \$ 4,099,447
 LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES:		
Accounts payable	\$ 356,090	\$ 278,093
Due to grantor governments	571,306	364,297
Due to student groups	6,994	11,825
Accrued expenses	569,888	242,638
Deferred revenues	26,613	20,000
Debt, current	2,324,771	2,070,919
Capital lease, current	35,660	31,906
Total current liabilities	3,891,322	3,019,678
 DEBT, NET	 83,334	
 CAPITAL LEASE, NET	 64,491	 101,806
Total liabilities	4,039,147	3,121,484
 NET ASSETS:		
Unrestricted	1,272,156	490,234
Temporarily restricted	246,768	487,729
Total net assets	1,518,924	977,963
 TOTAL LIABILITIES AND NET ASSETS	 \$ 5,558,071	 \$ 4,099,447

The accompanying notes are an integral part of these financial statements.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2013 AND 2012

	2013	2012
UNRESTRICTED NET ASSETS:		
REVENUES:		
Federal revenues	\$ 1,379,062	\$ 1,191,277
State revenues:		
State aid portion of general purpose block grant	4,915,877	5,683,177
EPA revenue	1,666,924	
Lottery revenue	224,076	166,236
All other state revenue	2,084,200	1,760,114
Local revenues:		
Cash in-lieu of property taxes	1,664,726	1,560,024
All other local revenue	539,611	515,406
Private grants and contributions	159,003	121,245
In-kind contributions	94,641	807,088
Release of temporarily restricted net assets	306,350	161,336
Total revenues	13,034,470	11,965,903
EXPENSES:		
Program services:		
Instruction, special education, and pupil services	9,056,778	8,332,557
Supporting services:		
General and administrative	3,325,270	3,416,148
Total expenses	12,382,048	11,748,705
INCREASE IN UNRESTRICTED NET ASSETS BEFORE SETTLEMENT INCOME	652,422	217,198
SETTLEMENT INCOME	129,500	
INCREASE IN UNRESTRICTED NET ASSETS	781,922	217,198
TEMPORARILY RESTRICTED NET ASSETS:		
Lottery		26,756
All other state revenue		43,724
Private grants	65,389	347,462
Release of temporarily restricted net assets	(306,350)	(161,336)
INCREASE (DECREASE) IN TEMPORARILY RESTRICTED NET ASSETS	(240,961)	256,606
INCREASE IN NET ASSETS	540,961	473,804
NET ASSETS, Beginning of Year	977,963	504,159
NET ASSETS, End of Year	\$ 1,518,924	\$ 977,963

The accompanying notes are an integral part of these financial statements.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2013 AND 2012

	2013	2012
CASH FLOWS FROM OPERATING ACTIVITIES:		
Increase in net assets	\$ 540,961	\$ 473,804
Adjustments to reconcile to net cash provided (used) by operating activities:		
Depreciation	51,423	45,476
Write-off of uncollectable private grants receivable	6,000	
Increase in allowance for doubtful accounts		67,500
Changes in:		
Accounts receivable	(14,927)	147,696
Due from grantor governments	(1,685,096)	(248,159)
Private grants receivable	52,000	20,000
Prepaid expenses and other assets	12,558	143,820
Accounts payable	77,997	(14,747)
Due to grantor governments	207,009	271,245
Due to student groups	(4,831)	(15,236)
Accrued expenses	327,250	13,382
Deferred revenues	6,613	(60,461)
Net cash provided (used) by operating activities	(423,043)	844,320
 CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of property and equipment	(227,408)	(5,253)
Net cash used by investing activities	(227,408)	(5,253)
 CASH FLOWS FROM FINANCING ACTIVITIES:		
Proceeds from debt	4,575,437	1,875,000
Repayments of debt	(4,238,251)	(4,821,955)
Principal payments on capital lease	(33,561)	(23,673)
Net cash provided (used) by financing activities	303,625	(2,970,628)
 NET DECREASE IN CASH AND CASH EQUIVALENTS	(346,826)	(2,131,561)
 CASH AND CASH EQUIVALENTS, Beginning of Year	741,687	2,873,248
 CASH AND CASH EQUIVALENTS, End of Year	\$ 394,861	\$ 741,687
 NON-CASH INVESTING ACTIVITIES:		
Equipment purchased by incurring a capital lease obligation	\$ _____	\$ 9,566
 CASH PAID FOR INTEREST	\$ 292,815	\$ 39,063

The accompanying notes are an integral part of these financial statements.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2013 AND 2012

1. OPERATIONS

St. HOPE Public Schools (the Organization) was formed to manage, guide, direct, and promote charter schools that provide quality education to California youth in primary and secondary grades. The Organization was founded in California in 2002. The Organization's support is derived primarily from State of California public education monies received through the California Department of Education, individual and foundation contributions, and various government agency grants.

In addition to operating charter schools, the Organization has a preschool, Triumph Center for Early Childhood Education, which serves a mix of tuition-based and state grant income eligible students from ages 2 to 5. Triumph's goal is to prepare students to excel in school and in life.

Charters granted to the Organization by Sacramento City Unified School District (the Sponsoring District) include three schools: Sacramento Charter High School (SCHS), charter school number 0596; St. HOPE Public School #7 (PS7), charter school number 0491; and Oak Park Preparatory Academy (OPPA), charter school number 1386. Charters are granted to each school for up to five years with an opportunity to request a continuation. The charters for PS7 and SCHS were renewed during the 2011-12 fiscal year and will expire June 30, 2017. The charter for OPPA was granted on October 6, 2011 and will expire on June 30, 2015. OPPA began school operations on August 21, 2012. The charters could be revoked by the Sponsoring District for material violations of the charter, failure to meet or make progress toward student outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

The Sponsoring District receives 1% of the annual charter revenue for supervisory oversight. As of June 30, 2013, the Organization has separately negotiated with the Sponsoring District for administrative, personnel, and facility use and services which are documented through written agreements.

2. SIGNIFICANT ACCOUNTING POLICIES

Basis of accounting and financial statement presentation – The Organization's financial statements are prepared on the accrual basis of accounting in conformity with professional standards applicable to not-for-profit entities. The Organization reports information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. The Organization had no permanently restricted net assets as of June 30, 2013 and 2012.

Revenue recognition – Contributions and grants are recognized when the donor/grantor makes an unconditional promise to give to the Organization or when received. Support that is restricted by the donor is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized. All other donor-restricted contributions and grants are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2013 AND 2012

reclassified to unrestricted net assets and reported in the statement of activities as “Net Assets Released from Restriction”. Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, generally when the expenditures are incurred related to the required services. Funds received in excess of expenses incurred are recorded as deferred revenue.

Donated materials, equipment, and professional services are recorded as in-kind contributions and recognized at the estimated fair value as of the date of donation or service. Contributed services are recorded when they create or enhance non-financial assets or require a specialized skill that the Organization would otherwise need to purchase. Contributions of \$94,641 in athletic materials and other miscellaneous items were received during the year ended June 30, 2013. Contributions of \$807,088 in athletic materials, consulting services, and other miscellaneous items were received during the year ended June 30, 2012. The contributed consulting services received were for the development of a strategic growth plan and are included in general and administrative expense on the *Statements of Activities*.

Cash and cash equivalents – For financial statement purposes, the Organization considers investments with a maturity of three months or less from the date of purchase to be cash equivalents. The Organization maintains its cash in bank deposit accounts that, at times, may exceed federally insured limits. The Organization has not experienced any losses in such accounts. Management believes the Organization is not exposed to any significant credit risk related to cash.

Property and equipment with a value greater than \$5,000 are capitalized at cost or, in the case of donated property, at fair market value on the date of receipt. Depreciation is recorded using the straight-line method over their estimated useful lives, which range from two to thirty years. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and related accumulated depreciation are removed from the accounts, with the resulting gain or loss reflected in the statement of activities.

Due to Student Groups – SCHS has an Associated Student Body (ASB) which consists of the Student Senate and various clubs. Funds raised by the various student groups are held in a separate bank account by the Organization. The Organization provides oversight and monitors the activities of these groups. The cash and cash equivalent balance on the *Statements of Financial Position* includes \$6,994 and \$11,825, at June 30, 2013 and 2012, respectively, that was held on behalf of the ASB. Revenues and expenses of the ASB are generated separately from the Organization and therefore are not included on the Organization’s *Statements of Activities*.

Functional allocation of expenses – The cost of providing the Organization’s programs and other activities has been summarized on a functional basis in the statements of activities and functional expenses. Accordingly, certain costs have been allocated based on employees’ time incurred and management’s estimate of the usage of resources.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2013 AND 2012

Income taxes – The Organization is publicly supported and has received tax-exempt status under Internal Revenue Code Section 501(c)(3) and Section 23701(d) of the California Revenue and Taxation Code. There is no unrelated taxable income and, accordingly, there is no provision for income taxes in these financial statements. The Organization adopted the accounting principles related to accounting for uncertainty in income taxes and has determined that there is no material impact on the financial statements. With some exceptions, the Organization is no longer subject to U.S. federal and state income tax examinations by tax authorities for years prior to 2009.

Use of estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Significant estimates included in these financials are the collectability of receivables, the useful life of property and equipment, and the functional allocation of expenses. Accordingly, actual results could differ from those estimates.

Subsequent events have been reviewed through December 12, 2013, the date the financial statements were available to be issued. Management concluded that no material subsequent events have occurred since June 30, 2013, that requires recognition or disclosure in such financial statements.

Reclassifications – Certain 2012 amounts have been reclassified to conform to the 2013 financial statement presentation. These reclassifications had no effect on the Organization’s total net assets.

3. PROPERTY AND EQUIPMENT

Property and equipment consists of the following:

	2013	2012
Leasehold improvements	\$ 278,549	\$ 278,549
Equipment	1,008,097	780,689
Vehicle	7,965	7,965
Total property and equipment	1,294,611	1,067,203
Less accumulated depreciation	(873,558)	(822,135)
Property and equipment, net	\$ 421,053	\$ 245,068

4. DEBT

In September 2009 and May 2010, the Organization authorized the sale and assigned its rights of \$3,000,000 and \$6,000,000, respectively, of future general purpose block grant apportionments under SCHS to Charter School Capital, Inc. The effective interest rate on the borrowings ranges from 10.75 % to 29.16%. Interest expense totaled \$77,464 for the year ended June 30, 2012 and the loan was paid in full during the 2011-12 fiscal year.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2013 AND 2012

In June 2011, the Organization entered into two promissory notes with the Sponsoring District totaling \$2,854,800, which included an issuance fee of \$109,800. These notes were secured by and were paid through 2011-12 in-lieu of tax revenues. The notes were further secured by all unrestricted monies passed through the Sponsoring District to the Organization. The effective interest rate on the notes was 4.00% and interest incurred under these notes was \$109,800 for the year ended June 30, 2012. As of June 30, 2012, the total amount due under these notes was \$195,919 and the outstanding balance was paid in full on September 28, 2012.

On March 1, 2012 the Organization entered into two loans with the California School Finance Authority under the Citi 2011-12 Charter School Working Capital Note Program in the amount of \$1,200,000 and \$675,000. The loans had an interest rate of 4% and fees totaling \$39,063. The notes were secured by SCHS and PS7's General Purpose Block Grant Apportionments deferred by the State of California from spring 2012 to July and August 2012 with final maturity on December 31, 2012. As of June 30, 2012 the total amount outstanding on these loans was \$1,200,000 and \$675,000. Interest incurred on these loans during the year ended June 30, 2012 was \$9,252. The notes were paid in full on August 8, 2012.

In July 2012, the Organization received a Charter School Revolving Loan through the California Department of Education for \$250,000, which is secured by OPPA's state aid apportionments and bears interest at 0.35%. As of June 30, 2013, the total amount outstanding was \$250,000. Total principal payments of \$83,333 are due each year with final maturity in the year ended June 30, 2015.

In July 2012 the Organization entered into a short-term loan with Umpqua Bank for up to \$1,950,000 at an interest rate of 4% and fees totaling \$9,500. The note was secured by the Organization's general purpose block grant apportionments. This loan was paid in full as of June 30, 2013. Also in July 2012, the Organization entered into a second short-term loan with Umpqua Bank for up to \$1,500,000 at an interest rate of 4% and fees totaling \$8,750. The note was secured by the Organization's general purpose block grant apportionments. This loan was paid in full as of June 30, 2013. In January 2013 the Organization entered into a third short-term loan with Umpqua Bank for up to \$3,000,000 at an interest rate of 4% and fees totaling \$20,000. The note is secured by the Organization's general purpose block grant apportionments with final maturity on August 31, 2013, and was paid in full by that date. As of June 30, 2013 the total amount outstanding on the loan was \$2,158,105. Total interest expense incurred on these loans for the year ended June 30, 2013, was approximately \$80,000.

The future minimum payments related to outstanding debt were as follows as of June 30, 2013:

Year Ending June 30,	
2014	\$ 2,324,771
2015	<u>83,334</u>
Total	<u>\$ 2,408,105</u>

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2013 AND 2012

5. LEASES

Capital Leases

The Organization has leases for multiple copier machines that meet the conditions to be considered capital leases under the accounting standards. The lease terms are through June 2017. Under these agreements, the minimum lease payments of approximately \$4,400 are due monthly. The equipment under capital leases was valued at \$161,751 at the inception of the leases. These assets are included in the equipment balance and are being depreciated over the term of the leases.

The following is a schedule of future minimum lease payments under the capital leases together with the present value of the net minimum lease payments as of June 30, 2013:

Year ending June 30:

2014	\$ 47,839
2015	40,853
2016	36,667
2017	<u>1,974</u>
Total minimum lease payments	127,333
Less: Amount representing interest	<u>(27,182)</u>
Present value of net minimum lease payments	<u>\$ 100,151</u>

Operating Leases

The facility for the Triumph Center for Early Child hood Education is leased from St. HOPE Academy, a separate 501(c)(3) organization, and expires in June 2017. The Organization also leases equipment under operating leases expiring through 2017. Rental expense for this operating lease was \$143,413 and \$110,759 for the years ended June 30, 2013 and 2012, respectively.

The aggregate minimum rental payments required under the terms of the operating leases that have noncancelable lease terms in excess of one year are as follows:

<u>Year Ending June 30,</u>	<u>Minimum Payments</u>
2014	\$ 143,413
2015	143,413
2016	143,413
2017	<u>132,543</u>
Total	<u>\$ 562,782</u>

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2013 AND 2012

6. EMPLOYEE BENEFIT PLANS

Qualified certificated employees are covered under the following defined benefit pension plan maintained by the State of California.

Plan name:	California State Teachers' Retirement System (CalSTRS)
Plan's EIN:	94-6291617
Actuarial value of assets:	\$144,232
Actuarial accrued liability:	\$215,189
Funded status:	65–80% funded

The actuarial value of assets and accrued liability are expressed in millions and are valued as of June 30, 2012, the most recent actuarial valuation date.

Plan Description

The Organization contributes to a cost-sharing multiemployer defined benefit pension plan administered by CalSTRS. Multiemployer plans differ from single-employer plans in that much of the fiduciary responsibilities and risks under a single-employer plan would lie with the Organization. Under this multiemployer plan, the fiduciary responsibilities and risks lie with CalSTRS. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 100 Waterfront Place, West Sacramento, California 95605.

Funding Policy

Active plan members are required to contribute 8% of their salary and the Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalSTRS Teachers' Retirement Board. The required employer contribution rate for fiscal years 2013 and 2012 was 8.25% of annual payroll. The contribution requirements of the plan members are established by state statute. The Organization's contributions to CalSTRS for the years ending June 30, 2013 and 2012, were \$381,478 and \$328,140, respectively, and equaled 100% of the required contributions. For fiscal year 2014 the Organization is required to contribute 8.25% of annual payroll.

Other Information

The Organization also sponsors a voluntary 401(k) Plan covering substantially all employees of the Organization who have obtained the age of 21 and are not covered by a collective-bargaining agreement. The Organization makes discretionary contributions. Contributions of \$3,551 and \$7,292 were made into the plan for the year ended June 30, 2013 and 2012, respectively.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2013 AND 2012

7. RESTRICTED NET ASSETS

Temporarily restricted net assets consist of unspent donations, grants, and entitlements restricted as to time and/or purpose, that the Organization received through year end. Purpose restrictions include: Programs to assist incoming ninth graders at Sacramento Charter High, start-up costs for Oak Park Preparatory Academy, Special Education, instructional materials, media, fieldtrips, college scholarships, foster youth, and athletic activities.

8. JOINT VENTURES

The Organization participates in two joint ventures under joint powers agreements (JPAs); CharterSAFE and the Schools Excess Liability Fund (SELF).

CharterSAFE and SELF arrange for and provide workers' compensation, property, and liability insurance coverage for their members. The JPAs are governed by boards consisting of a representative from each member. The boards control the operations of the JPAs, including selection of management and approval of operating budgets, independent of any influence by the member beyond their representation on the boards. Each member pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPAs.

NATURE OF PARTICIPATION

1. Workers' Compensation (CharterSAFE)

Coverage:	
JPA's SIR	\$250,000
Selective Way Insurance Company	\$250,001 to \$500,000
Star Insurance Company	\$500,001 to statutory limits

2. Property (CharterSAFE)

Organization	
Deductible	\$0 to \$1,000
Coverage:	
JPA's SIR (Deductible)	\$10,000
Landmark Insurance Company	\$10,001 to \$100,000
Travelers Property Casualty Company of America	\$100,001 to \$100,000,000

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2013 AND 2012

3. Liability (CharterSAFE)

Organization	
Deductible	\$0 to \$50,000
Coverage:	
JPA's SIR	\$300,000
Selective Way Insurance	
Company	\$300,001 to \$1,000,000
Brit Insurance	\$1,000,001 to \$5,000,000
SELF	\$5,000,001 to \$25,000,000

Complete separate financial statements for the JPAs may be obtained from:

SELF 1531 I Street, Suite 300, Sacramento, California 95814
CharterSAFE 250 E. 1st Street, Suite 1000, Los Angeles, California 90012

The latest condensed financial information available for the JPAs is as follows:

	SELF June 30, 2013 (Audited in thousands)	CharterSAFE June 30, 2013 (Unaudited in thousands)
Total Assets	\$ 48,212	\$ 11,673
Total Liabilities	\$ 15,640	\$ 9,121
Net Position	32,572	2,552
Total Liabilities and Net Position	\$ 48,212	\$ 11,673
Total Revenues	\$ 10,447	\$ 15,095
Total Expenses	11,533	12,086
Increase (decrease) in Net Position	\$ (1,086)	\$ 3,009

9. CONTINGENCIES

The Organization has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

The Organization has an outstanding legal claim. However, based on consultation with legal counsel, management believes that the ultimate resolution of the matter will not have a material adverse effect on the Organization's financial position or results of operations.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2013 AND 2012

10. AGREEMENTS WITH SPONSORING DISTRICT

The Organization has a facilities use agreement with the Sponsoring District for its SCHS, PS7, and OPPA campuses, expiring June 30, 2017. The agreement states that the Organization will have the right to the use of buildings, furnishings, and equipment at each campus, that the Sponsoring District will furnish the utilities for each campus and the Sponsoring District will provide custodial services for the PS7 campus. The facilities use fee is determined annually and is based on a pro rata cost estimate. The Organization reimburses the Sponsoring District for utilities and custodial services based on the actual costs incurred by the Sponsoring District. The Organization also contracts with the Sponsoring District for administrative support and fiscal oversight through operational memorandums of understanding, expiring June 30, 2017. The Organization reimburses the Sponsoring District for the actual costs of providing the services. Fees paid or accrued for facilities, utilities, custodial services, administrative support and fiscal oversight for fiscal years ending June 30, 2013 and 2012, were \$949,273 and \$870,490, respectively. At June 30, 2013 and 2012, \$201,974 and \$157,085, respectively, was due to the Sponsoring District and was included in accounts payable.

11. SETTLEMENT INCOME

On April 8, 2013, the Organization signed a settlement agreement with a company to settle a dispute the Organization filed against the company on December 30, 2009. The Organization and the company settled for \$129,500 and is included in the statement of activities as settlement income.

SUPPLEMENTARY INFORMATION

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

COMBINING STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2013

	<u>Sacramento Charter High School</u>	<u>St. HOPE Public School #7</u>	<u>Triumph Center for Early Childhood Education</u>	<u>Oak Park Preparatory</u>	<u>Home Office</u>	<u>Total</u>
ASSETS						
CURRENT ASSETS:						
Cash and cash equivalents	\$ 834,187	\$ 290,138	\$ (1,065,307)	\$ 322,399	\$ 13,444	\$ 394,861
Accounts receivable	2,121	(697)	24,127		7,552	33,103
Due from grantor governments	2,719,802	1,606,071	24,371	273,029		4,623,273
Prepaid expenses and other assets	<u>(14,928)</u>	<u>10,464</u>	<u>(4,548)</u>	<u>3,361</u>	<u>91,432</u>	<u>85,781</u>
Total current assets	3,541,182	1,905,976	(1,021,357)	598,789	112,428	5,137,018
PROPERTY AND EQUIPMENT, NET	304,753	79,023	2,025	20,377	14,875	421,053
DUE FROM (TO)	<u>65,593</u>	<u>10,607</u>			<u>(76,200)</u>	
TOTAL ASSETS	<u>\$ 3,911,528</u>	<u>\$ 1,995,606</u>	<u>\$ (1,019,332)</u>	<u>\$ 619,166</u>	<u>\$ 51,103</u>	<u>\$ 5,558,071</u>
LIABILITIES AND NET ASSETS						
CURRENT LIABILITIES:						
Accounts payable	\$ 165,668	\$ 160,843	\$ 14,416	\$ 23,936	\$ (8,773)	\$ 356,090
Due to government grantors	462,944	99,967		8,395		571,306
Due to student groups	6,994					6,994
Accrued expenses	337,197	158,629	8,897	22,123	43,042	569,888
Deferred revenues		11,613	15,000			26,613
Debt, current	1,020,026	945,344	60,859	298,542		2,324,771
Capital lease, current	<u>31,105</u>	<u>3,100</u>	<u>727</u>		<u>728</u>	<u>35,660</u>
Total current liabilities	2,023,934	1,379,496	99,899	352,996	34,997	3,891,322
DEBT, NET				83,334		83,334
CAPITAL LEASE, NET	<u>56,254</u>	<u>5,606</u>	<u>1,315</u>		<u>1,316</u>	<u>64,491</u>
Total liabilities	<u>2,080,188</u>	<u>1,385,102</u>	<u>101,214</u>	<u>436,330</u>	<u>36,313</u>	<u>4,039,147</u>
NET ASSETS:						
Unrestricted	1,744,374	606,317	(1,120,546)	27,221	14,790	1,272,156
Temporarily restricted	<u>86,966</u>	<u>4,187</u>		<u>155,615</u>		<u>246,768</u>
Total net Assets	<u>1,831,340</u>	<u>610,504</u>	<u>(1,120,546)</u>	<u>182,836</u>	<u>14,790</u>	<u>1,518,924</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 3,911,528</u>	<u>\$ 1,995,606</u>	<u>\$ (1,019,332)</u>	<u>\$ 619,166</u>	<u>\$ 51,103</u>	<u>\$ 5,558,071</u>

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

COMBINING STATEMENTS OF ACTIVITIES
YEAR ENDED JUNE 30, 2013

	Sacramento Charter High School	St. HOPE Public School #7	Triumph Center for Early Childhood Education	Oak Park Preparatory	Home Office	Total
REVENUES:						
Federal revenues	\$ 584,745	\$ 467,991	\$ 26,698	\$ 299,628		\$ 1,379,062
State revenues:						
State aid portion of general purpose block grant	3,034,357	1,697,419		184,101		4,915,877
EPA revenue	1,085,420	511,090		70,414		1,666,924
Lottery revenue	141,787	82,289				224,076
All other state revenue	1,073,626	765,164	156,546	88,864		2,084,200
Local revenues:						
Cash in-lieu of property taxes	948,656	641,379		74,691		1,664,726
All other local revenue	193,254	94,324	246,238	4,705	\$ 1,090	539,611
Private grants and contributions	39,728	18,171	100,000		1,104	159,003
In-kind contributions	94,641					94,641
Release of temporarily restricted net assets	200,091	13,278		92,981		306,350
Total revenues	<u>7,396,305</u>	<u>4,291,105</u>	<u>529,482</u>	<u>815,384</u>	<u>2,194</u>	<u>13,034,470</u>
EXPENSES:						
Program Services:						
Instruction, special education, and pupil services	5,082,927	3,079,836	499,241	394,774		9,056,778
Supporting Services:						
General and administrative	1,356,704	458,912	137,290	207,315	1,165,049	3,325,270
Total expenses	<u>6,439,631</u>	<u>3,538,748</u>	<u>636,531</u>	<u>602,089</u>	<u>1,165,049</u>	<u>12,382,048</u>
TRANSFERS TO (FROM)	<u>626,072</u>	<u>316,272</u>	<u>43,209</u>	<u>62,592</u>	<u>(1,048,145)</u>	<u> </u>
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS BEFORE SETTLEMENT INCOME	330,602	436,085	(150,258)	150,703	(114,710)	652,422
SETTLEMENT INCOME					129,500	129,500
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	<u>330,602</u>	<u>436,085</u>	<u>(150,258)</u>	<u>150,703</u>	<u>14,790</u>	<u>781,922</u>
TEMPORARILY RESTRICTED NET ASSETS:						
Private grants	61,202	4,187				65,389
Release of temporarily restricted net assets	(200,091)	(13,278)		(92,981)		(306,350)
DECREASE IN TEMPORARILY RESTRICTED NET ASSETS	<u>(138,889)</u>	<u>(9,091)</u>	<u> </u>	<u>(92,981)</u>	<u> </u>	<u>(240,961)</u>
INCREASE (DECREASE) IN NET ASSETS	191,713	426,994	(150,258)	57,722	14,790	540,961
NET ASSETS, Beginning of Year	<u>1,639,627</u>	<u>183,510</u>	<u>(970,288)</u>	<u>125,114</u>	<u> </u>	<u>977,963</u>
NET ASSETS, End of Year	<u>\$ 1,831,340</u>	<u>\$ 610,504</u>	<u>\$ (1,120,546)</u>	<u>\$ 182,836</u>	<u>\$ 14,790</u>	<u>\$ 1,518,924</u>

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

COMBINING STATEMENTS OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2013

	Sacramento Charter High School		
	Instruction, Special Ed, & Pupil Services	General and Administration	Total Expenses
Certificated salaries	\$ 2,327,334	\$ 352,378	\$ 2,679,712
Classified salaries	364,460	263,962	628,422
Employee benefits	820,065	123,268	943,333
Books and supplies	373,412	38,995	412,407
Services and other operating expenses	1,104,607	557,931	1,662,538
Depreciation	35,285	3,830	39,115
Interest	<u>57,764</u>	<u>16,340</u>	<u>74,104</u>
Total	<u>\$ 5,082,927</u>	<u>\$ 1,356,704</u>	<u>\$ 6,439,631</u>

	St. HOPE Public School #7		
	Instruction, Special Ed, & Pupil Services	General and Administration	Total Expenses
Certificated salaries	\$ 1,549,047	\$ 102,587	\$ 1,651,634
Classified salaries	341,628	52,419	394,047
Employee benefits	419,661	39,390	459,051
Books and supplies	184,384	11,577	195,961
Services and other operating expenses	546,709	248,912	795,621
Depreciation	8,245		8,245
Interest	<u>30,162</u>	<u>4,027</u>	<u>34,189</u>
Total	<u>\$ 3,079,836</u>	<u>\$ 458,912</u>	<u>\$ 3,538,748</u>

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

COMBINING STATEMENTS OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2013

Triumph Center for Early Childhood Education

	<u>Instruction, Special Ed, & Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries	\$ 171,309	\$ 60,960	\$ 232,269
Classified salaries	86,185	24,322	110,507
Employee benefits	54,802	17,056	71,858
Books and supplies	34,105	5,344	39,449
Services and other operating expenses	152,104	29,560	181,664
Depreciation	736		736
Interest		<u>48</u>	<u>48</u>
Total	<u>\$ 499,241</u>	<u>\$ 137,290</u>	<u>\$ 636,531</u>

Oak Park Preparatory Academy

	<u>Instruction, Special Ed, & Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries	\$ 177,987	\$ 80,581	\$ 258,568
Classified salaries	9,338	43,803	53,141
Employee benefits	49,169	24,877	74,046
Books and supplies	72,871	8,770	81,641
Services and other operating expenses	76,355	49,284	125,639
Depreciation	2,591		2,591
Interest	<u>6,463</u>		<u>6,463</u>
Total	<u>\$ 394,774</u>	<u>\$ 207,315</u>	<u>\$ 602,089</u>

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

COMBINING STATEMENTS OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2013

	<u>Home Office</u>		
	<u>Instruction, Special Ed, & Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries		\$ 134,783	\$ 134,783
Classified salaries		536,960	536,960
Employee benefits		192,859	192,859
Books and supplies		42,655	42,655
Services and other operating expenses		257,056	257,056
Depreciation		736	736
Interest			
Total	<u>\$</u>	<u>\$ 1,165,049</u>	<u>\$ 1,165,049</u>

	<u>Total</u>		
	<u>Instruction, Special Ed, & Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries	\$ 4,225,677	\$ 731,289	\$ 4,956,966
Classified salaries	801,611	921,466	1,723,077
Employee benefits	1,343,697	397,450	1,741,147
Books and supplies	664,772	107,341	772,113
Services and other operating expenses	1,879,775	1,142,743	3,022,518
Depreciation	46,857	4,566	51,423
Interest	<u>94,389</u>	<u>20,415</u>	<u>114,804</u>
Total	<u>\$ 9,056,778</u>	<u>\$ 3,325,270</u>	<u>\$ 12,382,048</u>

ST. HOPE PUBLIC SCHOOLS
 (A California Non-Profit Public Benefit Corporation)

ORGANIZATION, GOVERNING BOARD, AND ADMINISTRATION
YEAR ENDED JUNE 30, 2013

ORGANIZATION

St. HOPE Public Schools (the Organization) was formed to manage, guide, direct, and promote charter schools that provide quality education to California youth in primary and secondary grades. The Organization was founded in California in 2002. The Organization's support is derived primarily from State of California public education monies received through the California Department of Education and sponsoring districts, individual and foundation contributions, and various government agency grants. Charters granted to the Organization by Sacramento City Unified School District (the Sponsoring District) include three charter schools: Sacramento Charter High School (SCHS), charter school number 0596; St. HOPE Public School #7 (PS7), charter school number 0491; and Oak Park Preparatory Academy (OPPA), charter school number 1386.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Enoch Woodhouse	Chairman	September 2015
Tracy Stigler	Vice Chair	September 2014
Lori Mills	Secretary and 2 nd Vice Chair	September 2014
Dennis O'Reilly	Director	September 2014
George Fatheree, III	Director	September 2015
Soyla Fernandez	Director	September 2014
Rebecca Sibia	Director	September 2014
Kevin Nagle	Director	September 2014
Jason Kamras	Director	September 2015
Adam Mendelsohn	Director	September 2015
John Taylor	Director	September 2015
Dr. Ron Tom	Director	September 2015
Noah Wepman	Director	September 2015
Gladys Mitchell	Parent Representative	September 2014
Jennifer Lopez	SCUSD Representative	September 2015
Chantay Crawford	Student Representative	September 2014

ADMINISTRATION

James Scheible
 Superintendent

Maureen Fitzgerald
 Chief Business Officer
 (Effective 7/1/13)

Aaron Thornsberry
 Chief Business Officer
 (Through 3/15/13)

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2013

<u>Classroom-based ADA:</u>	<u>Second Period Report</u>	<u>Audit Finding Adjustment</u>	<u>Second Period Report Final</u>
Sacramento Charter High School: Grades 9 through 12	<u>820.08</u>	<u> </u>	<u>820.08</u>
St. HOPE Public School #7:			
Kindergarten	45.46		45.46
Grades 1 through 3	154.01		154.01
Grades 4 through 6	201.02		201.02
Grades 7 and 8	<u>61.30</u>	<u>85.96*</u>	<u>147.26</u>
Total	<u>461.79</u>	<u>85.96</u>	<u>547.75</u>
Oak Park Preparatory Academy:			
Grades 7 and 8	<u>61.58</u>	<u>(2.90)*</u>	<u>58.68</u>
Combined Totals (P-2):			
Kindergarten	45.46		45.46
Grades 1 through 3	154.01		154.01
Grades 4 through 6	201.02		201.02
Grades 7 and 8	122.88	83.06*	205.94
Grades 9 through 12	<u>820.08</u>	<u> </u>	<u>820.08</u>
Total	<u>1,343.45</u>	<u>83.06*</u>	<u>1,426.51</u>

*See Findings and Recommendation section, finding 2013-2.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2013

<u>Classroom-based ADA:</u>	<u>Annual Report</u>	<u>Audit Finding Adjustment</u>	<u>Annual Report Final</u>
Sacramento Charter High School: Grades 9 through 12	<u>808.73</u>	<u>1.20*</u>	<u>809.93</u>
St. HOPE Public School #7:			
Kindergarten	45.08		45.08
Grades 1 through 3	152.61		152.61
Grades 4 through 6	198.90		198.90
Grades 7 and 8	<u>145.90</u>		<u>145.90</u>
Total	<u>542.49</u>		<u>542.49</u>
Oak Park Preparatory Academy: Grades 7 and 8	<u>45.56</u>	<u>11.69*</u>	<u>57.25</u>
Combined Totals (P-Annual):			
Kindergarten	45.08		45.08
Grades 1 through 3	152.61		152.61
Grades 4 through 6	198.90		198.90
Grades 7 and 8	191.46	11.69*	203.15
Grades 9 through 12	<u>808.73</u>	<u>1.20*</u>	<u>809.93</u>
Total	<u>1,396.78</u>	<u>12.89*</u>	<u>1,409.67</u>

*See Findings and Recommendation section, finding 2013-2.

ST. HOPE PUBLIC SCHOOLS
 (A California Non-Profit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2013

Effective January 1, 2000, California Education Code Section 47612.5 requires classroom-based charter schools to offer a minimum number of minutes of instruction, as specified in Section 46201. This schedule documents the compliance of the Organization's charter schools with these requirements.

	2012-2013 Minutes		
	<u>Requirement</u>	<u>Minutes Offered</u>	<u>Status</u>
Sacramento Charter High School: Grades 9 through 12	62,949	65,450	In Compliance
St. HOPE Public School #7:			
Kindergarten	34,971	57,300	In Compliance
Grades 1 through 3	48,960	63,205	In Compliance
Grades 4 through 8	52,457	68,395	In Compliance
Oak Park Preparatory Academy:			
Grades 7 and 8	52,457	85,290	In Compliance

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2013

<u>Federal Grantor/Pass-Through Grantor/Program or Cluster</u>	<u>CFDA Number</u>	<u>Pass- Through Entity Identifying Number</u>	<u>Federal Expenditures</u>
U.S. Department of Agriculture:			
Passed Through California Department of Education (CDE):			
Child Nutrition Cluster:			
Child Nutrition: National School Lunch *	10.555	13391	\$ 420,439
Child Nutrition: National School Lunch - Commodities *	10.555	N/A	14,249
Child Nutrition: School Breakfast Basic *	10.553	13525	<u>157,666</u>
Total U.S. Department of Agriculture			<u>592,354</u>
U.S. Department of Education:			
Passed Through California Department of Education (CDE):			
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	348,005
Special Education: IDEA: Basic Local Assistance Entitlement, Part B, sec 611 (Formerly 94-142)	84.027	13379	189,824
NCLB: Title II, Part A, Teacher Quality	84.367	14341	10,602
NCLB: Title V, Part B, Public Charter Schools Grants	84.282A	14941	<u>246,696</u>
Total U.S. Department of Education			<u>795,127</u>
Total Expenditures of Federal Awards			<u>\$ 1,387,481</u>

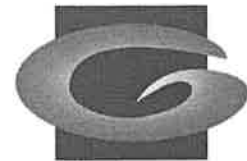
*Tested as a major program under OMB Circular A-133.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTE TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2013

1. BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards of St. HOPE Public Schools is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.



Gilbert Associates, Inc.
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**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

Independent Auditor's Report

**Board of Directors
St. HOPE Public Schools
Sacramento, California**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of St. HOPE Public Schools (the Organization), a California non-profit public benefit corporation, which comprise the statements of financial position as of June 30, 2013, and the related statements of activities and of cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 12, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as described in the accompanying schedule of findings and recommendations, we identified a deficiency in internal control that we consider to be a material weakness.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. We consider the deficiencies described in the accompanying schedule of findings and recommendations to be material weaknesses; see findings 2013-1 and 2013-2.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*, see finding 2013-2.

The Organization's Response to Findings

The Organization's responses to the findings identified in our audit are described in the accompanying schedule of findings and recommendations. The Organization's responses were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on them.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Gilbert Associates, Inc.

**GILBERT ASSOCIATES, INC.
Sacramento, California**

December 12, 2013



Gilbert Associates, Inc.
CPAs and Advisors

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REPORT ON COMPLIANCE WITH APPLICABLE REQUIREMENTS IN ACCORDANCE WITH STANDARDS AND PROCEDURES FOR AUDITS OF CALIFORNIA K-12 LOCAL EDUCATION AGENCIES

Independent Auditor's Report

**Board of Directors
St. HOPE Public Schools
Sacramento, California**

Report on State Compliance

We have audited St. HOPE Public Schools (the Organization) compliance with the types of compliance requirements described in the *Standards and Procedures for Audits of California K-12 Local Education Agencies, 2012-13* applicable to the Organization's programs identified in the below schedule for the school year ended June 30, 2013.

Management's Responsibility

Compliance with the requirements referred to above is the responsibility of the Organization's management.

Auditor's Responsibility

Our responsibility is to express an opinion on the Organization's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and *Standards and Procedures for Audits of California K-12 Local Education Agencies, 2012-13*, published by the Education Audit Appeals Panel. Those standards and the *Standards and Procedures for Audits of the California K-12 Local Education Agencies* require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a material effect on the programs identified in the below schedule occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary under the circumstances.

We believe that our audit provides a reasonable basis for our opinion. However, our audit does not provide a legal determination on the Organization's compliance with those requirements.

In connection with the requirements referred to above, we selected and tested transactions and records to determine the Organization's compliance with the applicable programs identified below:

<u>Description</u>	<u>Procedures In Audit Guide</u>	<u>Procedures Performed</u>
Class Size Reduction (including in charter schools):		
General Requirements	7	Yes
Option one classes	3	Yes
Option two classes	4	Not Applicable
Districts or Charter Schools with one School Serving K-3	4	Yes
After School Education and Safety Program:		
General Requirements	4	Not Applicable
After School	5	Not Applicable
Before School	6	Not Applicable
Contemporaneous Records of Attendance, for charter schools	1	Yes
Mode of Instruction, for charter schools	1	Yes
Nonclassroom-Based Instruction/Independent Study, for charter schools	15	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction, for charter schools	3	Not Applicable
Annual Instructional Minutes – Classroom Based, for charter schools	4	Yes

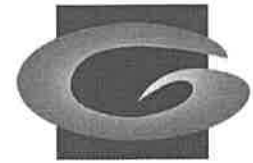
Opinion on State Compliance

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above for the school year ended June 30, 2013, except as indicated in the schedule of findings and recommendations as item 2013-2.

Gilbert Associates, Inc.

**GILBERT ASSOCIATES, INC.
Sacramento, California**

December 12, 2013



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REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

Independent Auditor's Report

**Board of Directors
St. HOPE Public Schools
Sacramento, California**

Report on Compliance for Each Major Federal Program

We have audited St. HOPE Public Schools' (the Organization) compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the Organization's major federal programs for the year ended June 30, 2013. The Organization's major federal programs are identified in the summary of audit results section of the accompanying schedule of findings and recommendations.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Organization's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Organization's compliance.

Opinion on Each Major Federal Program

In our opinion, the Organization complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2013.

Report on Internal Control Over Compliance

Management of the Organization is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Organization's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Gilbert Associates, Inc.

GILBERT ASSOCIATES, INC.
Sacramento, California

December 12, 2013

FINDINGS AND RECOMMENDATIONS

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMMENDATIONS
YEAR ENDED JUNE 30, 2013

SUMMARY OF AUDIT RESULTS

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Noncompliance material to financial statements noted? Yes No

State Awards

Internal control over state programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Type of auditor's report issued on compliance for state programs: Modified

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133? Yes No

Identification of major programs:

<u>Name of Federal Program or Cluster</u>	<u>CFDA Number</u>
Child Nutrition Cluster	10.553, 10.555
Dollar threshold used to distinguish between Type A and Type B programs:	\$ 300,000
Auditee qualified as low-risk auditee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMMENDATIONS
YEAR ENDED JUNE 30, 2013

FINANCIAL STATEMENT FINDINGS

2013-1. ACCOUNT RECONCILIATIONS AND FINANCIAL CLOSE – CDDC #30000

Finding:

One element of an entity's internal control over financial reporting is the ability to produce financial statements in accordance with Generally Accepted Accounting Principles (GAAP). This includes internal controls that can detect material misstatements in the financial statements independent of a financial statement audit. Material adjustments arising from the audit of the Organization's financial statements are generally an indication that internal controls over financial reporting are not functioning properly. There were significant post-closing adjustments required by management for unreconciled accounts after the start of the audit. In addition, there were errors identified during the audit which resulted in an approximate increase of \$217,000 in ending net assets.

Criteria:

Accrual based accounting in accordance with GAAP for not-for-profit organizations.

Cause:

Adjustments identified were caused by the transition in accounting personnel during the year and the Organization's need to re-evaluate the year-end closing process and procedures.

Questioned Cost:

No questioned costs. The errors identified were corrected by management.

Recommendation:

We recommend that the Organization re-define and evaluate the financial policies and procedures for monthly, quarterly, and year-end closing processes to ensure the financial records and financial statements prepared are maintained in accordance with GAAP. Procedures should be outlined and defined responsibilities of the Organization's management and accounting staff. The policies and procedures should also include timelines and expectations of management's review of the work performed by accounting staff to ensure errors are detected timely.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMMENDATIONS
YEAR ENDED JUNE 30, 2013

Management's Response:

Management concurs with this finding. Staff has been participating in training in both Non-Profit Accounting as well as California School Finance Management training. A new financial software package has been purchased to be implemented July 1, 2014. During the conversion additional training will be provided in both general ledger management as well as best practices and accounting according to GAAP. This conversion will also allow documentation of policies and procedures as well as operational policies and procedure Organization wide to be developed. Staff assignments will be modified to assure checks and balances are in place for accurate recording and reporting. A detailed General Ledger reconciliation schedule will be created to clarify staff tasks and responsibilities. The following schedule will be put in place immediately to address this finding:

Monthly	<ul style="list-style-type: none"> • Cash • Revenue • Asset Accounts • Attendance Accounting 	<p>General Ledger accounts will be reconciled to bank activity as well as appropriate coding to Revenue accounts</p> <p>Attendance will be reported monthly and reviewed for accuracy.</p>
Quarterly	<ul style="list-style-type: none"> • Liability Accounts • Expenditures 	<p>Liability accounts will be reviewed for accuracy quarterly with final reconciliation at year end.</p> <p>Expenditures will be reviewed for budget alignment and coding accuracy quarterly</p>
Annually	All General Ledger accounts will be reconciled and books closed by September 10 th subsequent to fiscal year end.	

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMMENDATIONS
YEAR ENDED JUNE 30, 2013

STATE COMPLIANCE

2013-2. ATTENDANCE REPORTING – CDDC #40000

Finding:

The Organization did not report the 7th and 8th grade resident ADA of 85.96 on St. HOPE Public School 7's (PS7), charter # 0491, P-2 report.

There were errors in the calculation of Oak Park Preparatory Academy's (OPPA), charter school # 1386, ADA on the P-annual report, which resulted in 11.69 of under reported ADA.

There were errors in the calculation of OPPA's ADA on the P-2 report, which resulted in 2.9 of over reported ADA.

There were errors in the calculation of Sacramento Charter High's (SCHS), charter school # 0596, ADA on the P-annual report, which resulted in 1.2 of under reported ADA.

Criteria:

California Education Code Section 46303.

Cause:

There was insufficient review of the attendance reports and underlying attendance summaries to identify errors in reporting.

Questioned Cost:

There are no questioned costs related to PS7's P-2 and OPPA's P-annual reports as the Organization corrected the reports and re-submitted them to the CDE, and adjustments for the increase in ADA at PS7 were reflected in the financial statements.

OPPA's P-2 report overstated ADA by 2.9 causing an overstatement of charter schools general purpose entitlement, transfers to charter schools in lieu of property taxes, and categorical block grant funding totaling \$16,692. Management plans to revise and resubmit the P-2.

SCHS's P-annual report understated ADA by 1.2 causing an understatement of lottery funding totaling \$182. Management plans to revise and resubmit the P-annual.

Recommendation:

We recommend that the Organization have personnel knowledgeable of P-2 and P-annual reporting review the attendance reports and supporting data prior to submission to the CDE.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMMENDATIONS
YEAR ENDED JUNE 30, 2013

Management's Response:

Management concurs with this finding. With new staff responsible for site attendance as well and changes in the Business Office, training will be provided to all relevant staff to assure accuracy with proper reviews by management. All reporting periods, P1, P2, and P-Annual will be completed and reviewed before submission.

FEDERAL COMPLIANCE

There were no federal compliance findings for the year ended June 30, 2013.

STATUS OF PRIOR YEAR FINDINGS

There were no findings reported for the year ended June 30, 2012.



SHPS AUDIT, FY14

**ST. HOPE PUBLIC SCHOOLS
(A CALIFORNIA NON-PROFIT
PUBLIC BENEFIT CORPORATION)**

**SACRAMENTO CHARTER HIGH
CHARTER SCHOOL # 0596**

**ST. HOPE PUBLIC SCHOOL 7
CHARTER SCHOOL # 0491**

**OAK PARK PREPARATORY ACADEMY
CHARTER SCHOOL # 1386**

**FINANCIAL STATEMENTS WITH
INDEPENDENT AUDITOR'S REPORT**

**YEARS ENDED
JUNE 30, 2014 AND 2013**



Gilbert Associates, Inc.
CPAs and Advisors

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ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

TABLE OF CONTENTS

	<u>PAGE</u>
INDEPENDENT AUDITOR'S REPORT	1
FINANCIAL STATEMENTS	
Statements of Financial Position	3
Statements of Activities	4
Statements of Cash Flows	5
Notes to Financial Statements	6
SUPPLEMENTARY INFORMATION SECTION	
Combining Statements of Financial Position	14
Combining Statements of Activities	15
Combining Statements of Functional Expenses	16
Organization, Governing Board, and Administration	19
Schedule of Average Daily Attendance	20
Schedule of Instructional Time	21
Schedule of Expenditures of Federal Awards	22
Note to Schedule of Expenditures of Federal Awards	23
OTHER INDEPENDENT AUDITOR'S REPORTS	
Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	24
Report on Compliance with Applicable Requirements in Accordance with Standards and Procedures for Audits of California K-12 Local Education Agencies	26
Report on Compliance for Each Major Program and on Internal Control over Compliance Required by OMB Circular A-133	28
FINDINGS AND RECOMMENDATIONS	
Findings and Recommendations	30



Gilbert Associates, Inc.
CPAs and Advisors

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INDEPENDENT AUDITOR'S REPORT

**Board of Directors
St. HOPE Public Schools
Sacramento, California**

Report on the Financial Statements

We have audited the accompanying financial statements of St. HOPE Public Schools (the Organization), a California non-profit public benefit corporation, which comprise the statements of financial position as of June 30, 2014 and 2013, and the related statements of activities and of cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2014 and 2013, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Supplementary Information, as listed in the Table of Contents, as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations* and the *Standards and Procedures for Audits of California K-12 Local Education Agencies 2013-14*, published by the Education Audit Appeals Panel, are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2014, on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

Gilbert Associates, Inc.

**GILBERT ASSOCIATES, INC.
Sacramento, California**

December 15, 2014

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2014 AND 2013

	2014	2013
ASSETS		
CURRENT ASSETS:		
Cash and cash equivalents	\$ 681,183	\$ 394,861
Accounts receivable	29,505	33,103
Due from grantor governments	2,893,111	4,623,273
Prepaid expenses and other assets	27,290	85,781
Total current assets	3,631,089	5,137,018
PROPERTY AND EQUIPMENT, NET	334,877	421,053
TOTAL ASSETS	\$ 3,965,966	\$ 5,558,071
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES:		
Accounts payable	\$ 407,919	\$ 356,090
Due to grantor governments	29,514	571,306
Due to student groups	12,824	6,994
Accrued expenses	392,760	569,888
Deferred revenues	40,010	26,613
Debt, current	1,583,334	2,324,771
Capital lease, current	32,591	35,660
Total current liabilities	2,498,952	3,891,322
DEBT, NET		83,334
CAPITAL LEASE, NET	23,944	64,491
Total liabilities	2,522,896	4,039,147
NET ASSETS:		
Unrestricted	1,060,234	1,272,156
Temporarily restricted	382,836	246,768
Total net assets	1,443,070	1,518,924
TOTAL LIABILITIES AND NET ASSETS	\$ 3,965,966	\$ 5,558,071

The accompanying notes are an integral part of these financial statements.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2014 AND 2013

	2014	2013
UNRESTRICTED NET ASSETS:		
REVENUES:		
Federal revenues	\$ 1,232,348	\$ 1,379,062
State revenues:		
State aid portion of general purpose funding	6,601,056	4,915,877
EPA revenue	1,991,283	1,666,924
Lottery revenue	265,724	224,076
All other state revenue	1,595,778	2,084,200
Local revenues:		
Cash in-lieu of property taxes	2,216,268	1,664,726
All other local revenue	712,044	539,611
Private grants and contributions	261,489	159,003
In-kind contributions	102,837	94,641
Release of temporarily restricted net assets	219,818	306,350
Total revenues	15,198,645	13,034,470
EXPENSES:		
Program services:		
Instruction, special education, and pupil services	10,892,077	9,056,778
Supporting services:		
General and administrative	4,518,490	3,325,270
Total expenses	15,410,567	12,382,048
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS BEFORE SETTLEMENT INCOME	(211,922)	652,422
SETTLEMENT INCOME		129,500
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	(211,922)	781,922
TEMPORARILY RESTRICTED NET ASSETS:		
All other state revenue	213,866	
Private grants	142,020	65,389
Release of temporarily restricted net assets	(219,818)	(306,350)
INCREASE (DECREASE) IN TEMPORARILY RESTRICTED NET ASSETS	136,068	(240,961)
INCREASE (DECREASE) IN NET ASSETS	(75,854)	540,961
NET ASSETS, Beginning of Year	1,518,924	977,963
NET ASSETS, End of Year	\$ 1,443,070	\$ 1,518,924

The accompanying notes are an integral part of these financial statements.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2014 AND 2013

	2014	2013
CASH FLOWS FROM OPERATING ACTIVITIES:		
Increase (decrease) in net assets	\$ (75,854)	\$ 540,961
Adjustments to reconcile to net cash provided (used) by operating activities:		
Depreciation	86,176	51,423
Write-off of uncollectable private grants receivable		6,000
Changes in:		
Accounts receivable	3,598	(14,927)
Due from grantor governments	1,730,162	(1,685,096)
Private grants receivable		52,000
Prepaid expenses and other assets	58,491	12,558
Accounts payable	51,829	77,997
Due to grantor governments	(541,792)	207,009
Due to student groups	5,830	(4,831)
Accrued expenses	(177,128)	327,250
Deferred revenues	13,397	6,613
Net cash provided (used) by operating activities	1,154,709	(423,043)
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of property and equipment		(227,408)
Net cash used by investing activities		(227,408)
CASH FLOWS FROM FINANCING ACTIVITIES:		
Proceeds from debt	1,500,000	4,575,437
Repayments of debt	(2,324,771)	(4,238,251)
Principal payments on capital lease	(43,616)	(33,561)
Net cash provided (used) by financing activities	(868,387)	303,625
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	286,322	(346,826)
CASH AND CASH EQUIVALENTS, Beginning of Year	394,861	741,687
CASH AND CASH EQUIVALENTS, End of Year	\$ 681,183	\$ 394,861
CASH PAID FOR INTEREST	\$ 27,769	\$ 292,815

The accompanying notes are an integral part of these financial statements.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2014 AND 2013

1. OPERATIONS

St. HOPE Public Schools (the Organization) was formed to manage, guide, direct, and promote charter schools that provide quality education to California youth in primary and secondary grades. The Organization was founded in California in 2002. The Organization's support is derived primarily from State of California public education monies received through the California Department of Education, individual and foundation contributions, and various government agency grants.

In addition to operating charter schools, the Organization has a preschool, Triumph Center for Early Childhood Education, which serves a mix of tuition-based and state grant income eligible students from ages 2 to 5. Triumph's goal is to prepare students to excel in school and in life.

Charters granted to the Organization by Sacramento City Unified School District (the Sponsoring District) include three schools: Sacramento Charter High School (SCHS), charter school number 0596; St. HOPE Public School #7 (PS7), charter school number 0491; and Oak Park Preparatory Academy (OPPA), charter school number 1386. Charters are granted to each school for up to five years with an opportunity to request a continuation. The charters for PS7 and SCHS were renewed during the 2011-12 fiscal year and will expire June 30, 2017. The charter for OPPA was granted on October 6, 2011 and will expire on June 30, 2015. OPPA began school operations on August 21, 2012. The charters could be revoked by the Sponsoring District for material violations of the charter, failure to meet or make progress toward student outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

The Sponsoring District receives 1% of the annual charter revenue for supervisory oversight. As of June 30, 2014, the Organization has separately negotiated with the Sponsoring District for administrative, personnel, and facility use and services which are documented through written agreements.

2. SIGNIFICANT ACCOUNTING POLICIES

Basis of accounting and financial statement presentation – The Organization's financial statements are prepared on the accrual basis of accounting in conformity with professional standards applicable to not-for-profit entities. The Organization reports information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. The Organization had no permanently restricted net assets as of June 30, 2014 and 2013.

Revenue recognition – Contributions and grants are recognized when the donor/grantor makes an unconditional promise to give to the Organization or when received. Support that is restricted by the donor is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized. All other donor-restricted contributions and grants are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2014 AND 2013

net assets and reported in the statement of activities as "Net Assets Released from Restriction". Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, generally when the expenditures are incurred related to the required services. Funds received in excess of expenses incurred are recorded as deferred revenue.

Donated materials, equipment, and professional services are recorded as in-kind contributions and recognized at the estimated fair value as of the date of donation or service. Contributed services are recorded when they create or enhance non-financial assets or require a specialized skill that the Organization would otherwise need to purchase. Contributions of \$102,837 and \$94,641 in athletic materials and other miscellaneous items were received during the years ended June 30, 2014 and 2013, respectively.

Cash and cash equivalents – For financial statement purposes, the Organization considers investments with a maturity of three months or less from the date of purchase to be cash equivalents. The Organization maintains its cash in bank deposit accounts that, at times, may exceed federally insured limits. The Organization has not experienced any losses in such accounts. Management believes the Organization is not exposed to any significant credit risk related to cash.

Property and equipment with a value greater than \$5,000 are capitalized at cost or, in the case of donated property, at fair market value on the date of receipt. Depreciation is recorded using the straight-line method over their estimated useful lives, which range from two to thirty years. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and related accumulated depreciation are removed from the accounts, with the resulting gain or loss reflected in the statement of activities.

Due to Student Groups – SCHS has an Associated Student Body (ASB) which consists of the Student Senate and various clubs. Funds raised by the various student groups are held in a separate bank account by the Organization. The Organization provides oversight and monitors the activities of these groups. The cash and cash equivalent balance on the *Statements of Financial Position* includes \$12,824 and \$6,994, at June 30, 2014 and 2013, respectively, that was held on behalf of the ASB. Revenues and expenses of the ASB are generated separately from the Organization and therefore are not included on the Organization's *Statements of Activities*.

Functional allocation of expenses – The cost of providing the Organization's programs and other activities has been summarized on a functional basis in the statements of activities and functional expenses. Accordingly, certain costs have been allocated based on employees' time incurred and management's estimate of the usage of resources.

Income taxes – The Organization is publicly supported and has received tax-exempt status under Internal Revenue Code Section 501(c)(3) and Section 23701(d) of the California Revenue and Taxation Code. There is no unrelated taxable income and, accordingly, there is no provision for income taxes in these financial statements. The Organization has applied the accounting principles related to accounting for uncertainty in income taxes and has determined that there is no material impact on the financial statements. With some exceptions, the Organization is no longer subject to U.S. federal and state income tax examinations by tax authorities for years prior to 2010.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2014 AND 2013

Use of estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Significant estimates included in these financials are the collectability of receivables, the useful life of property and equipment, and the functional allocation of expenses. Accordingly, actual results could differ from those estimates.

Subsequent events have been reviewed through December 15, 2014, the date the financial statements were available to be issued. Refer to Note 12.

3. PROPERTY AND EQUIPMENT

Property and equipment consists of the following:

	2014	2013
Leasehold improvements	\$ 278,549	\$ 278,549
Equipment	1,008,097	1,008,097
Vehicle	7,965	7,965
Total property and equipment	1,294,611	1,294,611
Less accumulated depreciation	(959,734)	(873,558)
Property and equipment, net	\$ 334,877	\$ 421,053

4. DEBT

In July 2012, the Organization received a Charter School Revolving Loan through the California Department of Education for \$250,000, which is secured by OPPA's state aid apportionments and bears interest at 0.35%. As of June 30, 2014 and 2013, the total amount outstanding was \$83,334 and \$250,000, respectively. Total principal payments of \$83,333 are due each year with final maturity in the year ended June 30, 2015.

In January 2013, the Organization entered into a short-term loan with Umpqua Bank for up to \$3,000,000 at an interest rate of 4% and fees totaling \$20,000. The loan was secured by the Organization's general purpose block grant apportionments with final maturity on August 31, 2013. As of June 30, 2013 the total amount outstanding on the loan was \$2,158,105. This note was paid in full in August 2013.

In May 2014, the Organization entered into a short-term loan with River City Bank for \$1,500,000 at an interest rate of 3.75%. The loan is secured by the Organization's assets with final maturity on September 30, 2014, and was paid in full by that date. As of June 30, 2014 the total amount outstanding on the loan was \$1,500,000.

Total interest expense incurred on these loans for the years ended June 30, 2014 and 2013, was approximately \$24,000 and \$80,000, respectively.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2014 AND 2013

5. LEASES

Capital Leases

The Organization has leases for multiple copier machines that meet the conditions to be considered capital leases under the accounting standards. The lease terms are through June 2017. Under these agreements, the minimum lease payments of approximately \$4,400 are due monthly. The equipment under capital leases was valued at \$161,751 at the inception of the leases. These assets are included in the equipment balance and are being depreciated over the term of the leases.

The following is a schedule of future minimum lease payments under the capital leases together with the present value of the net minimum lease payments as of June 30, 2014:

Year ending June 30:

2015		\$	40,853
2016			36,667
2017			<u>1,974</u>
Total minimum lease payments			79,494
Less: Amount representing interest			<u>(22,959)</u>
Present value of net minimum lease payments		\$	<u>56,535</u>

Operating Leases

The facility for the Triumph Center for Early Childhood Education is leased from St. HOPE Academy, a separate 501(c)(3) organization, and expires in June 2017. The Organization also leases equipment under operating leases expiring through 2017. Rental expense for these operating leases was \$143,413 for the years ended June 30, 2014 and 2013.

The aggregate minimum rental payments required under the terms of the operating leases that have noncancelable lease terms in excess of one year are as follows:

<u>Year Ending June 30,</u>	<u>Minimum Payments</u>		
2015		\$	143,413
2016			143,413
2017			<u>132,543</u>
Total		\$	<u>419,369</u>

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2014 AND 2013

6. EMPLOYEE BENEFIT PLANS

Qualified certificated employees are covered under the following defined benefit pension plan maintained by the State of California.

Plan name:	California State Teachers' Retirement System (CalSTRS)
Plan's EIN:	94-6291617
Actuarial value of assets:	\$148,614
Actuarial accrued liability:	\$222,281
Funded status:	65-80% funded

The actuarial value of assets and accrued liability are expressed in millions and are valued as of June 30, 2013, the most recent actuarial valuation date.

Plan Description

The Organization contributes to a cost-sharing multiemployer defined benefit pension plan administered by CalSTRS. Multiemployer plans differ from single-employer plans in that much of the fiduciary responsibilities and risks under a single-employer plan would lie with the Organization. Under this multiemployer plan, the fiduciary responsibilities and risks lie with CalSTRS. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 100 Waterfront Place, West Sacramento, California 95605.

Funding Policy

Active plan members are required to contribute 8% of their salary and the Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalSTRS Teachers' Retirement Board. The required employer contribution rate for fiscal years 2014 and 2013 was 8.25% of annual payroll. The contribution requirements of the plan members are established by state statute. The Organization's contributions to CalSTRS for the years ending June 30, 2014 and 2013, were \$488,739 and \$381,478, respectively, and equaled 100% of the required contributions. For fiscal year 2015 the Organization is required to contribute 8.88% of annual payroll.

Other Information

The Organization also sponsors a voluntary 401(k) Plan covering substantially all employees of the Organization who have obtained the age of 21 and are not covered by a collective-bargaining agreement. The Organization makes discretionary contributions. Contributions of \$12,658 and \$3,551 were made into the plan for the years ending June 30, 2014 and 2013, respectively.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2014 AND 2013

7. RESTRICTED NET ASSETS

Temporarily restricted net assets consist of unspent donations, grants, and entitlements restricted as to time and/or purpose, that the Organization received through year end. Purpose restrictions include: programs to assist incoming ninth graders at Sacramento Charter High, Common Core Implementation funds, CA Clean Energy Jobs Act funds, media, fieldtrips, college scholarships, foster youth, and athletic activities.

8. JOINT VENTURES

The Organization participates in two joint ventures under joint powers agreements (JPAs): CharterSAFE and the Schools Excess Liability Fund (SELF).

CharterSAFE and SELF arrange for and provide workers' compensation, property, and liability insurance coverage for their members. The JPAs are governed by boards consisting of a representative from each member. The boards control the operations of the JPAs, including selection of management and approval of operating budgets, independent of any influence by the member beyond their representation on the boards. Each member pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPAs.

NATURE OF PARTICIPATION

1. Workers' Compensation (CharterSAFE)

Coverage:	
JPA's SIR	\$250,000
Selective Way Insurance Company	\$250,001 to \$500,000
Safety National Insurance Company	\$500,001 to statutory limits

2. Property (CharterSAFE)

Organization	
Deductible	\$0 to \$1,000
Coverage:	
JPA's SIR (Deductible)	\$1,001 to \$25,000
Travelers Property Casualty Company of America	\$25,001 to \$100,000,000

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2014 AND 2013

3. Liability (CharterSAFE)

Organization	
Deductible	\$0 to \$50,000
Coverage:	
JPA's SIR	\$300,000
Selective Way Insurance	
Company	\$300,001 to \$1,000,000
Brit Insurance	\$1,000,001 to \$5,000,000
SELF	\$5,000,001 to \$25,000,000

Complete separate financial statements for the JPAs may be obtained from:

SELF	1531 I Street, Suite 300, Sacramento, California 95814
CharterSAFE	250 E. 1 st Street, Suite 1000, Los Angeles, California 90012

The latest condensed financial information available for the JPAs is as follows:

	SELF June 30, 2014 (Audited in thousands)	CharterSAFE June 30, 2014 (Unaudited in thousands)
Total Assets	\$ 162,746	\$ 13,755
Total Liabilities	\$ 118,853	\$ 8,189
Net Position	43,893	5,566
Total Liabilities and Net Position	\$ 162,746	\$ 13,755
Total Revenues	\$ 11,812	\$ 17,419
Total Expenses	4,199	14,403
Increase in Net Position	\$ 7,613	\$ 3,016

As of July 1, 2014 the Organization is no longer a member of the JPAs and has obtained insurance coverage elsewhere.

9. CONTINGENCIES

The Organization has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2014 AND 2013

10. AGREEMENTS WITH SPONSORING DISTRICT

The Organization has a facilities use agreement with the Sponsoring District for its SCHS, PS7, and OPPA campuses, expiring June 30, 2017. The agreement states that the Organization will have the right to the use of buildings, furnishings, and equipment at each campus, that the Sponsoring District will furnish the utilities for each campus and the Sponsoring District will provide custodial services for the PS7 campus. The facilities use fee is determined annually and is based on a pro rata cost estimate. The Organization reimburses the Sponsoring District for utilities and custodial services based on the actual costs incurred by the Sponsoring District. The Organization also contracts with the Sponsoring District for administrative support and fiscal oversight through operational memorandums of understanding, expiring June 30, 2017. The Organization reimburses the Sponsoring District for the actual costs of providing the services. Fees paid or accrued for facilities, utilities, custodial services, administrative support and fiscal oversight for fiscal years ending June 30, 2014 and 2013, were \$1,263,276 and \$949,273, respectively. At June 30, 2014 and 2013, \$310,457 and \$201,974, respectively, was due to the Sponsoring District and was included in accounts payable.

11. SETTLEMENT INCOME

On April 8, 2013, the Organization signed a settlement agreement with a company to settle a dispute the Organization filed against the company on December 30, 2009. The Organization and the company settled for \$129,500 and is included in the statement of activities as settlement income for the year ended June 30, 2013.

12. SUBSEQUENT EVENT

On November 15, 2014 the Organization entered into a promissory note with St. HOPE Endowment (Endowment), a California non-profit public benefit corporation. The Endowment loaned the Organization \$300,000 with interest at 6%. All principal and interest is due by March 15, 2015. The promissory note also allows the Organization the option to draw an additional \$300,000 on December 15, 2014 with an interest rate of 6%. All principal and interest on the additional draw is due by June 15, 2015.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

COMBINING STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2014

	Sacramento Charter High School	St. HOPE Public School #7	Triumph Center for Early Childhood Education	Oak Park Preparatory	Home Office	Total
ASSETS						
CURRENT ASSETS:						
Cash and cash equivalents	\$ 1,324,904	\$ 592,749	\$ (1,445,364)	\$ 314,046	\$ (105,152)	\$ 681,183
Accounts receivable	20,038	(697)	5,399		4,765	29,505
Due from grantor governments	1,529,720	1,162,582	5,520	195,289		2,893,111
Prepaid expenses and other assets	(27,833)	(19,089)	(6,025)	(1,563)	81,800	27,290
Total current assets	<u>2,846,829</u>	<u>1,735,545</u>	<u>(1,440,470)</u>	<u>507,772</u>	<u>(18,587)</u>	<u>3,631,089</u>
PROPERTY AND EQUIPMENT, NET	<u>239,374</u>	<u>66,448</u>	<u>982</u>	<u>14,240</u>	<u>13,833</u>	<u>334,877</u>
TOTAL ASSETS	<u>\$ 3,086,203</u>	<u>\$ 1,801,993</u>	<u>\$ (1,439,488)</u>	<u>\$ 522,012</u>	<u>\$ (4,754)</u>	<u>\$ 3,965,966</u>
LIABILITIES AND NET ASSETS						
CURRENT LIABILITIES:						
Accounts payable	\$ 174,318	\$ 121,373	\$ 2,292	\$ 109,307	\$ 629	\$ 407,919
Due to government grantors	39,167	(15,107)		5,454		29,514
Due to student groups	12,824					12,824
Accrued expenses	185,198	75,371	9,036	22,388	100,767	392,760
Deferred revenues			10,000	30,010		40,010
Debt, current	783,095	646,095		154,144		1,583,334
Capital lease, current	35,731	(4,679)	769		770	32,591
Total current liabilities	<u>1,230,333</u>	<u>823,053</u>	<u>22,097</u>	<u>321,303</u>	<u>102,166</u>	<u>2,498,952</u>
CAPITAL LEASE, NET	<u>26,252</u>	<u>(3,438)</u>	<u>565</u>		<u>565</u>	<u>23,944</u>
Total liabilities	<u>1,256,585</u>	<u>819,615</u>	<u>22,662</u>	<u>321,303</u>	<u>102,731</u>	<u>2,522,896</u>
NET ASSETS:						
Unrestricted	1,578,496	875,325	(1,462,150)	176,048	(107,485)	1,060,234
Temporarily restricted	251,122	107,053		24,661		382,836
Total net assets	<u>1,829,618</u>	<u>982,378</u>	<u>(1,462,150)</u>	<u>200,709</u>	<u>(107,485)</u>	<u>1,443,070</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 3,086,203</u>	<u>\$ 1,801,993</u>	<u>\$ (1,439,488)</u>	<u>\$ 522,012</u>	<u>\$ (4,754)</u>	<u>\$ 3,965,966</u>

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

COMBINING STATEMENTS OF ACTIVITIES
YEAR ENDED JUNE 30, 2014

	Sacramento Charter High School	St. HOPE Public School #7	Triumph Center for Early Childhood Education	Oak Park Preparatory	Home Office	Total
REVENUES:						
Federal revenues	\$ 590,315	\$ 472,549	\$ 14,642	\$ 154,842		\$ 1,232,348
State revenues:						
State aid portion of general purpose funding	4,022,602	2,127,372		451,082		6,601,056
EPA revenue	1,142,443	724,199		124,641		1,991,283
Lottery revenue	153,067	94,980		17,677		265,724
All other state revenue	705,776	601,959	175,242	112,801		1,595,778
Local revenues:						
Cash in-lieu of property taxes	1,276,659	784,277		155,332		2,216,268
All other local revenue	231,186	42,552	269,933	12,471	\$ 155,902	712,044
Private grants and contributions	11,481	6,660		701	242,647	261,489
In-kind contributions	102,837					102,837
Release of temporarily restricted net assets	60,405	3,798		155,615		219,818
Total revenues	<u>8,296,771</u>	<u>4,858,346</u>	<u>459,817</u>	<u>1,185,162</u>	<u>398,549</u>	<u>15,198,645</u>
EXPENSES:						
Program Services:						
Instruction, special education, and pupil services	6,197,335	3,435,825	558,150	700,767		10,892,077
Supporting Services:						
General and administrative	1,428,357	656,356	195,866	228,239	2,009,672	4,518,490
Total expenses	<u>7,625,692</u>	<u>4,092,181</u>	<u>754,016</u>	<u>929,006</u>	<u>2,009,672</u>	<u>15,410,567</u>
TRANSFERS TO (FROM)	<u>836,957</u>	<u>497,157</u>	<u>47,405</u>	<u>107,329</u>	<u>(1,488,848)</u>	<u> </u>
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	<u>(165,878)</u>	<u>269,008</u>	<u>(341,604)</u>	<u>148,827</u>	<u>(122,275)</u>	<u>(211,922)</u>
TEMPORARILY RESTRICTED NET ASSETS:						
All other state revenues	86,711	103,393		23,762		213,866
Private grants	137,850	3,271		899		142,020
Release of temporarily restricted net assets	<u>(60,405)</u>	<u>(3,798)</u>	<u> </u>	<u>(155,615)</u>	<u> </u>	<u>(219,818)</u>
INCREASE (DECREASE) IN TEMPORARILY RESTRICTED NET ASSETS	<u>164,156</u>	<u>102,866</u>	<u> </u>	<u>(130,954)</u>	<u> </u>	<u>136,068</u>
INCREASE (DECREASE) IN NET ASSETS	<u>(1,722)</u>	<u>371,874</u>	<u>(341,604)</u>	<u>17,873</u>	<u>(122,275)</u>	<u>(75,854)</u>
NET ASSETS, Beginning of Year	<u>1,831,340</u>	<u>610,504</u>	<u>(1,120,546)</u>	<u>182,836</u>	<u>14,790</u>	<u>1,518,924</u>
NET ASSETS, End of Year	<u>\$ 1,829,618</u>	<u>\$ 982,378</u>	<u>\$ (1,462,150)</u>	<u>\$ 200,709</u>	<u>\$ (107,485)</u>	<u>\$ 1,443,070</u>

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

COMBINING STATEMENTS OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2014

	<u>Sacramento Charter High School</u>		
	<u>Instruction, Special Ed, & Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries	\$ 2,867,950	\$ 460,343	\$ 3,328,293
Classified salaries	350,338	273,044	623,382
Employee benefits	906,870	146,715	1,053,585
Books and supplies	510,713	42,693	553,406
Services and other operating expenses	1,499,896	489,721	1,989,617
Depreciation	55,895	8,995	64,890
Interest	<u>5,673</u>	<u>6,846</u>	<u>12,519</u>
Total	<u>\$ 6,197,335</u>	<u>\$ 1,428,357</u>	<u>\$ 7,625,692</u>

	<u>St. HOPE Public School #7</u>		
	<u>Instruction, Special Ed, & Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries	\$ 1,770,204	\$ 242,557	\$ 2,012,761
Classified salaries	377,709	109,837	487,546
Employee benefits	481,668	76,382	558,050
Books and supplies	162,560	5,762	168,322
Services and other operating expenses	643,684	205,125	848,809
Depreciation		15,514	15,514
Interest	<u></u>	<u>1,179</u>	<u>1,179</u>
Total	<u>\$ 3,435,825</u>	<u>\$ 656,356</u>	<u>\$ 4,092,181</u>

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

COMBINING STATEMENTS OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2014

Triumph Center for Early Childhood Education

	<u>Instruction, Special Ed, & Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries	\$ 202,033	\$ 67,000	\$ 269,033
Classified salaries	113,978	62,377	176,355
Employee benefits	70,444	25,987	96,431
Books and supplies	25,539	9,359	34,898
Services and other operating expenses	145,420	31,107	176,527
Depreciation	736		736
Interest		36	36
Total	<u>\$ 558,150</u>	<u>\$ 195,866</u>	<u>\$ 754,016</u>

Oak Park Preparatory Academy

	<u>Instruction, Special Ed, & Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries	\$ 344,657	\$ 102,264	\$ 446,921
Classified salaries	48,762	31,734	80,496
Employee benefits	69,898	48,761	118,659
Books and supplies	103,353	2,578	105,931
Services and other operating expenses	134,097	37,664	171,761
Depreciation		4,300	4,300
Interest		938	938
Total	<u>\$ 700,767</u>	<u>\$ 228,239</u>	<u>\$ 929,006</u>

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

COMBINING STATEMENTS OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2014

	<u>Home Office</u>		
	<u>Instruction, Special Ed, & Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries		\$ 247,753	\$ 247,753
Classified salaries		916,562	916,562
Employee benefits		295,784	295,784
Books and supplies		59,977	59,977
Services and other operating expenses		475,763	475,763
Depreciation		736	736
Interest		13,097	13,097
Total	<u>\$</u>	<u>\$ 2,009,672</u>	<u>\$ 2,009,672</u>

	<u>Total</u>		
	<u>Instruction, Special Ed, & Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries	\$ 5,184,844	\$ 1,119,917	\$ 6,304,761
Classified salaries	890,787	1,393,554	2,284,341
Employee benefits	1,528,880	593,629	2,122,509
Books and supplies	802,165	120,369	922,534
Services and other operating expenses	2,423,097	1,239,380	3,662,477
Depreciation	56,631	29,545	86,176
Interest	5,673	22,096	27,769
Total	<u>\$ 10,892,077</u>	<u>\$ 4,518,490</u>	<u>\$ 15,410,567</u>

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ORGANIZATION, GOVERNING BOARD, AND ADMINISTRATION
YEAR ENDED JUNE 30, 2014

ORGANIZATION

St. HOPE Public Schools (the Organization) was formed to manage, guide, direct, and promote charter schools that provide quality education to California youth in primary and secondary grades. The Organization was founded in California in 2002. The Organization's support is derived primarily from State of California public education monies received through the California Department of Education and sponsoring districts, individual and foundation contributions, and various government agency grants. Charters granted to the Organization by Sacramento City Unified School District (the Sponsoring District) include three charter schools: Sacramento Charter High School (SCHS), charter school number 0596; St. HOPE Public School #7 (PS7), charter school number 0491; and Oak Park Preparatory Academy (OPPA), charter school number 1386.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Enoch Woodhouse	Chairman	July 24, 2014
Tracy Stigler	Vice Chair	September 2016
Lori Mills	Secretary and 2 nd Vice Chair	September 2016
Dennis O'Reilly	Director	September 2016
George Fatheree, III	Director	September 2015
Soyla Fernandez	Director	September 2016
Rebecca Sibiliala	Director	June 30, 2014
Kevin Nagle	Director	September 2016
Jason Kamras	Director	April 1, 2014
Adam Mendelsohn	Director	September 2015
John Taylor	Director	September 2015
Dr. Ron Tom	Director	September 2015
Noah Wepman	Director	March 8, 2014
Gladys Mitchell	Parent Representative	September 2016
Jennifer Lopez	SCUSD Representative	September 2015
Chantay Crawford	Student Representative	September 2014

ADMINISTRATION

James Scheible
Superintendent

Maureen Fitzgerald
Chief Business Officer

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2014

<u>Classroom-based ADA:</u>	<u>Second Period Report</u>	<u>Annual Report</u>
Sacramento Charter High School: Grades 9 through 12	<u>873.69</u>	<u>860.79</u>
St. HOPE Public School #7:		
Grades K through 3	202.38	199.85
Grades 4 through 6	211.01	207.97
Grades 7 and 8	<u>155.71</u>	<u>153.99</u>
Total	<u>569.10</u>	<u>561.81</u>
Oak Park Preparatory Academy: Grades 7 and 8	<u>110.58</u>	<u>108.49</u>
Combined Totals (P-2):		
Grades K through 3	202.38	199.85
Grades 4 through 6	211.01	207.97
Grades 7 and 8	266.29	262.48
Grades 9 through 12	<u>873.69</u>	<u>860.79</u>
Total	<u>1,553.37</u>	<u>1,531.09</u>

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2014

Effective January 1, 2000, California Education Code Section 47612.5 requires classroom-based charter schools to offer a minimum number of minutes of instruction, as specified in Section 46201. This schedule documents the compliance of the Organization's charter schools with these requirements.

	2013-2014 Minutes		
	Requirement	Minutes Offered	Status
Sacramento Charter High School: Grades 9 through 12	62,949	64,955	In Compliance
St. HOPE Public School #7:			
Kindergarten	34,971	55,870	In Compliance
Grades 1 through 3	48,960	66,280	In Compliance
Grades 4 through 8	52,457	70,795	In Compliance
Oak Park Preparatory Academy:			
Grades 7 and 8	52,457	81,310	In Compliance

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2014

<u>Federal Grantor/Pass-Through Grantor/Program or Cluster</u>	<u>CFDA</u> <u>Number</u>	<u>Pass-Through</u> <u>Entity</u> <u>Identifying</u> <u>Number</u>	<u>Federal</u> <u>Expenditures</u>
U.S. Department of Agriculture:			
Passed Through California Department of Education (CDE):			
Child Nutrition Cluster:			
Child Nutrition: National School Lunch *	10.555	13391	\$ 549,902
Child Nutrition: National School Lunch - Commodities *	10.555	N/A	<u>13,358</u>
Total U.S. Department of Agriculture			<u>563,260</u>
U.S. Department of Education:			
Passed Through California Department of Education (CDE):			
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	426,671
Special Education: IDEA: Basic Local Assistance Entitlement, Part B, sec 611 (Formerly 94-142)	84.027	13379	182,077
NCLB: Title II, Part A, Teacher Quality	84.367	14341	7,724
NCLB: Title V, Part B, Public Charter Schools Grants *	84.282A	15225	14,173
NCLB: Title V, Part B, Public Charter Schools Grants *	84.282A	14941	<u>51,799</u>
Total U.S. Department of Education			<u>682,444</u>
Total Expenditures of Federal Awards			<u>\$ 1,245,704</u>

*Tested as a major program under OMB Circular A-133.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTE TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2014

1. BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards of St. HOPE Public Schools is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.



Gilbert Associates, Inc.
CPAs and Advisors

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**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

Independent Auditor's Report

**Board of Directors
St. HOPE Public Schools
Sacramento, California**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of St. HOPE Public Schools (the Organization), a California non-profit public benefit corporation, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and of cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

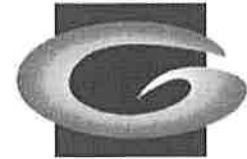
Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Gilbert Associates, Inc.

**GILBERT ASSOCIATES, INC.
Sacramento, California**

December 15, 2014



Gilbert Associates, Inc.
CPAs and Advisors

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REPORT ON COMPLIANCE WITH APPLICABLE REQUIREMENTS IN ACCORDANCE WITH STANDARDS AND PROCEDURES FOR AUDITS OF CALIFORNIA K-12 LOCAL EDUCATION AGENCIES

Independent Auditor's Report

**Board of Directors
St. HOPE Public Schools
Sacramento, California**

Report on State Compliance

We have audited St. HOPE Public Schools' (the Organization) compliance with the types of compliance requirements described in the *Standards and Procedures for Audits of California K-12 Local Education Agencies, 2013-14* applicable to the Organization's programs identified in the below schedule for the school year ended June 30, 2014.

Management's Responsibility

Compliance with the requirements referred to above is the responsibility of the Organization's management.

Auditor's Responsibility

Our responsibility is to express an opinion on the Organization's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and *Standards and Procedures for Audits of California K-12 Local Education Agencies, 2013-14*, published by the Education Audit Appeals Panel. Those standards and the *Standards and Procedures for Audits of the California K-12 Local Education Agencies* require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a material effect on the programs identified in the below schedule occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary under the circumstances.

We believe that our audit provides a reasonable basis for our opinion. However, our audit does not provide a legal determination on the Organization's compliance with those requirements.

In connection with the requirements referred to above, we selected and tested transactions and records to determine the Organization's compliance with the applicable programs identified below:

Description	Procedures In Audit Guide	Procedures Performed
Local Control Funding Formula Certification	1	Yes
California Clean Energy Jobs Act	3	No*
After School Education and Safety Program:		
General Requirements	4	Not Applicable
After School	5	Not Applicable
Before School	6	Not Applicable
Education Protection Account Funds	1	Yes
Common Core Implementation Funds	3	Yes
Unduplicated Local Control Funding Formula Pupil Counts	3	Yes
Contemporaneous Records of Attendance, for charter schools	8	Yes
Mode of Instruction, for charter schools	1	Yes
Nonclassroom-Based Instruction/Independent Study, for charter schools	15	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction, for charter schools	3	Not Applicable
Annual Instructional Minutes – Classroom Based, for charter schools	4	Yes
Charter School Facility Grant Program	1	Yes

*The Organization received California Clean Energy Jobs Act funding during the year ending June 30, 2014, however, the Organization did not spend the funding and therefore no procedures were performed for this compliance requirement.

Opinion on State Compliance

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above for the school year ended June 30, 2014.

Gilbert Associates, Inc.

GILBERT ASSOCIATES, INC.
Sacramento, California

December 15, 2014



Gilbert Associates, Inc.
CPAs and Advisors

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REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

Independent Auditor's Report

**Board of Directors
St. HOPE Public Schools
Sacramento, California**

Report on Compliance for Each Major Federal Program

We have audited St. HOPE Public Schools' (the Organization) compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the Organization's major federal programs for the year ended June 30, 2014. The Organization's major federal programs are identified in the summary of audit results section of the accompanying schedule of findings and recommendations.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Organization's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Organization's compliance.

Opinion on Each Major Federal Program

In our opinion, the Organization complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2014.

Report on Internal Control Over Compliance

Management of the Organization is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Organization's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Gilbert Associates, Inc.

**GILBERT ASSOCIATES, INC.
Sacramento, California**

December 15, 2014

FINDINGS AND RECOMMENDATIONS

ST. HOPE PUBLIC SCHOOLS
 (A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMMENDATIONS
YEAR ENDED JUNE 30, 2014

SUMMARY OF AUDIT RESULTS

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Noncompliance material to financial statements noted? Yes No

State Awards

Internal control over state programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Type of auditor's report issued on compliance for state programs: Unmodified

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133? Yes No

Identification of major programs:

<u>Name of Federal Program or Cluster</u>	<u>CFDA Number</u>
Child Nutrition Cluster	10.553, 10.555
NCLB: Title V, Part B, Public Charter Schools Grants	84.282A
Dollar threshold used to distinguish between Type A and Type B programs:	\$ 300,000
Auditee qualified as low-risk auditee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMMENDATIONS
YEAR ENDED JUNE 30, 2014

FINANCIAL STATEMENT FINDINGS

There were no financial statement findings for the year ended June 30, 2014.

STATE COMPLIANCE

There were no state compliance findings for the year ended June 30, 2014.

FEDERAL COMPLIANCE

There were no federal compliance findings for the year ended June 30, 2014.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMMENDATIONS
YEAR ENDED JUNE 30, 2014

STATUS OF PRIOR YEAR FINDINGS

FINANCIAL STATEMENT FINDINGS

2013-1. ACCOUNT RECONCILIATIONS AND FINANCIAL CLOSE – CDDC #30000

Finding:

One element of an entity's internal control over financial reporting is the ability to produce financial statements in accordance with Generally Accepted Accounting Principles (GAAP). This includes internal controls that can detect material misstatements in the financial statements independent of a financial statement audit. Material adjustments arising from the audit of the Organization's financial statements are generally an indication that internal controls over financial reporting are not functioning properly. There were significant post-closing adjustments required by management for unreconciled accounts after the start of the audit. In addition, there were errors identified during the audit which resulted in an approximate increase of \$217,000 in ending net assets.

Criteria:

Accrual based accounting in accordance with GAAP for not-for-profit organizations.

Cause:

Adjustments identified were caused by the transition in accounting personnel during the year and the Organization's need to re-evaluate the year-end closing process and procedures.

Questioned Cost:

No questioned costs. The errors identified were corrected by management.

Recommendation:

We recommend that the Organization re-define and evaluate the financial policies and procedures for monthly, quarterly, and year-end closing processes to ensure the financial records and financial statements prepared are maintained in accordance with GAAP. Procedures should be outlined and defined responsibilities of the Organization's management and accounting staff. The policies and procedures should also include timelines and expectations of management's review of the work performed by accounting staff to ensure errors are detected timely.

Status:

We did not identify any significant errors in the financial close process and therefore it appears this recommendation was implemented.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMMENDATIONS
YEAR ENDED JUNE 30, 2014

STATE COMPLIANCE

2013-2. ATTENDANCE REPORTING – CDDC #40000

Finding:

The Organization did not report the 7th and 8th grade resident ADA of 85.96 on St. HOPE Public School 7's (PS7), charter # 0491, P-2 report.

There were errors in the calculation of Oak Park Preparatory Academy's (OPPA), charter school # 1386, ADA on the P-annual report, which resulted in 11.69 of under reported ADA.

There were errors in the calculation of OPPA's ADA on the P-2 report, which resulted in 2.9 of over reported ADA.

There were errors in the calculation of Sacramento Charter High's (SCHS), charter school # 0596, ADA on the P-annual report, which resulted in 1.2 of under reported ADA.

Criteria:

California Education Code Section 46303.

Cause:

There was insufficient review of the attendance reports and underlying attendance summaries to identify errors in reporting.

Questioned Cost:

There are no questioned costs related to PS7's P-2 and OPPA's P-annual reports as the Organization corrected the reports and re-submitted them to the CDE, and adjustments for the increase in ADA at PS7 were reflected in the financial statements.

OPPA's P-2 report overstated ADA by 2.9 causing an overstatement of charter schools general purpose entitlement, transfers to charter schools in lieu of property taxes, and categorical block grant funding totaling \$16,692. Management plans to revise and resubmit the P-2.

SCHS's P-annual report understated ADA by 1.2 causing an understatement of lottery funding totaling \$182. Management plans to revise and resubmit the P-annual.

Recommendation:

We recommend that the Organization have personnel knowledgeable of P-2 and P-annual reporting review the attendance reports and supporting data prior to submission to the CDE.

Status:

This recommendation was implemented.



SHPS AUDIT, FY15

**ST. HOPE PUBLIC SCHOOLS
(A CALIFORNIA NON-PROFIT
PUBLIC BENEFIT CORPORATION)**

**SACRAMENTO CHARTER HIGH
CHARTER SCHOOL # 0596**

**ST. HOPE PUBLIC SCHOOL 7
CHARTER SCHOOL # 0491**

**OAK PARK PREPARATORY ACADEMY
CHARTER SCHOOL # 1386**

**FINANCIAL STATEMENTS WITH
INDEPENDENT AUDITOR'S REPORT**

**YEARS ENDED
JUNE 30, 2015 AND 2014**

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

TABLE OF CONTENTS

	<u>PAGE</u>
INDEPENDENT AUDITOR'S REPORT	1
FINANCIAL STATEMENTS	
Statements of Financial Position	3
Statements of Activities	4
Statements of Cash Flows	5
Notes to Financial Statements	6
SUPPLEMENTARY INFORMATION SECTION	
Combining Statements of Financial Position	13
Combining Statements of Activities	14
Combining Statements of Functional Expenses	15
Organization, Governing Board, and Administration	18
Schedule of Average Daily Attendance	19
Schedule of Instructional Time	21
Schedule of Expenditures of Federal Awards	22
Note to Schedule of Expenditures of Federal Awards	23
OTHER INDEPENDENT AUDITOR'S REPORTS	
Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	24
Report on Compliance with Applicable Requirements in Accordance with <i>2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting</i>	26
Report on Compliance for Each Major Program and on Internal Control over Compliance Required by OMB Circular A-133	28
FINDINGS AND RECOMMENDATIONS	
Findings and Recommendations	31

INDEPENDENT AUDITOR'S REPORT

**Board of Directors
St. HOPE Public Schools
Sacramento, California**

Report on the Financial Statements

We have audited the accompanying financial statements of St. HOPE Public Schools (the Organization), a California non-profit public benefit corporation, which comprise the statements of financial position as of June 30, 2015 and 2014, and the related statements of activities and of cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2015 and 2014, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Supplementary Information, as listed in the Table of Contents, as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations* and the *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2015, on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

Gilbert Associates, Inc.

**GILBERT ASSOCIATES, INC.
Sacramento, California**

December 15, 2015

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2015 AND 2014

	2015	2014
ASSETS		
CURRENT ASSETS:		
Cash and cash equivalents	\$ 1,908,208	\$ 681,183
Accounts receivable	56,929	29,505
Due from grantor governments	656,504	2,893,111
Prepaid expenses and other assets	8,754	27,290
Total current assets	2,630,395	3,631,089
PROPERTY AND EQUIPMENT, NET	197,411	334,877
TOTAL ASSETS	\$ 2,827,806	\$ 3,965,966
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES:		
Accounts payable	\$ 1,501,212	\$ 407,919
Due to grantor governments		29,514
Due to student groups	24,617	12,824
Accrued expenses	718,334	392,760
Deferred revenues	5,048	40,010
Debt		1,583,334
Capital lease, current	33,805	32,591
Total current liabilities	2,283,016	2,498,952
CAPITAL LEASE, NET	1,960	23,944
Total liabilities	2,284,976	2,522,896
NET ASSETS:		
Unrestricted	206,438	1,060,234
Temporarily restricted	336,392	382,836
Total net assets	542,830	1,443,070
TOTAL LIABILITIES AND NET ASSETS	\$ 2,827,806	\$ 3,965,966

The accompanying notes are an integral part of these financial statements.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2015 AND 2014

	2015	2014
UNRESTRICTED NET ASSETS:		
REVENUES:		
Federal revenues	\$ 1,803,353	\$ 1,232,348
State revenues:		
State aid portion of general purpose funding	7,950,848	6,601,056
EPA revenue	2,487,333	1,991,283
Lottery revenue	288,587	265,724
All other state revenue	1,324,896	1,595,778
Local revenues:		
Cash in-lieu of property taxes	2,251,091	2,216,268
All other local revenue	371,365	712,044
Private grants and contributions	478,165	261,489
In-kind contributions	130,477	102,837
Release of temporarily restricted net assets	175,842	219,818
Total revenues	17,261,957	15,198,645
EXPENSES:		
Program services:		
Instruction, special education, and pupil services	12,993,688	10,892,077
Supporting services:		
General and administrative	5,061,771	4,518,490
Total expenses	18,055,459	15,410,567
Loss on the disposal of fixed assets	60,294	
Total expenses and losses	18,115,753	15,410,567
DECREASE IN UNRESTRICTED NET ASSETS	(853,796)	(211,922)
TEMPORARILY RESTRICTED NET ASSETS:		
All other state revenue		213,866
Private grants	129,398	142,020
Release of temporarily restricted net assets	(175,842)	(219,818)
INCREASE (DECREASE) IN TEMPORARILY RESTRICTED NET ASSETS	(46,444)	136,068
DECREASE IN NET ASSETS	(900,240)	(75,854)
NET ASSETS, Beginning of Year	1,443,070	1,518,924
NET ASSETS, End of Year	\$ 542,830	\$ 1,443,070

The accompanying notes are an integral part of these financial statements.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2015 AND 2014

	2015	2014
CASH FLOWS FROM OPERATING ACTIVITIES:		
Decrease in net assets	\$ (900,240)	\$ (75,854)
Adjustments to reconcile to net cash provided by operating activities:		
Depreciation	77,172	86,176
Loss on disposal of fixed assets	60,294	
Changes in:		
Accounts receivable	(27,424)	3,598
Due from grantor governments	2,236,607	1,730,162
Prepaid expenses and other assets	18,536	58,491
Accounts payable	1,093,293	51,829
Due to grantor governments	(29,514)	(541,792)
Due to student groups	11,793	5,830
Accrued expenses	325,574	(177,128)
Deferred revenues	(34,962)	13,397
Net cash provided by operating activities	2,831,129	1,154,709
 CASH FLOWS FROM FINANCING ACTIVITIES:		
Proceeds from debt	600,000	1,500,000
Repayments of debt	(2,183,334)	(2,324,771)
Principal payments on capital lease	(20,770)	(43,616)
Net cash used by financing activities	(1,604,104)	(868,387)
 NET INCREASE IN CASH AND CASH EQUIVALENTS	1,227,025	286,322
 CASH AND CASH EQUIVALENTS, Beginning of Year	681,183	394,861
 CASH AND CASH EQUIVALENTS, End of Year	\$ 1,908,208	\$ 681,183
 CASH PAID FOR INTEREST	\$ 46,326	\$ 27,769

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2015 AND 2014

1. OPERATIONS

St. HOPE Public Schools (the Organization) was formed to manage, guide, direct, and promote charter schools that provide quality education to California youth in primary and secondary grades. The Organization was founded in California in 2002. The Organization's support is derived primarily from State of California public education monies received through the California Department of Education, individual and foundation contributions, and various government agency grants.

In addition to operating charter schools, the Organization has a preschool, Triumph Center for Early Childhood Education, which serves a mix of tuition-based and state grant income eligible students from ages 2 to 5. Triumph's goal is to prepare students to excel in school and in life.

Charters granted to the Organization by Sacramento City Unified School District (the Sponsoring District) include three schools: Sacramento Charter High School (SCHS), charter school number 0596; St. HOPE Public School #7 (PS7), charter school number 0491; and Oak Park Preparatory Academy (OPPA), charter school number 1386. Charters are granted to each school for up to five years with an opportunity to request a continuation. The charters for PS7 and SCHS were renewed during the 2011-12 fiscal year and will expire June 30, 2017. The charter for OPPA was renewed during the 2014-15 fiscal year and will expire June 30, 2020. The charters could be revoked by the Sponsoring District for material violations of the charter, failure to meet or make progress toward student outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

The Sponsoring District receives 1% of the annual charter revenue for supervisory oversight. As of June 30, 2015, the Organization has separately negotiated with the Sponsoring District for administrative, personnel, and facility use and services which are documented through written agreements.

2. SIGNIFICANT ACCOUNTING POLICIES

Basis of accounting and financial statement presentation – The Organization's financial statements are prepared on the accrual basis of accounting in conformity with professional standards applicable to not-for-profit entities. The Organization reports information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. The Organization had no permanently restricted net assets as of June 30, 2015 and 2014.

Revenue recognition – Contributions and grants are recognized when the donor/grantor makes an unconditional promise to give to the Organization or when received. Support that is restricted by the donor is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized. All other donor-restricted contributions and grants are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as "Net Assets Released from Restriction".

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2015 AND 2014

Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, generally when the expenditures are incurred related to the required services. Funds received in excess of expenses incurred are recorded as deferred revenue.

Donated materials, equipment, and professional services are recorded as in-kind contributions and recognized at the estimated fair value as of the date of donation or service. Contributed services are recorded when they create or enhance non-financial assets or require a specialized skill that the Organization would otherwise need to purchase. Contributions of \$130,477 and \$102,837 in athletic materials and other miscellaneous items were received during the years ended June 30, 2015 and 2014, respectively.

Cash and cash equivalents – For financial statement purposes, the Organization considers investments with a maturity of three months or less from the date of purchase to be cash equivalents. The Organization maintains its cash in bank deposit accounts that, at times, may exceed federally insured limits. The Organization has not experienced any losses in such accounts. Management believes the Organization is not exposed to any significant credit risk related to cash.

Property and equipment with a value greater than \$5,000 are capitalized at cost or, in the case of donated property, at fair market value on the date of receipt. Depreciation is recorded using the straight-line method over their estimated useful lives, which range from three to twenty-five years. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and related accumulated depreciation are removed from the accounts, with the resulting gain or loss reflected in the statement of activities.

Due to Student Groups – SCHS has an Associated Student Body (ASB) which consists of the Student Senate and various clubs. Funds raised by the various student groups are held in a separate bank account by the Organization. The Organization provides oversight and monitors the activities of these groups. The cash and cash equivalent balance on the *Statements of Financial Position* includes \$24,617 and \$12,824, at June 30, 2015 and 2014, respectively, that was held on behalf of the ASB. Revenues and expenses of the ASB are generated separately from the Organization and therefore are not included on the Organization's *Statements of Activities*.

Functional allocation of expenses – The cost of providing the Organization's programs and other activities has been summarized on a functional basis in the statements of activities and functional expenses. Accordingly, certain costs have been allocated based on employees' time incurred and management's estimate of the usage of resources.

Income taxes – The Organization is publicly supported and has received tax-exempt status under Internal Revenue Code Section 501(c)(3) and Section 23701(d) of the California Revenue and Taxation Code. There is no unrelated taxable income and, accordingly, there is no provision for income taxes in these financial statements. The Organization has applied the accounting principles related to accounting for uncertainty in income taxes and has determined that there is no material impact on the financial statements. With some exceptions, the Organization is no longer subject to U.S. federal and state income tax examinations by tax authorities for years prior to 2011.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2015 AND 2014

Use of estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Significant estimates included in these financials are the collectability of receivables, the useful life of property and equipment, and the functional allocation of expenses. Accordingly, actual results could differ from those estimates.

Subsequent events have been reviewed through December 15, 2015, the date the consolidated financial statements were available to be issued. Management concluded that no significant subsequent events have occurred since June 30, 2015 that requires recognition or disclosure in such financial statements.

3. PROPERTY AND EQUIPMENT

Property and equipment consists of the following:

	2015	2014
Leasehold improvements	\$ 218,255	\$ 278,549
Equipment	1,008,097	1,008,097
Vehicle	7,965	7,965
Total property and equipment	1,234,317	1,294,611
Less accumulated depreciation	(1,036,906)	(959,734)
Property and equipment, net	\$ 197,411	\$ 334,877

4. DEBT

In July 2012, the Organization received a Charter School Revolving Loan through the California Department of Education for \$250,000, which is secured by OPPA's state aid apportionments and bears interest at 0.35%. Total principal payments of \$83,333 are due each year with final maturity in the year ended June 30, 2015. As of June 30, 2014, the total amount outstanding was \$83,334. This loan was paid in full in January 2015.

In May 2014, the Organization entered into a short-term loan with River City Bank for \$1,500,000 at an interest rate of 3.75%. The loan is secured by the Organization's assets with final maturity on September 30, 2014, and was paid in full by that date. As of June 30, 2014 the total amount outstanding on the loan was \$1,500,000. This short-term loan was paid in full in August 2014.

In November 2014, the Organization entered into a promissory note with St. HOPE Endowment (Endowment), a California non-profit public benefit corporation. The Endowment loaned the Organization \$600,000 with interest at 6%. All principal and interest payments were due by June 15, 2015. This promissory note was paid in full in June 2015.

Total interest expense incurred on these loans for the years ended June 30, 2015 and 2014, was approximately \$41,000 and \$24,000, respectively.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2015 AND 2014

5. LEASES

Capital Leases

The Organization has leases for multiple copier machines that meet the conditions to be considered capital leases under the accounting standards. The lease terms are through June 2017. Under these agreements, the minimum lease payments of approximately \$4,400 are due monthly. The equipment under capital leases was valued at \$161,751 at the inception of the leases. These assets are included in the equipment balance and are being depreciated over the term of the leases.

The following is a schedule of future minimum lease payments under the capital leases together with the present value of the net minimum lease payments as of June 30, 2015:

<u>Year ending June 30:</u>	
2016	\$ 36,667
2017	<u>1,974</u>
Total minimum lease payments	38,641
Less: Amount representing interest	<u>(2,876)</u>
Present value of net minimum lease payments	<u>\$ 35,765</u>

Operating Leases

The facility for the Triumph Center for Early Childhood Education is leased from St. HOPE Academy, a separate 501(c)(3) organization, and expires in June 2017. The Organization also leases equipment under operating leases expiring through 2019. Rental expense for these operating leases was \$116,816 and \$143,413 for the years ended June 30, 2015 and 2014, respectively.

The aggregate minimum rental payments required under the terms of the operating leases that have noncancelable lease terms in excess of one year are as follows:

<u>Year Ending June 30,</u>	<u>Minimum Payments</u>
2016	\$ 116,602
2017	114,247
2018	6,607
2019	<u>1,652</u>
Total	<u>\$ 239,108</u>

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2015 AND 2014

6. EMPLOYEE BENEFIT PLANS

Qualified certificated employees are covered under the following defined benefit pension plan maintained by the State of California.

Plan name:	California State Teachers' Retirement System (CalSTRS)
Plan's EIN:	94-6291617
Actuarial value of assets:	\$158,495
Actuarial accrued liability:	\$231,213
Funded status:	65-80% funded

The actuarial value of assets and accrued liability are expressed in millions and are valued as of June 30, 2014, the most recent actuarial valuation date.

Plan Description

The Organization participates in the State Teachers' Retirement Plan (the CalSTRS Plan), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. CalSTRS acts as a common investment and administrative agent for participating entities within the State of California. CalSTRS issues a publicly available financial report that includes financial statements and required supplementary information for this plan. This report is available online at www.calstrs.com.

Benefits Provided

The benefits for the CalSTRS Plan are established by contract, in accordance with the provisions of the State Teachers' Retirement Law. Benefits are based on members' years of service, age, final compensation, and a benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. The California Public Employees' Pension Reform Act of 2013 (PEPRA) made significant changes to the benefit structure that primarily affect members first hired to perform CalSTRS creditable activities on or after January 1, 2013. As a result of PEPRA, the CalSTRS Plan has two benefit structures: 1) CalSTRS 2% at 60 – Members first hired on or before December 31, 2012, to perform CalSTRS creditable activities, and 2) CalSTRS 2% at 62 – Members first hired on or after January 1, 2013, to perform CalSTRS creditable activities. The 2 percent, also known as the age factor, refers to the percentage of final compensation received as a retirement benefit for each year of service credit. To be eligible for service retirement, members hired prior to January 1, 2013, must be at least age 60 with a minimum of five years of CalSTRS-credited service, while members hired after January 1, 2013, must be at least age 62 with five years of service.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2015 AND 2014

Contributions

Assembly Bill 1469 (AB 1469), signed into law as a part of the State of California's (the State) 2014-15 budget, increases contributions to the CalSTRS Plan from members, employers, and the State over the next seven years, effective July 1, 2014. School employer contributions will increase from 8.25% to a total of 19.1% of covered payroll over the seven-year period. Active plan members are required to contribute 8.15% of their salary. The required employer contribution rates for the fiscal years ended June 30, 2015 and 2014 were 8.88% and 8.25% of annual payroll, respectively. The Organization's contributions to CalSTRS for the years ending June 30, 2015 and 2014, were \$652,484 and \$488,739, respectively, and equaled 100% of the required contributions. For the fiscal year 2016, the Organization is required to contribute 10.73% of annual payroll.

Other Information

The Organization also sponsors a voluntary 401(k) Plan covering substantially all employees of the Organization who have obtained the age of 21. The Organization makes discretionary contributions. Contributions of \$21,438 and \$12,658 were made into the plan for the years ending June 30, 2015 and 2014, respectively.

7. RESTRICTED NET ASSETS

Temporarily restricted net assets consist of unspent donations, grants, and entitlements restricted as to time and/or purpose, that the Organization received through year end.

Temporarily restricted net assets are to be used for the following purposes:

	2015	2014
Clean energy projects	\$ 131,934	\$ 131,934
College completion program	40,000	
Other school programs	164,458	168,239
Common core implementation funds		82,663
Total	\$ 336,392	\$ 382,836

8. CONTINGENCIES

The Organization has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

The Organization has an outstanding legal claim. However, based on consultation with legal counsel, management believes that the ultimate resolution of the matter will not have a material adverse effect on the Organization's financial position or results of operations.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2015 AND 2014

Three teachers at PS7 and two teachers at SCHS did not possess a valid certification document for a portion or all of the 2014-15 school year. The maximum fiscal penalty estimated is \$246,557 for PS7 and \$153,693 for SCHS as of June 30, 2015. A waiver can be filed with the California State Board of Education, in accordance with California Education Code section 47612.6, which if granted, can reduce or eliminate the assessed penalty. Additionally, the Organization can seek a settlement discussion with the Education Audit Appeals Panel which could result in a reduced fiscal penalty. Although a loss of state funding is probable, the actual penalty assessed cannot be reasonably estimated as of June 30, 2015 since the Organization is pursuing relief of some or all of the penalty and therefore an estimated amount is not accrued as of June 30, 2015. Refer to the finding 2015-002 in the Findings and Recommendations section.

9. AGREEMENTS WITH SPONSORING DISTRICT

The Organization has a facilities use agreement with the Sponsoring District for its SCHS, PS7, and OPPA campuses, expiring June 30, 2017. The agreement states that the Organization will have the right to the use of buildings, furnishings, and equipment at each campus, that the Sponsoring District will furnish the utilities for each campus and the Sponsoring District will provide custodial services for the PS7 campus. The facilities use fee is determined annually and is based on a pro rata cost estimate. The Organization reimburses the Sponsoring District for utilities and custodial services based on the actual costs incurred by the Sponsoring District. The Organization also contracts with the Sponsoring District for administrative support and fiscal oversight through operational memorandums of understanding, expiring June 30, 2017. The Organization reimburses the Sponsoring District for the actual costs of providing the services. Fees paid or accrued for facilities, utilities, custodial services, administrative support and fiscal oversight for fiscal years ending June 30, 2014 and 2014, were \$1,026,484 and \$1,263,276, respectively. At June 30, 2015 and 2014, \$996,731 and \$310,457, respectively, was due to the Sponsoring District and was included in accounts payable.

SUPPLEMENTARY INFORMATION

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

COMBINING STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2015

	<u>Sacramento Charter High School</u>	<u>St. HOPE Public School #7</u>	<u>Oak Park Preparatory</u>	<u>Triumph Center for Early Childhood Education</u>	<u>Home Office</u>	<u>Total</u>
ASSETS						
CURRENT ASSETS:						
Cash and cash equivalents	\$ 2,078,728	\$ 805,317	\$ 249,350	\$ (1,431,366)	\$ 206,179	\$ 1,908,208
Accounts receivable	40,715				16,214	56,929
Due from grantor governments	297,331	273,578	30,339	1,844	53,412	656,504
Prepaid expenses and other assets	833				7,921	8,754
Total current assets	<u>2,417,607</u>	<u>1,078,895</u>	<u>279,689</u>	<u>(1,429,522)</u>	<u>283,726</u>	<u>2,630,395</u>
PROPERTY AND EQUIPMENT, NET	<u>122,541</u>	<u>53,218</u>	<u>9,831</u>	<u>246</u>	<u>11,575</u>	<u>197,411</u>
TOTAL ASSETS	<u>\$ 2,540,148</u>	<u>\$ 1,132,113</u>	<u>\$ 289,520</u>	<u>\$ (1,429,276)</u>	<u>\$ 295,301</u>	<u>\$ 2,827,806</u>
LIABILITIES AND NET ASSETS						
CURRENT LIABILITIES:						
Accounts payable	\$ 883,201	\$ 403,456	\$ 124,254	\$ 4,524	\$ 85,777	\$ 1,501,212
Due to student groups	24,617					24,617
Accrued expenses	291,528	158,194	36,913	25,630	206,069	718,334
Deferred revenues	24	24		5,000		5,048
Capital lease, current	33,023			391	391	33,805
Total current liabilities	<u>1,232,393</u>	<u>561,674</u>	<u>161,167</u>	<u>35,545</u>	<u>292,237</u>	<u>2,283,016</u>
CAPITAL LEASE, NET	<u>1,915</u>			<u>22</u>	<u>23</u>	<u>1,960</u>
Total liabilities	<u>1,234,308</u>	<u>561,674</u>	<u>161,167</u>	<u>35,567</u>	<u>292,260</u>	<u>2,284,976</u>
NET ASSETS (DEFICIT):						
Unrestricted	1,096,539	506,197	110,511	(1,467,016)	(39,793)	206,438
Temporarily restricted	209,301	64,242	17,842	2,173	42,834	336,392
Total net assets	<u>1,305,840</u>	<u>570,439</u>	<u>128,353</u>	<u>(1,464,843)</u>	<u>3,041</u>	<u>542,830</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 2,540,148</u>	<u>\$ 1,132,113</u>	<u>\$ 289,520</u>	<u>\$ (1,429,276)</u>	<u>\$ 295,301</u>	<u>\$ 2,827,806</u>

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

COMBINING STATEMENTS OF ACTIVITIES
YEAR ENDED JUNE 30, 2015

	<u>Sacramento Charter High School</u>	<u>St. HOPE Public School #7</u>	<u>Oak Park Preparatory</u>	<u>Triumph Center for Early Childhood Education</u>	<u>Home Office</u>	<u>Total</u>
UNRESTRICTED NET ASSETS:						
REVENUES:						
Federal revenues	\$ 679,779	\$ 523,692	\$ 332,488	\$ 24,138	\$ 243,256	\$ 1,803,353
State revenues:						
State aid portion of general purpose funding	4,873,911	2,529,308	547,629			7,950,848
EPA revenue	1,522,578	787,617	177,138			2,487,333
Lottery revenue	153,245	107,603	27,739			288,587
All other state revenue	627,006	403,496	84,078	210,316		1,324,896
Local revenues:						
Cash in-lieu of property taxes	1,286,198	791,614	173,279			2,251,091
All other local revenue	124,953	34,981	13,361	198,070		371,365
Private grants and contributions	207,254	7,199	14	9,860	253,838	478,165
In-kind contributions	130,477					130,477
Release of temporarily restricted net assets	118,040	49,944	7,858			175,842
Total revenues	<u>9,723,441</u>	<u>5,235,454</u>	<u>1,363,584</u>	<u>442,384</u>	<u>497,094</u>	<u>17,261,957</u>
EXPENSES:						
Program Services:						
Instruction, special education, and pupil services	7,448,172	3,851,731	971,293	521,636	200,856	12,993,688
Supporting Services:						
General and administrative	1,126,384	786,722	246,273	163,106	2,739,286	5,061,771
Total expenses	8,574,556	4,638,453	1,217,566	684,742	2,940,142	18,055,459
Loss on the disposal of fixed assets	60,294					60,294
Total expenses and losses	<u>8,634,850</u>	<u>4,638,453</u>	<u>1,217,566</u>	<u>684,742</u>	<u>2,940,142</u>	<u>18,115,753</u>
TRANSFERS TO (FROM)	<u>1,570,548</u>	<u>966,129</u>	<u>211,555</u>	<u>(237,492)</u>	<u>(2,510,740)</u>	
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	<u>(481,957)</u>	<u>(369,128)</u>	<u>(65,537)</u>	<u>(4,866)</u>	<u>67,692</u>	<u>(853,796)</u>
TEMPORARILY RESTRICTED NET ASSETS:						
Private grants	76,219	7,133	1,039	2,173	42,834	129,398
Release of temporarily restricted net assets	(118,040)	(49,944)	(7,858)			(175,842)
INCREASE (DECREASE) IN TEMPORARILY RESTRICTED NET ASSETS	<u>(41,821)</u>	<u>(42,811)</u>	<u>(6,819)</u>	<u>2,173</u>	<u>42,834</u>	<u>(46,444)</u>
INCREASE (DECREASE) IN NET ASSETS	<u>(523,778)</u>	<u>(411,939)</u>	<u>(72,356)</u>	<u>(2,693)</u>	<u>110,526</u>	<u>(900,240)</u>
NET ASSETS (DEFICIT), Beginning of Year	<u>1,829,618</u>	<u>982,378</u>	<u>200,709</u>	<u>(1,462,150)</u>	<u>(107,485)</u>	<u>1,443,070</u>
NET ASSETS (DEFICIT), End of Year	<u>\$ 1,305,840</u>	<u>\$ 570,439</u>	<u>\$ 128,353</u>	<u>\$ (1,464,843)</u>	<u>\$ 3,041</u>	<u>\$ 542,830</u>

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

COMBINING STATEMENTS OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2015

	<u>Sacramento Charter High School</u>		
	<u>Instruction, Special Ed, & Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries	\$ 3,424,900	\$ 563,445	\$ 3,988,345
Classified salaries	453,247	228,777	682,024
Employee benefits	1,089,509	206,315	1,295,824
Books and supplies	494,257	61,573	555,830
Services and other operating expenses	1,930,745	55,577	1,986,322
Depreciation	55,514	8,995	64,509
Interest	<u> </u>	<u>1,702</u>	<u>1,702</u>
Total	<u>\$ 7,448,172</u>	<u>\$ 1,126,384</u>	<u>\$ 8,574,556</u>

	<u>St. HOPE Public School #7</u>		
	<u>Instruction, Special Ed, & Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries	\$ 1,915,299	\$ 439,386	\$ 2,354,685
Classified salaries	360,938	181,361	542,299
Employee benefits	641,033	126,261	767,294
Books and supplies	116,875	16,217	133,092
Services and other operating expenses	817,586	17,073	834,659
Depreciation	<u> </u>	<u>5,264</u>	<u>5,264</u>
Interest	<u> </u>	<u>1,160</u>	<u>1,160</u>
Total	<u>\$ 3,851,731</u>	<u>\$ 786,722</u>	<u>\$ 4,638,453</u>

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

COMBINING STATEMENTS OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2015

Oak Park Preparatory Academy

	Instruction, Special Ed, & Pupil Services	General and Administration	Total Expenses
Certificated salaries	\$ 359,311	\$ 162,689	\$ 522,000
Classified salaries	53,222	37,048	90,270
Employee benefits	107,364	38,383	145,747
Books and supplies	231,502	731	232,233
Services and other operating expenses	219,894	2,785	222,679
Depreciation		4,409	4,409
Interest		228	228
Total	<u>\$ 971,293</u>	<u>\$ 246,273</u>	<u>\$ 1,217,566</u>

Triumph Center for Early Childhood Education

	Instruction, Special Ed, & Pupil Services	General and Administration	Total Expenses
Certificated salaries	\$ 161,696	\$ 69,010	\$ 230,706
Classified salaries	120,934	64,557	185,491
Employee benefits	64,805	26,068	90,873
Books and supplies	12,262	62	12,324
Services and other operating expenses	161,203	3,344	164,547
Depreciation	736		736
Interest		65	65
Total	<u>\$ 521,636</u>	<u>\$ 163,106</u>	<u>\$ 684,742</u>

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

COMBINING STATEMENTS OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2015

	<u>Home Office</u>		
	<u>Instruction, Special Ed, & Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries	\$ 122,776	\$ 274,702	\$ 397,478
Classified salaries	37,327	1,311,526	1,348,853
Employee benefits	24,814	367,801	392,615
Books and supplies	1,674	60,233	61,907
Services and other operating expenses		693,802	693,802
Depreciation		2,254	2,254
Interest	<u>14,265</u>	<u>28,968</u>	<u>43,233</u>
Total	<u>\$ 200,856</u>	<u>\$ 2,739,286</u>	<u>\$ 2,940,142</u>

	<u>Total</u>		
	<u>Instruction, Special Ed, & Pupil Services</u>	<u>General and Administration</u>	<u>Total Expenses</u>
Certificated salaries	\$ 5,983,982	\$ 1,509,232	\$ 7,493,214
Classified salaries	1,025,668	1,823,269	2,848,937
Employee benefits	1,927,525	764,828	2,692,353
Books and supplies	856,570	138,816	995,386
Services and other operating expenses	3,129,428	772,581	3,902,009
Depreciation	56,250	20,922	77,172
Interest	<u>14,265</u>	<u>32,123</u>	<u>46,388</u>
Total	<u>\$ 12,993,688</u>	<u>\$ 5,061,771</u>	<u>\$ 18,055,459</u>

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

ORGANIZATION, GOVERNING BOARD, AND ADMINISTRATION
YEAR ENDED JUNE 30, 2015

ORGANIZATION

St. HOPE Public Schools (the Organization) was formed to manage, guide, direct, and promote charter schools that provide quality education to California youth in primary and secondary grades. The Organization was founded in California in 2002. The Organization's support is derived primarily from State of California public education monies received through the California Department of Education and sponsoring districts, individual and foundation contributions, and various government agency grants. Charters granted to the Organization by Sacramento City Unified School District (the Sponsoring District) include three charter schools: Sacramento Charter High School (SCHS), charter school number 0596; St. HOPE Public School #7 (PS7), charter school number 0491; and Oak Park Preparatory Academy (OPPA), charter school number 1386.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Michelle Johnson	Chairperson	October 2017
Tracy Stigler	Vice Chair	October 2016
John Taylor	Secretary	October 2017
Dennis O'Reilly	Director	October 2016
Jake Mossawir	Director	October 2017
Doreen Dominquez	Director	October 2017
John Finegan	Director	October 2016
Kevin Nagle	Director	October 2016
Dr. Ron Tom	Director	October 2017
Gladys Mitchell	Parent Representative	October 2016
Andrea Butler	Student Representative	October 2016

ADMINISTRATION

Enoch Woodhouse
Superintendent (through June 30, 2015)

Maureen Fitzgerald
Chief Business Officer

Dominique Amis
Chief Operating Officer

Chad Ferguson
Chief Academic Officer (through June 30, 2015)

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2015

<u>Classroom-based ADA:</u>	<u>Second Period Report</u>	<u>Audit Finding Adjustment</u>	<u>Second Period Report Final</u>
Sacramento Charter High School: Grades 9 through 12	920.26	(18.57)*	901.69
St. HOPE Public School #7:			
Grades K through 3	196.11		196.11
Grades 4 through 6	196.14		196.14
Grades 7 and 8	173.84	(35.20)*	138.64
Total	566.09	(35.20)*	530.89
Oak Park Preparatory Academy:			
Grades 7 and 8	123.96		123.96
Combined Totals:			
Grades K through 3	196.11		196.11
Grades 4 through 6	196.14		196.14
Grades 7 and 8	297.80	(35.20)*	262.60
Grades 9 through 12	920.26	(18.57)*	901.69
Total	1,610.31	(53.77)*	1,556.54

*See Findings and Recommendations section, finding 2015-002.

<u>Classroom-based ADA:</u>	<u>Annual Report</u>	<u>Audit Finding Adjustment</u>	<u>Annual Report Final</u>
Sacramento Charter High School: Grades 9 through 12	903.21	(18.57)*	884.64
St. HOPE Public School #7:			
Grades K through 3	193.58		193.58
Grades 4 through 6	189.01		189.01
Grades 7 and 8	172.23	(35.20)*	137.03
Total	554.82	(35.20)*	519.62
Oak Park Preparatory Academy:			
Grades 7 and 8	120.62		120.62
Combined Totals:			

ST. HOPE PUBLIC SCHOOLS
 (A California Non-Profit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2015

<u>Classroom-based ADA:</u>	<u>Annual Report</u>	<u>Audit Finding Adjustment</u>	<u>Annual Report Final</u>
Grades K through 3	193.58		193.58
Grades 4 through 6	189.01		189.01
Grades 7 and 8	292.85	(35.20)*	257.65
Grades 9 through 12	903.21	(18.57)*	884.64
Total	1,578.65	(53.77)*	1,524.88

*See Findings and Recommendations section, finding 2015-002.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2015

Effective January 1, 2000, California Education Code Section 47612.5 requires classroom-based charter schools to offer a minimum number of minutes of instruction, as specified in Section 46201. This schedule documents the compliance of the Organization's charter schools with these requirements.

2014-2015 Minutes

	<u>Requirement</u>	<u>Minutes Offered</u>	<u>Minutes Penalty</u>	<u>Adjusted Minutes</u>	<u>Status</u>
Sacramento Charter High School:					
Grades 9	62,949	65,555	(13,111)	52,444	Not In Compliance*
Grades 10	62,949	65,555	(6,028)	59,527	Not In Compliance*
Grades 11	62,949	65,555	(6,028)	59,527	Not In Compliance*
Grades 12	62,949	65,555	(6,028)	59,527	Not In Compliance*
St. HOPE Public School #7:					
Kindergarten	34,971	75,790		75,790	In Compliance
Grades 1 through 3	48,960	66,460		66,460	In Compliance
Grades 4 and 5	52,457	68,485		68,485	In Compliance
Grades 6	52,457	72,200	(9,907)	62,293	In Compliance
Grades 7	52,457	70,445	(23,755)	46,690	Not In Compliance*
Grades 8	52,457	72,470	(24,438)	48,032	Not In Compliance*
Oak Park Preparatory Academy:					
Grades 7 and 8	52,457	78,040		78,040	In Compliance

*See Findings and Recommendations section, finding 2015-002. The Organization has implemented a corrective action plan to ensure teachers are properly credentialed for the 2015/16 fiscal year.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2015

<u>Federal Grantor/Pass-Through Grantor/Program or Cluster</u>	<u>CFDA Number</u>	<u>Pass- Through Entity Identifying Number</u>	<u>Federal Expenditures</u>
U.S. Department of Agriculture:			
Passed Through California Department of Education (CDE):			
Child Nutrition Cluster:			
Child Nutrition: National School Lunch *	10.555	13391	\$ 500,526
Child Nutrition: National School Lunch - Commodities *	10.555	N/A	18,749
Child Nutrition: School Breakfast *	10.553	13525	126,981
Child and Adult Care Food	10.558	13666	<u>26,304</u>
Total U.S. Department of Agriculture			<u>672,560</u>
U.S. Department of Education:			
Passed Through California Department of Education (CDE):			
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected *	84.010	14329	481,022
Special Education: IDEA: Basic Local Assistance Entitlement, Part B, sec 611 (Formerly 94-142)	84.027	13379	203,212
NCLB: Title II, Part A, Teacher Quality	84.367	14341	8,269
NCLB: Title III, Part A, Limited English Proficiency	84.365	15146	92
NCLB: Title V, Part B, Public Charter Schools Grants	84.282A	15225	243,256
NCLB: Title V, Part B, Public Charter Schools Grants	84.282A	14941	<u>213,691</u>
Total U.S. Department of Education			<u>1,149,542</u>
Total Expenditures of Federal Awards			<u>\$ 1,822,102</u>

*Tested as a major program under OMB Circular A-133.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

NOTE TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2015

1. BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards of St. HOPE Public Schools is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

OTHER INDEPENDENT AUDITOR'S REPORTS

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

Independent Auditor's Report

**Board of Directors
St. HOPE Public Schools
Sacramento, California**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of St. HOPE Public Schools (the Organization), a California non-profit public benefit corporation, which comprise the statement of financial position as of June 30, 2015, and the related statements of activities and of cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as described in the accompanying schedule of findings and questioned costs, we identified certain deficiencies in internal control that we consider to be material weaknesses.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. We consider the deficiency described in the accompanying schedule of findings and questioned costs to be a material weakness; see finding 2015-001.

A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We did not identify any deficiencies in internal control over compliance that we consider to be significant deficiencies. However, significant deficiencies may exist that have not been identified.

Compliance and Other Matters

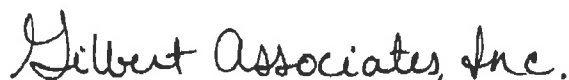
As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and questioned costs as items 2015-002 and 2015-003.

The Organization's Response to Findings

The Organization's response to the findings identified in our audit is described in the accompanying schedule of findings and recommendations. The Organization's responses were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on them.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



**GILBERT ASSOCIATES, INC.
Sacramento, California**

December 15, 2015

**REPORT ON COMPLIANCE WITH APPLICABLE REQUIREMENTS IN
ACCORDANCE WITH 2014-15 GUIDE FOR ANNUAL AUDITS OF
K-12 LOCAL EDUCATION AGENCIES AND
STATE COMPLIANCE REPORTING**

Independent Auditor's Report

**Board of Directors
St. HOPE Public Schools
Sacramento, California**

Report on State Compliance

We have audited St. HOPE Public Schools' (the Organization) compliance with the types of compliance requirements described in the *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* applicable to the Organization's programs identified in the below schedule for the school year ended June 30, 2015.

Management's Responsibility

Compliance with the requirements referred to above is the responsibility of the Organization's management.

Auditor's Responsibility

Our responsibility is to express an opinion on the Organization's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards and the *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a material effect on the programs identified in the below schedule occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary under the circumstances.

We believe that our audit provides a reasonable basis for our opinion. However, our audit does not provide a legal determination on the Organization's compliance with those requirements.

In connection with the requirements referred to above, we selected and tested transactions and records to determine the Organization’s compliance with the applicable programs identified below:

Compliance Requirements	Procedures Performed
SCHOOL DISTRICTS, COUNTY OFFICE OF EDUCATION, AND CHARTER SCHOOLS	
California Clean Energy Jobs Act	No*
After School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Common Core Implementation Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes

CHARTER SCHOOLS

Attendance	Yes
Mode of Instruction	Yes
Non-classroom-Based Instruction/Independent Study for Charter Schools	Not Applicable
Determination of Funding for Non-classroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

* The Organization received California Clean Energy Jobs Act funding during the year ending June 30, 2014, however, the Organization did not spend any of this funding during the year ending June 30, 2015 and therefore no procedures were performed for this compliance requirement.

Basis for Qualified Opinion on State Compliance

As described in the accompanying schedule of findings and recommendations as item 2015-002, the Organization did not comply with the requirements for Mode of Instruction which also impacted the Instructional Minutes. Compliance with such requirements are necessary, in our opinion, for the Organization to comply with the state laws and regulations applicable to those programs.

Qualified Opinion on State Compliance

In our opinion, except for the noncompliance described in the “Basis for Qualified Opinion” paragraph, the Organization complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on the state programs for the year ended June 30, 2015.

Other Matter

The Organization’s response to the noncompliance finding identified in our audit is described in the accompanying schedule of findings and recommendations. The response was not subject to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Gilbert Associates, Inc.

GILBERT ASSOCIATES, INC.
Sacramento, California

December 15, 2015

**REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON
INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY
OMB CIRCULAR A-133**

Independent Auditor's Report

**Board of Directors
St. HOPE Public Schools
Sacramento, California**

Report on Compliance for Each Major Federal Program

We have audited St. HOPE Public Schools' (the Organization) compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the Organization's major federal programs for the year ended June 30, 2015. The Organization's major federal programs are identified in the summary of audit results section of the accompanying schedule of findings and recommendations.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Organization's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Organization's compliance.

Basis for Qualified Opinion on Title I, Part A, Basic Grants Low-Income and Neglected

As described in the accompanying schedule of findings and recommendations, the Organization did not comply with requirements of allowable costs and activities regarding CFDA 84.010 NCLB: Title I, Part A, Basic Grants Low-Income and Neglected as described in finding number 2015-003. Compliance with such requirement is necessary, in our opinion, for the Organization to comply with the requirements applicable to that program.

Qualified Opinion on Title I, Part A, Basic Grants Low-Income and Neglected

In our opinion, except for the noncompliance described in the “Basis for Qualified Opinion” paragraph, the Organization complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on Title I, Part A, Basic Grants Low-Income and Neglected for the year ended June 30, 2015.

Unmodified Opinion on Compliance for Each of the Other Major Federal Programs

In our opinion, the Organization complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its other major federal programs identified in the summary of auditor’s results section of the accompanying schedule of findings and questioned costs for the year ended June 30, 2015.

Other Matters

The Organization’s response to the noncompliance finding identified in our audit is described in the accompanying schedule of findings and recommendations. The Organization’s response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

Management of the Organization is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Organization’s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Organization’s internal control over compliance.

Our consideration of internal control over compliance was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we identified certain deficiencies in internal control over compliance that we consider to be material weaknesses and significant deficiencies.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a

federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. We consider the deficiency in internal control over compliance described in the accompanying schedule of findings and questioned costs as item 2015-003 to be a material weakness.

A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We did not identify any deficiencies in internal control over compliance that we consider to be significant deficiencies. However, significant deficiencies may exist that have not been identified.

The Organization's response to the internal control over compliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs. The Organization's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Gilbert Associates, Inc.

**GILBERT ASSOCIATES, INC.
Sacramento, California**

December 15, 2015

FINDINGS AND RECOMMENDATIONS

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMMENDATIONS
YEAR ENDED JUNE 30, 2015

SUMMARY OF AUDIT RESULTS

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Noncompliance material to financial statements noted? Yes No

State Awards

Internal control over state programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Type of auditor's report issued on compliance for state programs: Modified

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Type of auditor's report issued on compliance for major programs: Modified

Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133? Yes No

Identification of major programs:

<u>Name of Federal Program or Cluster</u>	<u>CFDA Number</u>
Child Nutrition Cluster	10.553, 10.555
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	84.010
Dollar threshold used to distinguish between Type A and Type B programs:	\$ 300,000
Auditee qualified as low-risk auditee?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMMENDATIONS
YEAR ENDED JUNE 30, 2015

FINANCIAL STATEMENT FINDINGS

2015-001. FISCAL CONTROLS – CDDC #30000

Finding:

One element of an entity's internal control over financial reporting is the ability to produce financial statements in accordance with Generally Accepted Accounting Principles (GAAP). This includes internal controls that can detect material misstatements in the financial statements independent of a financial statement audit. Material adjustments arising from the audit of the Organization's financial statements is generally an indication that internal controls over financial reporting are insufficient or not functioning properly. There were significant errors identified during the audit for fixed assets, payables, deferred revenue, capital lease obligations, beginning net assets, revenues, and expenses which resulted in the following adjustments: Assets decreased by \$48,081, liabilities decreased by \$209,396, beginning net assets increased by \$262,324, revenues increased by \$163,948, and expenses increased by \$264,957.

Critical elements of a strong internal control structure include regular account reconciliations and proper authorization, review, and approval procedures in significant transaction cycles. We noted bank accounts were not reconciled to the general ledger cash balance or reviewed on a consistent and timely basis. The Organization did not consistently follow the defined review and approval process for employee credit card transactions and employee reimbursements. We also noted an instance where an employee's contract was not signed by an appropriate supervisor indicating approval of their rate of pay. Although we were able to substantiate cash and expense balances, these lack of controls and nonperformance of established controls increases the risk of misstated financials and risk of misappropriation of assets.

Criteria:

Financial reporting in accordance with Generally Accepted Accounting Principles (GAAP) for not-for-profit organizations and adequate control structure to prevent and detect fraud.

Cause:

Adjustments identified were caused by improper and untimely general ledger account reconciliations. Internal control weaknesses were due to not following defined control procedures and lack of regular reconciliation of significant accounts.

Questioned Cost:

No questioned costs. The errors identified were corrected by management.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMMENDATIONS
YEAR ENDED JUNE 30, 2015

Recommendation:

We recommend that the Organization define and implement financial policies and procedures for monthly, quarterly, and year-end closing processes to ensure the financial records and financial statements prepared are maintained in accordance with generally accepted accounting principles. We additionally recommend the Organization review its internal control procedures for all significant transaction cycles to ensure controls are sufficient to prevent and detect fraud. Procedures should be outlined and define responsibilities of the Organization's management. The policies and procedures should also include timelines and expectations of management's review of the work performed by the accounting staff to ensure errors are detected timely.

Management's Response:

St. HOPE concurs with this finding. The 2014-15 fiscal year was a year of staff transition in the Finance Department. The finance team incurred staff turnover in three of the four positions resulting in gaps in service. While current processes and procedures in place warrant tight fiscal controls, limited resources resulted in delays in work flow and reconciliations. Processes are currently being adopted to assure checks and balances as well as cross-training of finance staff so that in the event of staff transition the integrity of work is not compromised. Human Resources is committed to continually recruit talent to fill position with highly qualified candidates.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMMENDATIONS
YEAR ENDED JUNE 30, 2015

STATE COMPLIANCE

2015-002. INSTRUCTIONAL MINUTES AND MODE OF INSTRUCTION – CDDC #40000

Finding:

Three teachers at St. HOPE Public School (PS7) and two teachers at Sacramento Charter High School (SCHS) did not possess a valid certification document for a portion or all of the 2014-15 school year.

Criteria:

California Education Code section 47605(l) and 47612.5.

Cause:

The Organization did not have a process in place to ensure that all teachers held a valid teaching certification for the entire school year.

Questioned Cost:

The disallowed minutes by grade resulted in a deficit of minutes for PS7 totaling 5,767 for grade 7 and 4,425 for grade 8. The penalty calculated for the deficit minutes for PS7 totaled \$246,557 and was not accrued as of June 30, 2015 based on criteria as further explained in footnote 8. The approximate reduction in ADA was 20.73 for grade 7 and 14.47 for grade 8, for a total ADA reduction of 35.20.

The disallowed minutes by grade resulted in a deficit of minutes for SCHS totaling 10,505 for grade 9, 3,422 for grade 10, 3,422 for grade 11, and 3,422 for grade 12. The penalty calculated for the deficit minutes for SCHS totaled \$153,693 and was not accrued as of June 30, 2015 based on criteria as further explained in footnote 8. The approximate reduction in ADA was 12.79 for grade 9, 5.05 for grade 10, 0.68 for grade 11, and 0.05 for grade 12, for a total ADA reduction of 18.57.

Recommendation:

We recommend the Organization strengthen its process to ensure that all teachers are properly credentialed in accordance with California Education Code section 47605(1). This will ensure there is no loss of apportionment to the Organization. We also recommend designating a compliance officer who is tasked with overseeing all state compliance.

Management's Response:

St. HOPE concurs with this finding. Processes are now in place to assure that St. HOPE exclusively hires teachers with a valid certification or state acceptable equivalent. In 2014-15 our Human Resources department consisted of one employee, we now have three to ensure processes are in place to ensure tight controls regarding qualifications across the organization.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMMENDATIONS
YEAR ENDED JUNE 30, 2015

FEDERAL COMPLIANCE

2015-003. Title I Coding – CDDC #50000

Finding:

All selected employees payroll costs were not supported by personnel activity forms that properly documented the time and effort dedicated by the employee to Title I. Additionally, semi-annual time certification for all employees selected that were coded 100% to Title I were not properly completed and signed by the employee or supervisor.

Criteria:

The OMB Circular A-87, attachment B, paragraph 8.h.(4), (5), and (6), compliance requirements state that where an employee works on multiple activities or cost objectives, time and effort distribution records must be maintained to document the portion of time and effort dedicated to the Federal program and each other program.

The OMB Circular A-87, attachment B, 8.h.(3), compliance requirement states that where an employee works solely on a single cost objective, a semi-annual time certification must be completed to support the single cost objective. The certification must be signed by the employee or a supervisory official having first-hand knowledge of the work performed by the employee.

Cause:

The Organization had turnover in the position responsible for documenting employees time and efforts related to Title I.

Questioned Cost:

The amount of salaries charged to the Title I program of \$264,342 was not properly supported by personnel activity forms or semi-annual time certifications.

Recommendation:

We recommend implementing a policy that includes cross training employees to ensure key procedures continue to be performed when essential positions become vacant due to employee turnover. Additionally, we recommend management assess which positions have responsibilities that significantly impact compliance with Federal regulations and create checklists highlighting necessary procedures performed on a regular basis to assist with the transition of new employees as a result of turnover. We also recommend designating a compliance officer who is tasked with overseeing all federal compliance and grant compliance.

Management's Response:

St. HOPE concurs with this finding. St. HOPE Public Schools has hired a full time Director of Data and Accountability who oversees Title 1 compliance as a part of his portfolio.

ST. HOPE PUBLIC SCHOOLS
(A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMMENDATIONS
YEAR ENDED JUNE 30, 2015

STATUS OF PRIOR YEAR FINDINGS

FINANCIAL STATEMENT FINDINGS

There were no financial statement findings for the year ended June 30, 2014.

STATE COMPLIANCE

There were no state compliance findings for the year ended June 30, 2014.

FEDERAL COMPLIANCE

There were no federal compliance findings for the year ended June 30, 2014.



INSURANCE POLICY



2016 - 2017 INSURANCE PROPOSAL

FOR

ST. HOPE PUBLIC SCHOOLS

Presented By

Marsha Multz

SCHOOLS ALLIANCE INSURANCE SERVICES

California DOI # OH44781

3943 Irvine Blvd., #106

Irvine, CA 92602

714-329-3669

June 29, 2016

3943 Irvine Blvd., Suite 106, Irvine, CA 92602 · License #OH44781

Toll Free: 800-264-1153

WWW.SAISINC.COM

ACCOUNT SERVICE TEAM

ST. HOPE PUBLIC SCHOOLS

Broker/Risk Manager

Marsha Multz

Office: (855) 744-3532

Mobile: (714) 329-3669

Fax: (855) 744-3532

Email: Mmultz@BraunShield.com

Account Manager

Monique Navarro

Office: (855) 744-3532

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Email: Mnavarro@BraunShield.com

Emergency Access

Bill Braun

Office: (855)744-3532

**PLEASE READ THIS
IMPORTANT NOTICE**

THIS IS A DISCLAIMER

The forms in this proposal are for illustrative purposes only in order to assist clients in purchasing insurance. This proposal is intended to summarize the coverage, limits and deductibles offered by insurers. It is not intended to nor does it alter or amend the policies which are proposed. The policies are contracts which you as the purchaser must read.

YOUR OPERATIONS/SERVICES

The coverage outlined in the proposal pages is based on and determined by the information provided in the application(s) of insurance and on the classifications/operations as shown in this proposal. In order to comply with policy conditions that could affect coverage under the policies being quoted it will be necessary for you to notify our office if the operations of your company change or you expand the services you provide. **Failure to do so could result in an uncovered claim.**

NAMED INSURED(S)

St. Hope Public Schools
Sacramento Charter High School
Public School 7 Elementary School
Oak Park Preparatory Middle School
Triumph Center for Early Childhood Development

LOCATIONS

1. 2315 34th Street, Sacramento, CA 95817
2. 5201 Strawberry Lane, Sacramento, CA 95820
3. 4104 Martin Luther King Blvd., Sacramento, CA 95820

St. Hope Public Schools

2016 to 2017

Named Insured & Location Schedule

1. St. Hope Public Schools – Mailing Address
PO Box 5038
Sacramento, CA 95918

Administration Office
2. Sacramento Charter High School
2315 34th St.
Sacramento, CA 95817
3. Public School 7 (PS7 Elementary Location)
5201 Strawberry Lane
Sacramento, CA 95820
4. Public School 7 (PS7 Middle School)
2315 34th Street
Sacramento, CA 95817
5. Oak Park Preparatory Academy – (Middle School)
2315 34th Street
Sacramento, CA 95817
6. Triumph Center for Early Childhood Education
4104 Martin Luther King Blvd.
Sacramento, CA 95820

ST. HOPE PUBLIC SCHOOLS

PROPERTY SECTION

Commercial Property forms define, limit, and explain what property or property interest is subject to the insurance offered. A commercial property policy generally includes one or more coverage forms, one or more causes of loss forms, the commercial property conditions form and the common policy conditions. In assessing the adequacy of property insurance, it is critical to review carefully the limitations of the policy form and discuss with the broker related insurance forms such as those for Boiler and Machinery, Business Interruption and Electronic Data Processing. In addition, it is important to review the specific special insurance sublimits offered by each insurer. Similarly, it is necessary to review key exclusions in commercial property forms such as those for Earthquake and Flood.

INSURER: GREAT AMERICAN INSURANCE COMPANY

BEST RATING: A+ XV SUPERIOR - ADMITTED

POLICY TERM: JULY 1, 2016 TO JULY 1, 2017

LIMITS:	Property Description	Deductible
\$2,000,000	Blanket Personal Property	\$1,000
\$1,000,000	Business Interruption	None
\$500,000	Crime/Employee Dishonesty	\$5,000
\$500,000	Forgery & Alterations	\$5,000
\$500,000	Computer Fraud	\$5,000
\$815,000	Blanket Computer Equip & Data	\$2,500
\$4,365,000	Equipment Breakdown	\$1,000

COVERED CAUSES OF LOSS:	Special Form
VALUATION:	Replacement Cost; Agreed Amount

School	Street Address*	City	Zip	Number of Pre-K students	Number of K-3 students	Number of 6-12 students	Number of Employees	Annual Payroll	Building value*	Content Value	Exp (Computer Electronic Equipment)	Business Interruption/Extra Expense	Total Insured Value (TV)	Sq. Footage	Year Built on Type**	Contract Type	Roof Type	# of stories	Smoke Detectors / Fire Alarm V/N	Burglar Alarm V/N	Fire Sprinkler V/N
St. Hope Public Schools-Oak Park High School	2315 34th Street	Sacramento	95817	0	117	0	10	\$ 604,563	\$0	\$150,000	\$25,000	\$250,000	\$425,000	9,600	1975	S	Asphalt	1	Yes	Yes	No
St. Hope Public Schools-St. HOPE PS 7	5201 Strawberry Lane	Sacramento	95820	0	309	0	21	\$ 2,715,860	\$0	\$500,000	\$50,000	\$250,000	\$800,000	21,982	1948	F	Asphalt	1	Yes	Yes	No
St. Hope Public Schools-St. HOPE PS 7 (Sac High site)	2315 34th Street	Sacramento	95817	0	241	0	17	-	\$0	\$150,000	\$50,000	\$250,000	\$200,000	17,321	1975	S	Asphalt	1	Yes	Yes	No
St. Hope Public Schools-Sacramento Charter High	2315 34th Street	Sacramento	95817	0	0	855	98	\$ 4,173,649	0	\$1,000,000	\$645,000	\$250,000	\$1,895,000	220,390	1975	S	Asphalt	1	Yes	Yes	No
St. Hope Public Schools-Triumph Preschool	4104 Martin Luther King	Sacramento	95820	68	0	0	13	\$ 385,446	\$115,000	\$150,000	\$25,000	\$250,000	\$540,000	7,000	1989	F	Asphalt	1	Yes	Yes	Yes
St. Hope Public Schools-Home Office	3418 3rd Avenue	Sacramento	95817	0	0	0	4	\$ 115,000	-	\$0,000	\$0,000	\$0,000	\$70,000	2,904	2004	F	Asphalt	1	Yes	Yes	Yes
St. Hope Public Schools-Home Office	2315 34th Street	Sacramento	95817	0	0	0	20	\$ 520,812	\$-	\$0,000	\$0,000	\$0,000	\$70,000	2,901	1990	F	Comp	2	Yes	Yes	No
St. Hope Public Schools-Home Office	2315 34th Street	Sacramento	95817	0	0	0	5	\$ 238,232	0	-	-	\$0,000	\$0,000	-	1975	F	Asphalt	1	Yes	Yes	No

68 657 855 188 \$ 8,759,752 \$ 115,000 \$ 2,050,000 \$ 835,000 \$1,000,000 \$ 4,000,000

ensure compliance with all insurance requirements.

** Construction Types: B = Brick; CB= Concrete Block; F=Wood Frame; FB= Fire

GREAT AMERICAN SIGNATURE PROPERTY BROADENING ENDORSEMENT

The following is a summary of Coverage and Limits of Insurance provided by this endorsement. These coverages and limits apply separately to each of your locations described in the Declarations.

Coverages Included in the Blanket Limit of Insurance

\$250,000 Each Occurrence
\$250,000 Aggregate Loss Limit

The Blanket Limit of Insurance shown above applies to all coverages shown in Section A 1. of Schedule of Coverages Included in the Blanket Limits of Insurance of this endorsement at each scheduled location. At the time of loss, the First Named Insured may elect to apportion this Blanket Limit of Insurance to one or any combination of coverages shown in the Schedule of Coverages Included in the Blanket Limit of Insurance per Each Occurrence but under no circumstances will the aggregate apportionment be permitted to exceed the Aggregate Loss Limit at one covered location.

Schedule of Coverages Included in the Blanket Limit of Insurance

Accounts Receivable (Including Credit or Charge Card Slips)
Business Income and Extra Expense
 Business Electronic Systems and Telecommunications (including Electronic Equipment,
 Data and Media, Extra Expense, Mechanical Breakdown and Transit)
Fine Arts (\$10,000 Maximum Limit Any One Item)
Fire Department Service Charge
Property of Others and Building Glass (If Required in an Lease Agreement)
Valuable Papers and Records (Other than Electronic Data)

Summary of Additional Scheduled Coverages with Specific Limit of Insurance

Schedule of Additional Coverages	Limit of Insurance
Arson Reward	\$ 50,000
Appurtenant Buildings	\$ 10,000
Automated External Defibrillators	\$ 5,000
Business Personal Property Temporarily in Portable Storage Units	\$ 25,000
Communicable Disease	
Each Event	\$ 25,000
Aggregate Limit Per Policy Period	\$ 50,000
Crime Coverage	
Employee Theft	\$ 10,000
Forgery or Alteration	\$ 2,500
Inside the Premises - Theft of Money and Securities	\$ 10,000
Outside the Premises	\$ 10,000
Computer and Funds Transfer Fraud	\$ 2,500
Money Orders and Counterfeit Money	\$ 2,500
Crisis Communication Expense	
Each Accident	\$ 12,500
Maximum Limit Per Policy Period	\$ 25,000
Debris Removal	\$ 100,000
Emergency Real Estate Consulting Fee	\$ 50,000
Emergency Vacating Expense	\$ 25,000
Fire Protection Device Recharge	\$ 50,000
Furs	\$ 10,000
Identity Theft Expense	\$ 50,000
Jewelry	\$ 2,500
Key Individual Replacement Cost	\$ 50,000
Kidnap Expense	\$ 50,000
Lease Cancellation Moving Expense	\$ 5,000
Lessor's Leasehold Interest	\$ 10,000
Lock Replacement	\$ 10,000
Loss Data Preparation	\$ 50,000
Newly Acquired Locations for 90 Days	
Building	\$ 1,000,000
Business Personal Property	\$ 500,000
Ordinance or Law - Loss to Undamaged Portion of Building Included	
Ordinance or Law - Demolition Cost and Increase Cost of Construction	25% of Building Limit /Maximum \$500,000

Schools Alliance Insurance Services

Outdoor Property (Including Trees, Shrubs and Plants)	
Any One Occurrence	\$ 50,000
Personal Effects	
Per Occurrence	\$ 50,000
Any One Person	\$ 10,000
Pollutant Clean Up	\$ 50,000
Precious Metals	\$ 25,000
Property in Transit	\$ 100,000
Property Off Premises	\$ 500,000
Property on Exhibition	\$ 100,000
Retaining Walls (Not Part of Building)	\$ 10,000
Signs - Attached or Unattached, Indoor or Outdoor	\$ 50,000
Spoilage	\$ 50,000
Temporary Meeting Space	\$ 25,000
Terrorist Travel Reimbursement	\$ 50,000
Utility Services - Time Element	\$ 50,000
Vacancy Clause – Seasonal Operations Included	
Water Back Up of Sewers or Drains	\$ 30,000
Workplace Violence Counseling	\$ 50,000

This insurance proposal and/or coverage summary does not alter, extend or amend the policy or policies as issued.
The insurance is subject to actual policy conditions and exclusions.

ST. HOPE PUBLIC SCHOOLS

BUSINESS AUTOMOBILE INSURANCE

The Business Auto Policy provides specific auto liability limits and optional physical damage insurance for vehicles which are operated by business entities. The insurance program may also include protection against uninsured motorists and coverage for vehicles which are not owned by the business entity. It is important to review insurance requirements for each vehicle as to physical damage and consider other insurance provisions which are available by endorsement for the fleet of vehicles. Auto-related businesses, motor carriers and trucking firms may require special limits and additional insurance coverage as required by regulation or law.

INSURER: **GREAT AMERICAN INSURANCE COMPANY**
BEST RATING: **A+ XV SUPERIOR - ADMITTED**
POLICY TERM: **JULY 1, 2016 TO JULY 1, 2017**

LOSS LIMITS

LIABILITY LIMITS:

\$1,000,000	Combined Single Limit for Bodily Injury and Property Damage
\$1,000,000	Uninsured Motorists/Underinsured Motorist Coverage for autos as scheduled
\$ 5,000	Medical Payments — Each Person

ADDITIONAL COVERAGES:

\$ 1,000,000	Hired Automobile Liability
\$ 1,000,000	Non-Owned Automobile Liability

ST. HOPE PUBLIC SCHOOLS

SCHEDULE OF VEHICLES

2001 Toyota Sequoia

2001 Chrysler Voyager

2000 Ford Crown Victoria

1995 GMC Sierra

ST. HOPE PUBLIC SCHOOLS

PRIMARY GENERAL LIABILITY

The Commercial General Liability (CGL) is the centerpiece of most insurance programs. It is normally a standard insurance policy issued to business organizations to protect them against third party liability claims for bodily injury and property damage. Such claims can arise from incidents at premises, from a company's operations, from its products, or from completed operations. Claims may also arise from advertising and personal liability injuries alleged by third parties. It should be noted that such policies differ and may exclude protection for certain claims or operations.

INSURER: **GREAT AMERICAN INSURANCE COMPANY**
BEST RATING: **A+ XV SUPERIOR - ADMITTED**
POLICY TERM: **JULY 1, 2016 TO JULY 1, 2017**

LOSS LIMITS

LIMITS:	GENERAL LIABILITY DEFENSE COSTS OUTSIDE LIMIT OF LIABILITY
\$ 3,000,000	General Aggregate Limit
\$3,000,000	Products & Completed Operations Aggregate
\$ 1,000,000	Personal & Advertising Injury
\$ 1,000,000	Each Occurrence
\$ 300,000	Fire Damage Liability (any one fire)
\$ 10,000	Medical Payments (any one person)
\$ 1,000,000	Employee Benefits Liability
	ABUSE/MOLESTATION CLAIMS MADE – DEFENSE OUTSIDE
\$ 3,000,000	Sexual Abuse or Molestation Coverage Aggregate
\$ 1,000,000	Sexual Abuse or Molestation Coverage Occurrence
May, 5 2003	Retroactive Date

ST. HOPE PUBLIC SCHOOLS

LIABILITY RATING FACTORS

GL

RATING BASIS: 1,673 Students

2,901 Square Footage

CLASSIFICATION(S): Schools – Not-For-Profit

AUDITABLE: Yes No

ST. HOPE PUBLIC SCHOOLS

WORKERS' COMPENSATION

INSURER: **INSURANCE COMPANY OF THE WEST**
 BEST RATING: **A XV RATED/ADMITTED**
 POLICY TERM: **JULY 1, 2016 TO JULY 1, 2017**

LOSS LIMITS

COVERAGE A:	Statutory Workers' Compensation		
COVERAGE B:	Employers Liability Limits		
	Bodily Injury by Accident:		\$1,000,000. Each Accident
	Bodily Injury by Disease:		\$1,000,000. Each Employee
	Bodily Injury by Disease:		\$1,000,000. Policy Limit

The payroll figures shown below are meant to be estimates only; payrolls will be audited by the insurance carrier at the end of the policy period to be certain that you will only be charged for actual payrolls.

<u>CLASSIFICATION</u>	<u>CODE</u>	<u>BASE RATES/NET RATES</u>	<u>PAYROLL</u>	<u>PREMIUM</u>
Public Schools All Employees	8875	3.00/1.46	\$9,500,000	\$285,000
Manual Premium				\$285,000
Experience Modification Factor		87.00		(\$37,050)
Rate Modification Factor		-40.00		(\$99,180)
Standard Premium				\$148,770
Premium Discount		8.49		(\$12,631)
Terrorism Premium		0.03		\$2,850
Estimated Premium				\$138,989
CA CIGA/Fraud/User/UEBT/OSHF Fees				\$4,176
Total Estimated Annual Premium				\$143,165

ST. HOPE PUBLIC SCHOOLS

UMBRELLA LIABILITY INSURANCE

Provides coverage for third party Legal Liability for Bodily Injury and Property Damage in excess of one or more scheduled underlying policies. The Umbrella policy serves three purposes: It provides excess limits when the limits of the underlying policy have been exhausted by the payment of claims; It drops down and picks up where the underlying policy leaves off when the aggregate limit of the underlying policy is exhausted; and it provides protection against some claims not covered by the underlying policies.

INSURER: **GREAT AMERICAN INSURANCE CO.**
 BEST RATING: **A+ XV SUPERIOR - ADMITTED**
 POLICY TERM: **JULY 1, 2016 TO JULY 1, 2017**

LOSS LIMITS

LIMITS:	
\$15,000,000	Each Occurrence
\$ 15,000,000	General Aggregate
\$ 0	Self Insured Retention

SCHEDULE OF UNDERLYING POLICIES

POLICY TYPE	INSURANCE COMPANY	POLICY LIMITS
General Liability	Great American Insurance	\$1,000,000/\$3,000,000
Sexual Abuse/Molestation	Great American Insurance	\$1,000,000/\$3,000,000
Workers' Compensation	Insurance Co. of the West	\$1,000,000
Automobile Liability	Great American Insurance	\$1,000,000

ST. HOPE PUBLIC SCHOOLS

DIRECTORS AND OFFICERS LIABILITY, EMPLOYMENT PRACTICES LIABILITY, EDUCATORS LEGAL LIABILITY

INSURER: **ALLIED AMERICAN INSURANCE CO..**

BEST RATING: **A XV NON-ADMITTED**

POLICY TERM: **JULY 01, 2016 TO JULY 01, 2017**

LOSS LIMITS

Limits:	Defense Costs Outside Limit of Liability	
\$2,000,000	Educators Management/Directors & Officers Limit of Liability	
\$2,000,000	Employment Practices Liability	
\$2,000,000	Policy Aggregate	
	Educators Management	<input checked="" type="checkbox"/> Retention: \$10,000
	Employment Practices	<input checked="" type="checkbox"/> Retention: \$30,000
\$50,000	Supplementary Payments	<input checked="" type="checkbox"/> Retention: \$10,000
Included	Punitive Damages	
Included	Personal Injury	
Included	Third Party Wrongful Acts	

2016 RENEWAL BUSINESS QUOTE

Participant Accident Insurance

Date: 22-Jun-16

To: Marsha Multz

From: Michelle Dalsing

Subject: **St. Hope Public Schools**

2016-2017 policy year quote

Underwriting Company: **QBE Insurance Corporation**

Covered Participants: 1,648 Kids in grades PK-12, while participating in School Sponsored Activities, including sports

Program Administrator: Consolidated Program Insurance Services, Inc.

BASIC COVERAGE

Accident Death:	\$15,000	Accident Medical:	\$25,000
Accidental Dismemberment, up to:	\$30,000	Deductible:	\$0
Paralysis, up to	\$30,000	Proposed Plan:	Full Excess
Crisis Death Benefit	\$10,000	Benefit Period:	52 weeks
AD&D Aggregate Limit:	\$500,000	Dental Limit:	Included in Medical Maximum

Annual Premium: \$19,960

Assumptions:

This quote is based on the following assumptions:

- * Claims will be paid excess of all other insurance for Expenses incurred within the benefit period from the date of the accident. Any deductible is "**disappearing**", which allows payments by other insurance to reduce or satisfy this deductible.
- * Coverage is mandatory and automatic for all participants.
- * Quote based on information provided and is subject to change at the Company's discretion.
- * Refer to the QBE PAI brochure for additional details about this coverage, including exclusions and limitations.
- * This quote provides a brief description of the benefits and features of this insurance plan. It is not a contract. Full terms and conditions of coverage, including benefits, limitations and exclusions, are set forth in the policy.

This quote is valid for a maximum of 90 days from the date indicated above, not to extend beyond the effective date of the policy, unless otherwise notified by the Company.

Made possible by



K-12 Accident Insurance

With our K-12 Accident Program, QBE makes it possible for schools to fulfill their commitment to the health and well-being of their students and athletes.

Coverage choices

Choose the plan that best suits your school's needs. There are no deductibles – unless you want them.

Compulsory coverage

Can be purchased to cover all students during school time activities or athletes during covered sports activities, or both.

School Time Accident medical coverage

Provides benefits for covered injuries sustained when school is in session and while covered persons are attending or participating in school-sponsored and supervised activities, on or off school premises.

Coverage may include:

- interscholastic sports, including football, if elected
- summer recreational activities
- travel to and from school and other sites of school-sponsored and supervised activities

Interscholastic sports/interscholastic football coverage

Provides benefits for covered injuries sustained during tryouts, pre-season and post-season play, and travel to and from games and/or practice.

Voluntary coverage

Available to the student body and faculty members and paid for by each covered person.

Full-time 24-hour Accident medical coverage

Provides benefits for covered injuries around the clock and throughout the year including weekends, vacations and summers. Each insured person is covered while at home or away, any place and any time.

School time accident medical coverage

Provides benefits for covered injuries sustained when school is in session and while covered persons are attending or participating in school-sponsored and supervised activities, on or off school premises.

May include:

- summer recreational activities
- travel to and from school and other sites of school-sponsored and supervised activities

Interscholastic sports can also be included, with or without football.

See the chart on the third page regarding benefits for each QBE Student/Athlete Accident Medical Expense Plan.

Benefits

High-level benefits up to:

- \$1 million Compulsory Accident Medical Expense benefits
- \$250,000 Voluntary Accident Medical Expense benefits
- \$25,000 Total Paralysis benefit
- \$20,000 Accidental Dismemberment benefit
- \$10,000 Accidental Death benefit

How benefits are paid

Excess

If you want benefits to be payable for eligible expenses that are in excess of benefits paid to the insured by any other health care plan. If no other health insurance exists, benefits will be payable like primary coverage.

Primary Excess

If you want benefits to be payable for the first eligible expenses incurred up to the primary dollar amount you select. Additional eligible expenses will be payable only when they exceed the amounts paid by any other health care plan. If no other health insurance exists, benefits will be payable like primary coverage.

Plans include Accidental Death, Dismemberment and Paralysis (Plegia) Benefits

If a covered injury results in any of the losses specified within one year from the date of the accident, we will pay the benefit amounts listed below in addition to the medical expense benefits. If the same accident causes more than one of these losses, we will pay the largest amount that applies.

- Loss of life - \$10,000
- Total Paralysis of upper and lower limbs, both lower limbs, or upper and lower limbs on one side of the body - \$25,000
- Loss of any combination of two: hands, feet or eyesight - \$20,000
- Loss of one hand, one foot, or sight in one eye - \$10,000

Note: Loss of a hand or foot means complete severance through or above the wrist or ankle joint. Loss of sight means the total, permanent loss of sight of the eye. The loss of sight must be irrecoverable by natural, surgical or artificial means. Severance means the complete separation and dismemberment of the part from the body. Paralysis means loss of use, without severance, of a limb. This loss must be determined by a physician to be complete and nonreversible.

For your peace of mind

You can be sure that your K-12 Accident Insurance will be administered by experts who are:

- Financially sound, established specialists in the student accident and special risk accident insurance business
- Quick to answer inquiries and requests for quotes
- Service oriented and able to issue policies and settle claims efficiently

Crisis Death benefit

A benefit that pays up to \$10,000 to the parents of any student who is the victim of a fatal knife stabbing or gunshot wound with up to \$100,000 payable for any one incident. Students are covered while on school premises during normal school hours or during a school-supervised and sponsored activity at or away from school. This benefit is paid in addition to the Accidental Death benefit.

The maximum benefit payable is \$100,000. This benefit will be split evenly among all students if more than 10 lives are lost in a covered accident. For purposes of this benefit, normal school hours means a scheduled period of instruction that includes the half hour before the school day begins and the half hour after the school day ends. This coverage is not provided while a student is traveling to and from school or an offsite activity. Benefits also will not be paid if:

- 1) the act of violence is committed by the student's parent or sibling; or
- 2) the student produced or obtained a gun or knife during the incident, whether used in self-defense or not.

These exclusions may vary by state.



About QBE

QBE North America is part of QBE Insurance Group Limited, one of the world's 20 largest insurance and reinsurance companies. Headquartered in Sydney, Australia, QBE operates out of 43 countries around the globe, with a presence in every key insurance market. The North America division, headquartered in New York, conducts business through its property and casualty insurance subsidiaries. QBE insurance companies are rated "A+" by Standard & Poor's and "A" (Excellent) by A.M. Best - financial-size category (XV).*

Four popular K-12 Student/Athlete Accident Medical Expense insurance plans -- with no deductibles

Coverage	Plan 1 Maximum Benefit	Plan 2 Maximum Benefit	Plan 3 Maximum Benefit	Plan 4 Maximum Benefit
Compulsory	\$10,000 to \$1 million	\$10,000 to \$1 million	\$10,000 to \$1 million	\$10,000 to \$1 million
Voluntary	Not available	Not available	\$250,000	\$250,000
Hospital services				
Daily room & board – semi-private	100% of Usual and Customary expenses	80% of Usual and Customary expenses	Average semi-private up to \$250/day	Average semi-private up to \$75/day
Intensive care room & board	100% of Usual and Customary expenses	80% of Usual and Customary expenses	100% of Usual and Customary expenses, not to exceed \$350/day for 7 days	100% of Usual and Customary expenses, not to exceed \$125/day for 7 days
Miscellaneous services – when hospital confined or when surgery is performed	100% of Usual and Customary expenses	80% of Usual and Customary expenses	100% of Usual and Customary expenses, not to exceed \$2,500	100% of Usual and Customary expenses, not to exceed \$1,000
Emergency room (outpatient)	100% of Usual and Customary expenses	80% of Usual and Customary expenses	100% of Usual and Customary expenses, not to exceed \$200	100% of Usual and Customary expenses, not to exceed \$100
Physician services				
Surgery, including pre- and postoperative care	100% of Usual and Customary expenses	80% of Usual and Customary expenses	100% of Usual and Customary expenses, up to the unit value listed in the 1974 California Relative Value Schedule, multiplied by \$150	100% of Usual and Customary expenses, up to the unit value listed in the 1974 California Relative Value Schedule, multiplied by \$100
Anesthetic (including administration) and assistant surgeon	100% of Usual and Customary expenses	35% of Surgery benefit	30% of Surgery benefit	20% of Surgery benefit
Physician visits other than physiotherapy and similar treatment, when no surgery benefit is paid	100% of Usual and Customary expenses	80% of Usual and Customary expenses	\$40 first visit, \$20 thereafter	\$25 first visit, \$10 thereafter
Consultants (when required by attending physician for confirming or determining a diagnosis, but not for treatment) and second opinions	100% of Usual and Customary expenses	80% of Usual and Customary expenses	100% of Usual and Customary expenses, not to exceed \$100	100% of Usual and Customary expenses, not to exceed \$50
Laboratory & X-ray services				
Including reading and interpretation (Dental X-rays are payable under Dental Services benefits shown below)	100% of Usual and Customary expenses	80% of Usual and Customary expenses	100% of Usual and Customary expenses to maximum of: X-ray-\$300, laboratory-\$150	100% of Usual and Customary expenses to maximum of: X-ray-\$150, laboratory-\$75
Additional services				
Physiotherapy or similar treatment - In hospital - Out of hospital	100% of Usual and Customary expenses	80% of Usual and Customary expenses	- Included in Hospital Misc. - \$30/visit; maximum of five visits	- Included in Hospital Misc. - \$20/visit; maximum of five visits
Registered or Licensed Nurse	100% of Usual and Customary expenses	80% of Usual and Customary expenses	100% of Usual and Customary expenses	100% of Usual and Customary expenses
Ambulance to initial treatment facility	100% of Usual and Customary expenses	80% of Usual and Customary expenses	100% of Usual and Customary expenses	100% of Usual and Customary expenses
Medical equipment rental of crutches or wheelchair: - In hospital - Out of hospital	100% of Usual and Customary expenses	80% of Usual and Customary expenses	- Included in Hospital Misc. - 100% of Usual and Customary expenses, not to exceed \$250	- Included in Hospital Misc. - 100% of Usual and Customary expenses, not to exceed \$50
Prescribed drugs or medicines	100% of Usual and Customary expenses	80% of Usual and Customary expenses	100% of Usual and Customary expenses, not to exceed \$100	100% of Usual and Customary expenses, not to exceed \$25
Eyeglasses, contact lenses, hearing aids replacement, when damaged in conjunction with a covered injury requiring medical treatment	100% of Usual and Customary expenses	80% of Usual and Customary expenses	100% of Usual and Customary expenses, not to exceed \$125	100% of Usual and Customary expenses, not to exceed \$25
Dental services				
Treatment, repair or replacement of injured natural teeth, includes initial braces when required for treatment of a covered injury, as well as examination, X-rays, restorative treatment, endodontics, oral surgery, and treatment for gingivitis resulting from trauma	100% of Usual and Customary expenses	100% of Usual and Customary expenses	100% of Usual and Customary expenses, not to exceed \$250 per tooth	100% of Usual and Customary expenses, not to exceed \$100 per tooth

* Consider this Optional Extended Dental Treatment benefit, available on all Voluntary Plans. For additional premium, dental benefits may be extended under the overall Medical Expense Maximum to provide payment of eligible expenses to a maximum of \$50,000. This additional coverage provides payment for the Usual and Customary expenses incurred within two years from the date of a covered accident for treatment, repair and replacement of each injured natural tooth, including examination, diagnosis, X-ray, restorative treatment, endodontics and oral surgery, plus for the replacement of caps, crowns, dentures and orthodontic appliances. Limitations apply to treatment deferred until after the two-year benefit period. See the Plan Administrator for details.

All maximums shown are payable per covered person as long as initial treatment is received within 90 days after the date of a covered accident. One- or two-year benefit period available on Compulsory plans; one year benefit period available on Voluntary plans. There is no sickness coverage provided under any of these plans.

Exclusions and Limitations

Coverage is not provided for any accident which is caused by or results from any of the following:

- intentionally self-inflicted injury, suicide or any attempted threat while sane or insane;
- commission or attempt to commit a felony or an assault; commission of or active participation in a riot or insurrection;
- bungee-cord jumping, parachuting, skydiving, parasailing, hang-gliding, snowboarding, skateboarding, motorcycle racing or racing rocket-powered, jet propelled or nuclear-powered vehicles;
- declared or undeclared war or act of war;
- flight in, boarding or alighting from an aircraft, except as a fare-paying passenger on a regularly scheduled commercial or charter airline;
- travel in or on any on-road and off-road motorized vehicle that does not require licensing as a motor vehicle; participation in any motorized race or contest of speed;
- an accident if the covered person is the operator of a motor vehicle and does not possess a valid motor vehicle operator's license, unless the covered person holds a valid learner's permit and the covered person is participating in a drivers' education program;
- sickness, disease, bodily or mental infirmity, bacterial or viral infection or medical or surgical treatment thereof, except for any bacterial infection resulting from an accidental external cut or wound or accidental ingestion of contaminated food;
- travel or activity outside the United States, unless advance written approval is provided;
- the covered person being legally intoxicated as determined according to the laws of the jurisdiction in which the covered accident occurred;
- voluntary ingestion of any narcotic, drug, poison, gas or fumes, unless prescribed or taken under the direction of a physician and taken in accordance with the prescribed dosage;
- injuries compensable under Workers' Compensation law or any similar law;
- an accident which occurs while the covered person is driving a private passenger automobile while intoxicated;
- Benefits will not be paid for any hospital stay that is not considered appropriate treatment for the condition and locality.
- Overnight Supervised and Sponsored Activities with duration of more than 7 days and related travel are not covered, unless agreed to in writing by the Company.
- In addition, benefits will not be paid for services or treatment rendered by any person who is employed or retained by the policyholder or living in the covered person's household or provided by a parent, sibling, spouse or child of either the covered person or the covered person's spouse.
- The Accidental Death and Dismemberment aggregate limit, only applicable to the Compulsory Plan, is \$500,000.

Accident Medical Benefit limitations and excluded expenses:

- cosmetic surgery, except for reconstructive surgery needed as the result of a covered injury;
- any elective or routine treatment, surgery, health treatment, or examination;
- blood, blood plasma, or blood storage, except expenses by a hospital for processing or administration of blood;
- examination or prescription for initial eyeglasses, contact lenses or hearing aids;
- treatment in any Veteran's Administration, Federal, or state facility, unless there is a legal obligation to pay;
- services or treatment provided by persons who do not normally charge for their services, unless there is a legal obligation to pay;
- rest cures or custodial care;
- repair or replacement of existing dentures, partial dentures, braces or bridgework;
- personal services such as television and telephone or transportation;
- expenses payable by any automobile insurance policy without regard to fault;
- services or treatment provided by an infirmary operated by the policyholder;
- treatment of injuries that result over a period of time (such as blisters, tennis elbow, etc.), that are a normal, foreseeable result of participation in the covered activity;
- treatment or service provided by a private duty nurse;
- treatment of hernia of any kind;
- treatment of injury resulting from a condition that a covered person knew existed on the date of the accident, unless he received a written medical release from his physician.

Any covered expenses payable under the Accident Medical Expense benefit will be reduced by 50 percent if the covered person has HMO or PPO coverage and elects not to use that coverage.

Terms of Coverage

Benefits are payable for injuries which result directly and independently of all other causes from a covered accident, while coverage is in effect, up to the plan maximum.

Eligibility — All day students who attend kindergarten, elementary, junior or senior high school (public or private) are eligible for this coverage. Boarding students may purchase the 24-hour coverage. Faculty, administrative personnel and all other school employees are eligible for voluntary coverage.

Effective Date — Coverage becomes effective on the date requested provided the premium and the application are received and accepted by QBE Insurance Corporation.

Compulsory coverage is paid for by the policyholder. 100% participation is required on compulsory plans.

General Definitions

Covered Accident - means a sudden, unforeseeable, external event that results, directly and independently of all other causes, in an injury or loss and meets all of the following conditions:

1. occurs while the covered person is insured under this Policy;
2. is not contributed to by disease, sickness, or mental or bodily infirmity; and
3. is not otherwise excluded under the terms of this Policy.

Health Care Plan — Any contract, policy, or other arrangement, whether individually purchased or incidental to employment or membership in an association or other group, which provides benefits or services for health care, dental care, disability benefits or repatriation of remains. A Health Care Plan includes group, blanket, franchise, family or individual policies; subscriber contracts; uninsured agreements or arrangements; coverage provided through Health Maintenance Organizations, Preferred Provider Organizations and other prepayment, group practice and individual practice plans; medical benefits under automobile "fault" and "no-fault"-type contracts; medical benefits provided by any governmental plan or coverage or other benefit law, except a state-sponsored Medicaid plan; or a plan or law providing benefits only in excess of any private or non-governmental plan; other valid and collectible medical or health care benefits or services.

School Travel — Transportation to or from a supervised and sponsored activity on a school bus or private passenger automobile driven by a member of the faculty or staff of the school, a parent of the covered person, or other adult with a valid driver's license.

Usual and Customary — All benefit payments will be based on the normal charge, in the absence of insurance, made by the provider of a necessary supply or service, but not more than the prevailing charge in the area for like services by a provider with similar training or experience; or for a supply that is identical or substantially equivalent. Where appropriate, Usual and Customary Charge will be based on a relative value schedule appropriate to the area and type of service provided.

This information is a brief description of the important benefits and features of the Blanket Accident Medical Insurance underwritten by QBE Insurance Corporation. It is not a contract. Full terms and conditions of coverage, including effective dates of coverage, benefits, limitations and exclusions, are set forth on policy form, BAM-03-1000 et seq. Any policy QBE offers to issue will be subject to the laws of the jurisdiction in which it is issued. QBE may (1) not be able to offer this coverage in all states and (2) elect at its sole discretion not to offer or quote any specific benefit amount or risk. Please contact your agent or local administrator for the availability of coverage in your state.

* For ratings guidelines and the latest information, access ambest.com and standardandpoors.com

PREMIUM SUMMARY

GREAT AMERICAN INSURANCE		
PACKAGE/AUTO/UMBRELLA PREMIUM	\$ 72,970.00	
ALLIED WORLD SURPLUS INSURANCE		
EDUCATORS LIABILITY D&O/EPL	\$19,509.00	<i>Same Deal.</i>
TAXES & FEES	\$ 2,727.13	
TOTAL EDUCATORS LEGAL PREMIUM	\$22,236.13	<i>17,423.93</i>
QBE INSURANCE CORPORATION		
STUDENT ACCIDENT	\$19,960.00	
INSURANCE COMPANY OF THE WEST		
WORKERS' COMPENSATION	\$138,989.00	
STATE TAXES & FEES	\$ 4,176.00	
WC ESTIMATED ANNUAL PREMIUM	\$ 143,165.00	
ESTIMATED ANNUAL PREMIUM	\$258,331.13	
▪NOTE: Higher limits are available upon request		

BINDING TERMS

- Verification that Great American Loss Control Recommendations were completed
- Educator's Legal Liability – Signed Application, D1 and down payment -- Down payment – Payable to Braun Shield Insurance Services, Inc. 3943 Irvine Blvd., #106, Irvine, CA 92602
- Student Accident – Down payment – Payable to Braun Shield Insurance Services, Inc. 3943 Irvine Blvd., #106, Irvine, CA 92602

PAYMENT OPTIONS

*Insurance Audit
30-60 days after expiration*

❖ Great American Insurance Co. – Package, Auto and Umbrella policies

- Direct Bill – 25% Down payment
- 9 Installments
- \$3.00 service charge per invoice
- **Send Direct Bill Deposit payment to:** Great American Insurance/Specialty Accounting, PO Box 89400, Cleveland, OH, 44101-6400
- Great American Accounting Assistance: 800-847-4357 Option 3

*15-16
70,243 (60-17)
70,970*

❖ Insurance Company of the West – Workers' Compensation

- Direct Bill - \$18,083 Total Deposit Premium
- 9 Installments of \$13,898.
- **Send Direct Bill Deposit payment to:** ICW Group, Attn: Premium Accounting, PO Box 85563, San Diego, CA 92186-5563

*141,171
\$8.6M payroll*

*143,000
\$9.5 payroll*

❖ Allied World Surplus Lines Insurance – Educators Legal Liability

- **Premium Financed – IPFS Corporation**
- Amount Premium Financed - \$22,236.13
 - Premium Finance Agreement to follow via email
- Downpayment needed to bind coverage \$4,447.00
- Payable to Braun Shield Insurance Services, Inc.

*15-16 - Employment practices
17,134*

\$120K in claims in 15-16

❖ QBE Insurance – Educator's Legal Liability/EPL/D&O

- **Premium Financed – IPFS Corporation**
- Amount Premium Financed - \$19,960.00 - *same*
 - Premium Finance Agreement to follow via email
- Downpayment needed to bind coverage \$3,922.00
- Payable to Braun Shield Insurance Services, Inc.

- Student Accidents

*15-16
\$251,299* *16-17
\$258,331*



Specialty Human Services Division

Insuring those who improve our communities.

Quote Proposal

Safety and Loss Prevention

We provide a wide range of services to Great American customers and to organizations yet to be insured by our Great American teams. Our consultants are strategically located throughout the United States to meet your business needs. The average experience of our consultants is over 18 years. More than 90% of our consultants hold advanced degrees and certificates.

Our Loss Prevention Consultants work with customers, providing specialized loss prevention services to reduce loss potential, loss costs and control unsafe acts and conditions.

At no additional cost, our nationwide network of over 20 full-time Specialists can assist in the following areas:

- Establish Loss Prevention Safety Programs
- Evaluate Premises Conditions, Hazards/Controls
- Provide Driver Screening/Driver Training Programs
- Assess Property Exposures Including Sprinkler and Detection Systems
- Employee Dishonesty and Theft Controls
- Provide Staff Screening Guides

This professionally produced guide contains information on:

- How to Select Trustworthy Employees and Volunteers
- Equipping and Preparing Your Organization for Screening
- Screening
- Red Flags in an Application
- Employment Laws That May Apply
- Sample Forms and Policy Statements
- State Resources For Criminal Record Checks
- Institute Abuse and Molestation Controls
- Provide Brochures and Loss Prevention Data Guides
- Safety Training Sessions
- Not-for-Profit Risk Management Newsletters

For more information please visit us at:

http://www.greatamericaninsurance.com/pages/sp_scs_lossprevent.jsp

Also provided at no cost to our brokers and policyholders is our Program Loss Prevention Hotline. Program insureds and agents requiring assistance with any loss prevention needs may contact our Program LP Hotline # @ 1-800-720-1354.



Specialty Human Services Division

insuring those who improve our communities

Quote Proposal

Claims Services

Great American Specialty Human Services is one of the few, if not the only, providers of property and casualty insurance to social service/non profit entities with a completely dedicated Claims Unit. Every one of our full time property and liability claim handlers is a non-profit specialist that is highly educated, experienced and committed to continuing education.

It is the philosophy of the Great American Specialty Human Service Division's Claim Department to:

- Provide quality claims handling and excellent claim service second-to-none in the social service sector
- Contact all claimants and policyholders within 24 hours of the time the claim is reported to the Company
- Fully investigate and handle fairly all claims reported to our Company, by policyholders and/or third parties
- Provide toll-free incoming fax and telephone numbers. Call or Fax these toll-free numbers for claim related inquiries or to obtain our claim brochure "What to do Before and After a Loss."

Phone: 1-888-317-4828

Fax: 1-888-307-3180

- Make available an emergency/after business hours and weekend number
- Provide computerized loss reports
- Provide customized claims services including access to Great American's Claim Data Warehouse
- Be available for meetings with current or prospective clients



Specialty Human Services Division

insuring those who improve our communities.

Quote Proposal

Why Great American Insurance Group is a "Great Choice"

Financial Strength - Great American Insurance Company is rated "A" (Excellent) by A.M. Best, "A" (Strong) by Standard & Poor's, "A2" (Good) by Moody's and "A+" (Strong) by Fitch. Great American Insurance Company has maintained a financial strength rating of A or better from A.M. Best Company since 1908.

Specialization - Great American's Specialty Human Services Division underwriting and claim personnel handle only human and social service organizations.

Commitment - Our Program has been serving the needs of agents in the human and social service sector since 1980.

Customer Focus - Our Program and coverages are designed specifically for the human and social service organization.

Claims Service - We pride ourselves on rapid response when you need it most - at the time of a loss.

Loss Control Services - Our dedicated loss control representatives provide assistance in controlling potential loss situations at no additional cost. Controlled loss patterns generally result in pricing stability.

Policyholder Service - Our Agents consistently rate us excellent in the area of policy and change endorsement delivery.

Expertise - Our Program is marketed through select independent agents who are experts in providing service to human and social service agencies.

Flexibility - We offer a broad range of coverages at the customer's option.

Stability - Our roots go back to 1872, with the founding of Great American Insurance Company, flagship company of Great American Insurance Group.



Specialty Human Services Division

insuring those who improve our communities

Quote Proposal

Specialty Human Services
Return via fax to:
513-977-6510

POLICYHOLDER DISCLOSURE OFFER OF TERRORISM COVERAGE

Named Insured: ST HOPE PUBLIC SCHOOLS SACRAMENTO HIGH SCHOOL
Policy Number: PAC-0991758, CAP-0991759, UMB-4102869

The Terrorism Risk Insurance Act (the Act) establishes a program within the Department of the Treasury, under which the federal government shares, with the insurance industry, the risk of loss from future terrorist attacks. The Act applies when the Secretary of the Treasury certifies that an event meets the definition of an Act of Terrorism. The Act provides that, to be certified, an Act of Terrorism must cause losses of at least five million dollars and must have been committed by an individual or individuals as part of an effort to coerce the government or population of the United States.

The United States Government, Department of the Treasury, will pay a share of terrorism losses insured under the federal program. The federal share equals 85% of that portion of the amount of such insured losses that exceeds the applicable insurer retention.

The Terrorism Risk Insurance Act, as amended in 2007, contains a \$100 billion cap that limits U.S. Government reimbursement as well as insurers' liability for losses resulting from certified acts of terrorism when the amount of such losses in any one calendar year exceeds \$100 billion. If the aggregate insured losses for all insurers exceed \$100 billion, your coverage may be reduced.

In accordance with the Terrorism Risk Insurance Act, we are required to offer you coverage for losses resulting from an act of terrorism that is certified under the Federal program as an Act of Terrorism. We are offering you this coverage for a premium of \$0. All other provisions of this policy will still apply to such an act. That is, a loss will not be excluded or covered just because it was caused by an Act of Terrorism.

All other terms and conditions of the policy remain unchanged.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

6/29/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Braun Shield Insurance Services, Inc. 3943 Irvine Blvd., #106 License #OH44781 Irvine CA 92602	CONTACT NAME: Marsha Multz (REP) PHONE (A/C, No, Ext): (855) 744-3532 E-MAIL ADDRESS: mmultz@braunshield.com	FAX (A/C, No): (855) 744-3532
	INSURER(S) AFFORDING COVERAGE	
INSURED St. Hope Public Schools etal 2315 34th Street Sacramento CA 95817	INSURER A: Great American Alliance Insurance	
	INSURER B: Insurance Company of the West	
	INSURER C: AmWins Insurance Brokerage	
	INSURER D:	
	INSURER E:	

COVERAGES

CERTIFICATE NUMBER: CL1662900130

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
<input checked="" type="checkbox"/>	COMMERCIAL GENERAL LIABILITY					
A	CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR	<input checked="" type="checkbox"/>	PAC0991758	7/1/2016	7/1/2017	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 Employee Benefits \$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:					
<input checked="" type="checkbox"/>	AUTOMOBILE LIABILITY					
A	<input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS	<input checked="" type="checkbox"/>	CAP099175900	7/1/2016	7/1/2017	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	SCHEDULED AUTOS NON-OWNED AUTOS					
<input checked="" type="checkbox"/>	UMBRELLA LIAB					
A	<input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 0		UMB4102869	7/1/2016	7/1/2017	EACH OCCURRENCE \$ 15,000,000 AGGREGATE \$
<input checked="" type="checkbox"/>	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY					
B	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	<input type="checkbox"/>	WLV5027046	7/1/2016	7/1/2017	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
<input checked="" type="checkbox"/>	Educator's Legal Liability					
C	D&O, EPL		0202-5061	7/1/2014	7/1/2015	Aggregate \$2,000,000 Occurrence \$2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Lease of property located at 2315 34th Street, Sacramento, CA 95817 and 5201 Strawberry Lane, Sacramento, CA 95820. Certificate holder is additional insured with respects to General Liability and Automobile Liability per the attached endorsement in accordance with the terms, conditions, and exclusions of the policy.

CERTIFICATE HOLDER**CANCELLATION**

SCUSD Risk Management Department 5735 47th Ave., Box 840 Sacramento, CA 95824	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE Marsha Multz/MULTZ
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INSURANCE BINDER

DATE (MM/DD/YYYY)
6/29/2016

THIS BINDER IS A TEMPORARY INSURANCE CONTRACT, SUBJECT TO THE CONDITIONS SHOWN ON PAGE 2 OF THIS FORM.

AGENCY Braun Shield Insurance Services, Inc. 3943 Irvine Blvd., #106 License #OH44781 Irvine CA 92602 PHONE (A/C, No, Ext): (855) 744-3532 FAX (A/C, No): (855) 744-3532 CODE: SUB CODE: AGENCY CUSTOMER ID: 00000038 INSURED AND MAILING ADDRESS St. Hope Public Schools 2315 34th Street Sacramento CA 95817		COMPANY Great American Alliance Insurance Co BINDER # B1662900008 DATE EFFECTIVE TIME DATE EXPIRATION TIME 7/1/2016 12:01 X AM X 12:01 AM PM 8/31/2016 NOON THIS BINDER IS ISSUED TO EXTEND COVERAGE IN THE ABOVE NAMED COMPANY PER EXPIRING POLICY #: PAC0991758 DESCRIPTION OF OPERATIONS / VEHICLES / PROPERTY (Including Location) Per specifications on file with company	
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COVERAGES

LIMITS

TYPE OF INSURANCE	COVERAGE / FORMS	DEDUCTIBLE	COINS %	AMOUNT
PROPERTY CAUSES OF LOSS <input type="checkbox"/> BASIC <input type="checkbox"/> BROAD <input checked="" type="checkbox"/> SPEC	Per specifications on file with company			
GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR RETRO DATE FOR CLAIMS MADE:		EACH OCCURRENCE	\$	1,000,000
		DAMAGE TO RENTED PREMISES	\$	1,000,000
		MED EXP (Any one person)	\$	10,000
		PERSONAL & ADV INJURY	\$	1,000,000
		GENERAL AGGREGATE	\$	3,000,000
		PRODUCTS - COMP/OP AGG	\$	3,000,000
VEHICLE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS		COMBINED SINGLE LIMIT	\$	1,000,000
		BODILY INJURY (Per person)	\$	
		BODILY INJURY (Per accident)	\$	
		PROPERTY DAMAGE	\$	
		MEDICAL PAYMENTS	\$	5,000
		PERSONAL INJURY PROT	\$	
		UNINSURED MOTORIST	\$	1,000,000
			\$	
VEHICLE PHYSICAL DAMAGE DED <input type="checkbox"/> ALL VEHICLES <input type="checkbox"/> SCHEDULED VEHICLES COLLISION: _____ OTHER THAN COL: _____		ACTUAL CASH VALUE		
		STATED AMOUNT	\$	
GARAGE LIABILITY <input type="checkbox"/> ANY AUTO		AUTO ONLY - EA ACCIDENT	\$	
		OTHER THAN AUTO ONLY:		
		EACH ACCIDENT	\$	
		AGGREGATE	\$	
EXCESS LIABILITY <input checked="" type="checkbox"/> UMBRELLA FORM <input type="checkbox"/> OTHER THAN UMBRELLA FORM RETRO DATE FOR CLAIMS MADE:		EACH OCCURRENCE	\$	15,000,000
		AGGREGATE	\$	15,000,000
		SELF-INSURED RETENTION	\$	
WORKER'S COMPENSATION AND EMPLOYER'S LIABILITY		PER STATUTE		
		E.L. EACH ACCIDENT	\$	
		E.L. DISEASE - EA EMPLOYEE	\$	
		E.L. DISEASE - POLICY LIMIT	\$	
SPECIAL CONDITIONS / OTHER COVERAGES	Verification of Insurance pending issuance of policy by the carrier.	FEES	\$	
		TAXES	\$	
		ESTIMATED TOTAL PREMIUM	\$	

NAME & ADDRESS

MORTGAGEE LOSS PAYEE LOAN #: AUTHORIZED REPRESENTATIVE Marsha Multz/MULTZ	ADDITIONAL INSURED
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INSURANCE BINDER

DATE (MM/DD/YYYY)
6/29/2016**THIS BINDER IS A TEMPORARY INSURANCE CONTRACT, SUBJECT TO THE CONDITIONS SHOWN ON PAGE 2 OF THIS FORM.**

AGENCY Braun Shield Insurance Services, Inc. 3943 Irvine Blvd., #106 License #OH44781 Irvine CA 92602 PHONE (A/C, No, Ext): (855) 744-3532 FAX (A/C, No): (855) 744-3532 CODE: SUB CODE: AGENCY CUSTOMER ID: 00000038 INSURED AND MAILING ADDRESS St. Hope Public Schools 2315 34th Street Sacramento CA 95817		COMPANY Great American Alliance Insurance Co BINDER # B1662900009 DATE EFFECTIVE TIME DATE EXPIRATION TIME 7/1/2016 12:01 X AM 8/31/2016 X 12:01 AM PM NOON THIS BINDER IS ISSUED TO EXTEND COVERAGE IN THE ABOVE NAMED COMPANY PER EXPIRING POLICY #: UMB4102869 DESCRIPTION OF OPERATIONS / VEHICLES / PROPERTY (Including Location)	
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COVERAGES**LIMITS**

TYPE OF INSURANCE	COVERAGE / FORMS	DEDUCTIBLE	COINS %	AMOUNT
PROPERTY CAUSES OF LOSS <input type="checkbox"/> BASIC <input type="checkbox"/> BROAD <input type="checkbox"/> SPEC				
GENERAL LIABILITY COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input type="checkbox"/> OCCUR RETRO DATE FOR CLAIMS MADE:				EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$
VEHICLE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS				COMBINED SINGLE LIMIT \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE \$ MEDICAL PAYMENTS \$ PERSONAL INJURY PROT \$ UNINSURED MOTORIST \$
VEHICLE PHYSICAL DAMAGE DED <input type="checkbox"/> ALL VEHICLES <input type="checkbox"/> SCHEDULED VEHICLES COLLISION: _____ OTHER THAN COL: _____				ACTUAL CASH VALUE STATED AMOUNT \$
GARAGE LIABILITY <input type="checkbox"/> ANY AUTO				AUTO ONLY - EA ACCIDENT \$ OTHER THAN AUTO ONLY: EACH ACCIDENT \$ AGGREGATE \$
EXCESS LIABILITY <input checked="" type="checkbox"/> UMBRELLA FORM <input type="checkbox"/> OTHER THAN UMBRELLA FORM RETRO DATE FOR CLAIMS MADE:	Umbrella (C)			EACH OCCURRENCE \$ 15,000,000 AGGREGATE \$ 15,000,000 SELF-INSURED RETENTION \$ 0
WORKER'S COMPENSATION AND EMPLOYER'S LIABILITY				PER STATUTE E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
SPECIAL CONDITIONS / OTHER COVERAGES Verification of insurance pending issuance of policy by the insurance company.				FEES \$ TAXES \$ ESTIMATED TOTAL PREMIUM \$

NAME & ADDRESS

MORTGAGEE LOSS PAYEE LOAN #: AUTHORIZED REPRESENTATIVE Marsha Multz/MULTZ	ADDITIONAL INSURED
---	--------------------

CALIFORNIA INSURANCE IDENTIFICATION CARD

COMPANY NUMBER

26832

COMPANY NAME AND ADDRESS

Great American Alliance

POLICY NUMBER

CAP099175900

EFFECTIVE DATE EXPIRATION DATE

7/1/2016 7/1/2017

THIS POLICY MEETS THE REQUIREMENTS OF § 16056 OF THE CALIFORNIA VEHICLE CODE

YEAR

2001

MAKE/MODEL

**Toyota
Sequoia**

VEHICLE IDENTIFICATION NUMBER

5DTZT34A71S054526

AGENCY/COMPANY ISSUING CARD

Braun Shield Insurance Services, Inc.

License OH44781

3943 Irvine Blvd., #106

Irvine

CA 92602

INSURED

**St. Hope Public Schools
2315 34th Street**

Sacramento

CA 95817

SEE IMPORTANT NOTICE ON REVERSE SIDE

Web Address: <http://www.braunshield.com>

**THIS CARD MUST BE KEPT IN THE INSURED
VEHICLE AND PRESENTED UPON DEMAND**

**IN CASE OF ACCIDENT: Report all accidents to your Agent/Company as soon
as possible. Obtain the following information:**

- 1. Name and address of each driver, passenger and witness.**
- 2. Name of Insurance Company and policy number for each vehicle
involved.**

CALIFORNIA INSURANCE IDENTIFICATION CARD

COMPANY NUMBER

26832

COMPANY NAME AND ADDRESS

Great American Alliance

POLICY NUMBER

CAP099175900

EFFECTIVE DATE

7/1/2016

EXPIRATION DATE

7/1/2017

THIS POLICY MEETS THE REQUIREMENTS OF § 16056 OF THE CALIFORNIA VEHICLE CODE

YEAR

2001

MAKE/MODEL

Chrysler

Voyager

VEHICLE IDENTIFICATION NUMBER

C4GJ45371B223843

AGENCY/COMPANY ISSUING CARD

Braun Shield Insurance Services, Inc.

3943 Irvine Blvd., #106

License #OH44781

Irvine

CA 92602

INSURED

┌ **St. Hope Public Schools**

2315 34th Street

Sacramento

CA 95817

└

SEE IMPORTANT NOTICE ON REVERSE SIDE

Web Address: <http://www.braunshield.com>

**THIS CARD MUST BE KEPT IN THE INSURED
VEHICLE AND PRESENTED UPON DEMAND**

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1. Name and address of each driver, passenger and witness.
2. Name of Insurance Company and policy number for each vehicle involved.

CALIFORNIA INSURANCE IDENTIFICATION CARD

COMPANY NUMBER

26832

COMPANY NAME AND ADDRESS

Great American Alliance

POLICY NUMBER

CAP099175900

EFFECTIVE DATE

7/1/2016

EXPIRATION DATE

7/1/2017

THIS POLICY MEETS THE REQUIREMENTS OF § 16056 OF THE CALIFORNIA VEHICLE CODE

YEAR

2000

MAKE/MODEL

**Ford
Crown Victoria**

VEHICLE IDENTIFICATION NUMBER

1FAPP71W7YX153141

AGENCY/COMPANY ISSUING CARD

Braun Shield Insurance Services, Inc.

3943 Irvine Blvd., #106

License #OH44781

Irvine

CA 92602

INSURED

**St. Hope Public Schools
2315 34th Street**

Sacramento

CA 95817

SEE IMPORTANT NOTICE ON REVERSE SIDE

Web Address: <http://www.braunshield.com>

**THIS CARD MUST BE KEPT IN THE INSURED
VEHICLE AND PRESENTED UPON DEMAND**

**IN CASE OF ACCIDENT: Report all accidents to your Agent/Company as soon
as possible. Obtain the following information:**

- 1. Name and address of each driver, passenger and witness.**
- 2. Name of Insurance Company and policy number for each vehicle
involved.**

CALIFORNIA INSURANCE IDENTIFICATION CARD

COMPANY NUMBER

26832

COMPANY NAME AND ADDRESS

Great American Alliance

POLICY NUMBER

CAP099175900

EFFECTIVE DATE

7/1/2016

EXPIRATION DATE

7/1/2017

THIS POLICY MEETS THE REQUIREMENTS OF § 16056 OF THE CALIFORNIA VEHICLE CODE

YEAR

1995

MAKE/MODEL

GMC

Pickup

VEHICLE IDENTIFICATION NUMBER

1GTGC34K7SE509592

AGENCY/COMPANY ISSUING CARD

Braun Shield Insurance Services, Inc.

3943 Irvine Blvd., #106

License #OH44781

Irvine

CA 92602

INSURED

St. Hope Public Schools
2315 34th Street

Sacramento

CA 95817

SEE IMPORTANT NOTICE ON REVERSE SIDE

Web Address: <http://www.braunshield.com>

**THIS CARD MUST BE KEPT IN THE INSURED
VEHICLE AND PRESENTED UPON DEMAND**

**IN CASE OF ACCIDENT: Report all accidents to your Agent/Company as soon
as possible. Obtain the following information:**

- 1. Name and address of each driver, passenger and witness.**
- 2. Name of Insurance Company and policy number for each vehicle
involved.**



APPENDIX J

- **SHPS Suspension and Expulsion Procedures**



SHPS SUSPENSION AND EXPULSION PROCEDURES



Suspension and Expulsion Policy and Procedure

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The Charter School's list of offenses for suspensions and expulsions are the same, which include both discretionary and mandatory offenses. After it has been determined a pupil has committed a discretionary offense, a Principal or the Principal's designee of a school may determine to extend the pupil's suspension pending an expulsion hearing upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy serves as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff enforces disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures is printed and distributed as part of the Student Handbook and clearly describes discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration ensures that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice states that the Charter School's suspension and expulsion policy and procedures are available on request at the Charter School's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education

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

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person

threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

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

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

obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

- b) Brandished a knife at another person
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in subdivision (n) of Education Code 48900 or committing sexual battery as defined in subdivision (n) of section 48900.

3. Discretionary Expellable Offenses: If a pupil commits a discretionary expellable offense and a Principal or Principal's designee determines either of the following: 1.) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others, the pupil may be expelled for any of the following acts when it is determined the pupil:

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

- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
- b) Brandished a knife at another person
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

- d) Committed or attempted to commit a sexual assault as defined in subdivision (n) of Education Code 48900 or committing sexual battery as defined in subdivision (n) of section 48900.

If it is determined by the Board of Directors (for purposes of this Policy and Procedure, the Board of Directors may also mean its Executive Committee), that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

C. Suspension Procedure

Suspensions are initiated according to the following procedures:

1. Conference

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

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Superintendent or Superintendent's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Superintendent or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled by the SHPS Board of Directors following a hearing before it or upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the SHPS Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 CFR Part 99) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer¹. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

¹ Charter School fully understands and respects a student defendant's constitutional rights to confront and cross-examine all witnesses and will, upon request from a student defendant or his/her representative, carefully weigh the probative value of a direct examination of the witness, including the complaining witness, against the potential risk of psychological or physical harm. If direct examination of the witness, including the complaining witness, is deemed critical by the Charter School, then alternative procedures will be implemented that may include, among others, videotaped depositions or contemporaneous examination in another place communicated to all parties by means of closed-circuit television.

3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the

introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.²

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

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

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

I. Written Notice to Expel

The Superintendent or designee following a decision of the SHPS Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

² See footnote 1, supra.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

J. Disciplinary Records

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

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the SHPS Board's decision to expel shall be final. If a pupil is expelled from school, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the governing board to expel, file an appeal to the county board of education which shall hold a hearing thereon and render its decision.

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Superintendent or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the

procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

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

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

Adopted:

Amended: June 22, 2015



APPENDIX K

- **SHPS 401(k) program description**



SHPS 401(K) PROGRAM DESCRIPTION

ST. HOPE 401(k) Retirement Plan

This document contains important information concerning our retirement plan. The first section provides you with information about the plan in general, including any expenses you might incur through participation in the plan or through taking advantage of different plan features. The second section provides information about the plan's investment alternatives, including any fees or expenses associated with those investments.

If you have questions concerning any of this information, contact Gregg Rich at 916-649-7725.

Plan Information

You give investment directions for your Plan account, selecting from investment choices provided under the Plan, as determined by ST. HOPE Public Schools, Inc.

You may change your investment choices daily by using the Plan's internet website at www.verisightgroup.com.

Other Plan-related Expenses

Retirement plans have different types of expenses.

Administration expenses – These are charges for services such as legal, accounting and recordkeeping expenses.

In our Plan, these expenses are paid partly by the Plan and partly by the Plan sponsor and are not allocated to participants. You do not pay any administration expenses.

Investment Advisor expenses – These are charges for advice the Plan receives related to the investment options offered under the Plan. The Plan has entered into an agreement with your plan's investment advisor to provide advisory services for an Asset Based Fee. The annual fee for these services is 0.2% of plan assets.

Expenses may be paid, in whole or in part, from revenue sharing payments the Plan receives from Plan investment options.

Individual expenses – These fees are for services to execute specific transactions under the Plan. The amounts below will be deducted from your account in the event that you execute one of the specific transactions.

Loans – A \$250 processing fee for each new participant loan.

Qualified Domestic Relations Order (QDRO) – \$225 is the minimum for a QDRO and there could be additional fees depending on the amount of processing time.

Distributions – The following distribution-related expenses will be deducted from your account:

- Processing fee for each type of distribution requested: \$75
- Fee for each in-service withdrawal requested: \$75
- Fee for each hardship withdrawal requested: \$175
- Fee for each required minimum distribution requested: \$75

Other Expenses – You may incur certain charges for:

- Check reissuance: \$40
- Additional overnight charge: \$20
- Wire transfer fee: \$20
- If terminated, an Account Holder fee will be assessed for the annual maintenance of your account.: \$70
- Required Minimum Distribution Calculation Fee: \$85

ST. HOPE 401(k) Retirement Plan

Investment Options - 09/30/2014

This document includes important information to help you compare the investment options under your retirement plan. If you want additional information about your investment options, you can go to the specific Internet Web site address shown below or you can contact Gregg Rich at 916-649-7725. A free paper copy of the information available on the Web site[s] can be obtained by contacting Gregg Rich at 916-649-7725.

Document Summary

This section has two parts. Part I consists of performance information for plan investment options. This part shows you how well the investments have performed in the past. Part II shows you the fees and expenses you will pay if you invest in an option.

Part I. Performance Information

Table 1 focuses on the performance of investment options that do not have a fixed or stated rate of return. Table 1 shows how these options have performed over time and allows you to compare them with an appropriate benchmark for the same time periods. The benchmark allows you to compare an investment's performance to the performance of a widely used collection of investments. While you cannot invest in a benchmark, the performance of the benchmark will give you an idea of how well the investment did in the same time period.

The benchmark information shown in the chart below includes both a broad benchmark as required by the Department of Labor and a more specific benchmark based on the mutual fund's objectives. Additional information about your plan investments may be found at www.verisightgroup.com. Past performance does not guarantee how the investment option will perform in the future. Your investment in these options could lose money. Information about an option's principal risks is available on the Web site[s].

Table 1 – Variable Return Investments								
Name	Average Annual Total Return as of 09/30/2014				Benchmarks			
	1 yr.	5 yr.	10 yr./ Since Inception*	Inception Date	1 yr.	5 yr.	10 yr./ Since Inception*	
STOCK								
Fidelity Spartan Extd. Mkt. Index Fund (Inv)	9.70%	16.43%	10.04%	11/05/1997	11.82%	16.37%	10.29%	S&P MidCap 400 Index S&P MidCap 400 Index
Additional information may be found at: www.dolfeedisclosure.com?c=verisight2&f=12339								
Fidelity Value Fund	15.64%	15.99%	8.81%	12/01/1978	13.50%	16.09%	9.87%	S&P 400 Value Index S&P MidCap 400 Index
Additional information may be found at: www.dolfeedisclosure.com?c=verisight2&f=36500								
Janus Overseas Fund (T)	2.98%	0.08%	8.99%	05/02/1994	4.77%	6.03%	7.06%	MSCI All Country World ex-US NR Index MSCI All Country World ex-US NR Index
Additional information may be found at: www.dolfeedisclosure.com?c=verisight2&f=07878								
T. Rowe Price Emerging Markets Stock Fund	5.85%	4.47%	10.12%	03/31/1995	4.30%	4.42%	10.68%	MSCI Emerging Markets NR Index MSCI Emerging Markets NR Index
Additional information may be found at: www.dolfeedisclosure.com?c=verisight2&f=00743								

Table 1 – Variable Return Investments

Name	Average Annual Total Return as of 09/30/2014				Benchmarks		
	1 yr.	5 yr.	10 yr./ Since Inception*	Inception Date	1 yr.	5 yr.	10 yr./ Since Inception*
T. Rowe Price Real Estate Fund	14.40%	15.81%	8.63%	10/31/1997	12.97%	16.46%	-20.21%
					S&P 1500 REIT Industry Index		
					11.32%	10.07%	7.28%
					MSCI All Country World NR Index		
Additional information may be found at: www.dolfeedisclosure.com?c=verisight2&f=11217							
Vanguard 500 Index Fund (Inv)	19.54%	15.53%	7.99%	08/31/1976	19.73%	15.70%	8.11%
					S&P 500 Index		
					19.73%	15.70%	8.11%
					S&P 500 Index		
Additional information may be found at: www.dolfeedisclosure.com?c=verisight2&f=26520							
Vanguard Morgan Growth Fund (Inv)	16.85%	15.29%	8.52%	12/31/1968	21.55%	16.64%	8.90%
					S&P 500 Growth Index		
					19.73%	15.70%	8.11%
					S&P 500 Index		
Additional information may be found at: www.dolfeedisclosure.com?c=verisight2&f=16850							
Vanguard Small-Cap Index Fund (Inv)	9.35%	16.10%	9.70%	10/03/1960	5.74%	16.24%	9.33%
					S&P SmallCap 600 Index		
					5.74%	16.24%	9.33%
					S&P SmallCap 600 Index		
Additional information may be found at: www.dolfeedisclosure.com?c=verisight2&f=26540							
Vanguard Windsor II Fund (Inv)	17.58%	14.67%	7.86%	06/24/1985	17.77%	14.73%	7.25%
					S&P 500 Value Index		
					19.73%	15.70%	8.11%
					S&P 500 Index		
Additional information may be found at: www.dolfeedisclosure.com?c=verisight2&f=26550							
BOND							
American Funds American High Inc. Trust (R5)	5.20%	9.25%	7.13%	02/19/1988	7.20%	10.57%	8.33%
					Barclays U.S. Corporate High Yield Index		
					3.96%	4.12%	4.62%
					Barclays U.S. Aggregate Bond Index		
Additional information may be found at: www.dolfeedisclosure.com?c=verisight2&f=19491							
American Funds US Govt. Securities Fund (R6)	2.91%	3.39%	3.97%	10/17/1985	1.14%	2.50%	3.68%
					Barclays U.S. Government Intermediate Index		
					2.28%	3.11%	4.15%
					Barclays U.S. Government Index		
Additional information may be found at: www.dolfeedisclosure.com?c=verisight2&f=X3233							
Note on Performance: Performance for this investment for the period prior to 05/01/2009 is based on a different share class for the investment.							
Dodge & Cox Income Fund	5.76%	5.35%	5.31%	01/03/1989	3.96%	4.12%	4.62%
					Barclays U.S. Aggregate Bond Index		
					4.08%	4.27%	4.59%
					Barclays U.S. Government/Credit Index		
Additional information may be found at: www.dolfeedisclosure.com?c=verisight2&f=22240							
BLENDED							
Vanguard Target Retirement 2015 Fund (Inv)	9.07%	9.23%	6.32%	10/27/2003	8.01%	8.75%	6.25%
					S&P Target Date 2015 GR Index		
					11.32%	10.07%	7.28%
					MSCI All Country World NR Index		
Additional information may be found at: www.dolfeedisclosure.com?c=verisight2&f=26203							

Table 1 – Variable Return Investments								
Name	Average Annual Total Return as of 09/30/2014				Benchmarks			
	1 yr.	5 yr.	10 yr./ Since Inception*	Inception Date	1 yr.	5 yr.	10 yr./ Since Inception*	
Vanguard Target Retirement 2025 Fund (Inv)	10.80%	10.62%	6.67%	10/27/2003	9.41%	10.28%	6.89%	S&P Target Date 2025 GR Index 11.32% 10.07% 7.28% MSCI All Country World NR Index
Additional information may be found at: www.dolfeedisclosure.com?c=verisight2&f=26205								
Vanguard Target Retirement 2035 Fund (Inv)	12.20%	11.82%	7.20%	10/27/2003	10.53%	11.32%	7.17%	S&P Target Date 2035 GR Index 11.32% 10.07% 7.28% MSCI All Country World NR Index
Additional information may be found at: www.dolfeedisclosure.com?c=verisight2&f=26207								
Vanguard Target Retirement 2045 Fund (Inv)	12.73%	12.14%	7.61%	10/27/2003	11.14%	11.88%	N/A	S&P Target Date 2045 GR Index 11.32% 10.07% 7.28% MSCI All Country World NR Index
Additional information may be found at: www.dolfeedisclosure.com?c=verisight2&f=26209								
Vanguard Wellington Fund (Inv)	13.19%	11.53%	8.33%	07/01/1929	6.88%	6.91%	N/A	S&P Target Risk Moderate Index 11.32% 10.07% 7.28% MSCI All Country World NR Index
Additional information may be found at: www.dolfeedisclosure.com?c=verisight2&f=01210								
CASH/STABLE VALUE								
Vanguard Prime Money Market Fund (Inv)	0.01%	0.04%	1.67%	06/04/1975	0.03%	0.07%	1.51%	Barclays U.S. Treasury Bill 1-3 Month Index 0.03% 0.07% 1.51% Barclays U.S. Treasury Bill 1-3 Month Index
Additional information may be found at: www.dolfeedisclosure.com?c=verisight2&f=25540								

*Since inception return for funds less than 10 years old.

Part II. Fee and Expense Information

Table 2 shows fee and expense information for the investment options listed in Table 1. Table 2 shows the Total Annual Operating Expenses of the options in Table 1. Total Annual Operating Expenses are expenses that reduce the rate of return of the investment option. Table 2 may also show Shareholder-type Fees. These fees are in addition to Total Annual Operating Expenses.

Table 2 – Fees and Expenses

Name / Type of Option	Total Annual Gross Operating Expense As a Per % \$1000	Shareholder-Type Fees
STOCK		
Fidelity Spartan Extd. Mkt. Index Fund (Inv)	0.10% \$1.00	Redemption fee: 0.75% (for sales within 90 day(s) of purchase) Excessive trading policy: Exceeding 3 round trip(s) (redeem shares within 30 days of purchase) in a rolling 12-month period may result in restricted trading for 85 days.
Fidelity Value Fund	0.67% \$6.70	Redemption fee: 0% Excessive trading policy: Exceeding 3 round trip(s) (redeem shares within 30 days of purchase) in a rolling 12-month period may result in restricted trading for 85 days.
Janus Overseas Fund (T)	0.68% \$6.80	Redemption fee: 0% Excessive trading policy: The fund may restrict or reject purchases or redemptions that appear to be excessive in frequency or otherwise potentially disruptive to the fund.
T. Rowe Price Emerging Markets Stock Fund	1.25% \$12.50	Redemption fee: 2.00% (for sales within 90 day(s) of purchase) Excessive trading policy: The fund may restrict or reject purchases or redemptions that appear to be excessive in frequency or otherwise potentially disruptive to the fund.
T. Rowe Price Real Estate Fund	0.79% \$7.90	Redemption fee: 1.00% (for sales within 90 day(s) of purchase) Excessive trading policy: The fund may restrict or reject purchases or redemptions that appear to be excessive in frequency or otherwise potentially disruptive to the fund.
Vanguard 500 Index Fund (Inv)	0.17% \$1.70	Redemption fee: 0% Excessive trading policy: The fund limits purchases or exchanges into a fund after 1 round trip(s) (purchase and redeem shares within the fund's short-term trading period) in a rolling 60-day period.
Vanguard Morgan Growth Fund (Inv)	0.39% \$3.90	Redemption fee: 0% Excessive trading policy: The fund limits purchases or exchanges into a fund after 1 round trip(s) (purchase and redeem shares within the fund's short-term trading period) in a rolling 60-day period.
Vanguard Small-Cap Index Fund (Inv)	0.24% \$2.40	Redemption fee: 0% Excessive trading policy: The fund limits purchases or exchanges into a fund after 1 round trip(s) (purchase and redeem shares within the fund's short-term trading period) in a rolling 60-day period.
Vanguard Windsor II Fund (Inv)	0.36% \$3.60	Redemption fee: 0% Excessive trading policy: The fund limits purchases or exchanges into a fund after 1 round trip(s) (purchase and redeem shares within the fund's short-term trading period) in a rolling 60-day period.
BOND		
American Funds American High Inc. Trust (R5)	0.40% \$4.00	Redemption fee: 0% Excessive trading policy: The fund may restrict or reject purchases or redemptions that appear to be excessive in frequency or otherwise potentially disruptive to the fund.
American Funds US Govt. Securities Fund (R6)	0.26% \$2.60	Redemption fee: 0% Excessive trading policy: The fund may restrict or reject purchases or redemptions that appear to be excessive in frequency or otherwise potentially disruptive to the fund.

Table 2 – Fees and Expenses		
Name / Type of Option	Total Annual Gross Operating Expense As a Per % \$1000	Shareholder-Type Fees
Dodge & Cox Income Fund	0.43% \$4.30	Redemption fee: 0% Excessive trading policy: The fund may restrict or reject purchases or redemptions that appear to be excessive in frequency or otherwise potentially disruptive to the fund.
BLENDED		
Vanguard Target Retirement 2015 Fund (Inv)	0.16% \$1.60	Redemption fee: 0% Excessive trading policy: The fund limits purchases or exchanges into a fund after 1 round trip(s) (purchase and redeem shares within the fund's short-term trading period) in a rolling 60-day period.
Vanguard Target Retirement 2025 Fund (Inv)	0.17% \$1.70	Redemption fee: 0% Excessive trading policy: The fund limits purchases or exchanges into a fund after 1 round trip(s) (purchase and redeem shares within the fund's short-term trading period) in a rolling 60-day period.
Vanguard Target Retirement 2035 Fund (Inv)	0.18% \$1.80	Redemption fee: 0% Excessive trading policy: The fund limits purchases or exchanges into a fund after 1 round trip(s) (purchase and redeem shares within the fund's short-term trading period) in a rolling 60-day period.
Vanguard Target Retirement 2045 Fund (Inv)	0.18% \$1.80	Redemption fee: 0% Excessive trading policy: The fund limits purchases or exchanges into a fund after 1 round trip(s) (purchase and redeem shares within the fund's short-term trading period) in a rolling 60-day period.
Vanguard Wellington Fund (Inv)	0.26% \$2.60	Redemption fee: 0% Excessive trading policy: The fund limits purchases or exchanges into a fund after 1 round trip(s) (purchase and redeem shares within the fund's short-term trading period) in a rolling 60-day period.
CASH/STABLE VALUE		
Vanguard Prime Money Market Fund (Inv)	0.17% \$1.70	Redemption fee: 0%

The cumulative effect of fees and expenses can substantially reduce the growth of your retirement savings. Visit the Department of Labor's Web site for an example showing the long-term effect of fees and expenses at http://www.dol.gov/ebsa/publications/401k_employee.html. Fees and expenses are only one of many factors to consider when you decide to invest in an option. You may also want to think about whether an investment in a particular option, along with your other investments, will help you achieve your financial goals.

Please visit <http://www.investmentterms.com/> for a glossary of investment terms relevant to the investment options under this plan. This glossary is intended to help you better understand your options.



SAC HIGH APPENDIX L



SAC HIGH APPENDIX M



APPENDIX N

- **SHPS Uniform Complaint Policy**
- **SHPS Complaint Resolution Policy**



SHPS UNIFORM COMPLAINT POLICY



St. HOPE Public Schools Uniform Complaint Policy and Procedures

St. HOPE Public Schools ("SHPS") recognizes that it has primary responsibility for insuring that it complies with applicable state and federal laws and regulations governing educational programs. SHPS shall investigate and seek to resolve complaints at the local level. SHPS shall follow the Uniform Complaint Procedures ("UCP") when addressing complaints alleging:

- Unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any SHPS program or activity; and
- Violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, and Special Education Programs.
- A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular

activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

- ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If SHPS finds merit in a pupil fees complaint SHPS shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by SHPS to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

SHPS acknowledges and respects students' and employees' rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. SHPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation, as determined by the Superintendent (aka Chief Executive Officer) or designee on a case-by-case basis.

SHPS recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. The Superintendent shall ensure that the mediation results are consistent with applicable state and federal laws and regulations.

SHPS prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

COMPLIANCE OFFICER

SHPS designates the Superintendent/CEO as the compliance officer. The compliance officer shall receive and investigate complaints and ensure compliance with the law. The Superintendent/CEO may appoint a designee to conduct the investigation.

Enoch Woodhouse
Chief Executive Officer
2315 34th Street, Sac, CA 95817
(916) 649-7900

The Superintendent shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

Should a complaint be filed against the Superintendent, the compliance officer for that case shall be the Chairperson of the SHPS Board of Directors, or his or her designee.

NOTIFICATIONS

The Superintendent or designee shall annually provide written notification of SHPS' uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Superintendent or designee shall make available copies of SHPS' uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that SHPS is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal SHPS' decision to the CDE by filing a written appeal within 15 days of receiving SHPS' Decision.

- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

PROCEDURES

The following procedures shall be used to address all complaints that allege that SHPS has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

STEP 1: FILING OF A COMPLAINT

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by SHPS.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Pupil fee complaints shall be filed not later than one year from the date the alleged violation occurred.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the SHPS staff shall assist him/her in the filing of the complaint.

STEP 2: MEDIATION

Within three (3) days of receiving the complaint, the compliance officer or designee may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend SHPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

STEP 3: INVESTIGATION OF COMPLAINT

The compliance officer or designee is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. The investigative meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support allegations in the complaint.

A complainant's refusal to provide SHPS' investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

SHPS' refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

STEP 4: RESPONSE

Unless extended by written agreement with the complainant, the compliance officer or designee shall prepare and send to the complainant a written report of SHPS' investigation and decision, as described in Step #5 below, within 60 days of SHPS' receipt of the complaint.

STEP 5: FINAL WRITTEN DECISION

SHPS' decision shall be in writing and sent to the complainant. SHPS' decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

- The findings of fact based on evidence gathered.
- The conclusion(s) of law.

- Disposition of the complaint.
- Rationale for such disposition.
- Corrective actions, if any are warranted.
- Notice of the complainant's right to appeal SHPS' decision within 15 days to the California Department of Education ("CDE") and procedures to be followed for initiating such an appeal.
- For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice shall be given that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
- For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of SHPS' expectations. The report shall not give any further information as to the nature of the disciplinary action.

APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION

If dissatisfied with SHPS' decision, the complainant may appeal in writing to the CDE within 15 days of receiving SHPS' decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of SHPS' decision.

Upon notification by the CDE that the complainant has appealed SHPS' decision, the Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by SHPS, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of SHPS' complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by SHPS when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases

in which SHPS has not taken action within sixty (60) days of the date the complaint was filed with SHPS.

CIVIL LAW REMEDIES

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of SHPS' complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if SHPS has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.



UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____
 Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
 Street Address/Apt. #: _____
 City: _____ State: _____ Zip Code: _____
 Home Phone: _____ Cell Phone: _____ Work Phone: _____
 School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|--|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Consolidated Categorical Programs | <input type="checkbox"/> Nutrition Services |
| <input type="checkbox"/> Career/Technical Education | <input type="checkbox"/> Migrant and Indian Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Local Control Funding Formula |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> National Origin | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race or Ethnicity | |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Religion | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

INSERT NAME
 TITLE
 ADDRESS
 ADDRESS
 PHONE



SHPS COMPLAINT RESOLUTION POLICY



St. HOPE Public Schools Complaint Resolution Policy

St. HOPE Public Schools recognizes that the quality of the educational program can improve when SHPS listens to individual concerns, considers differences of opinion and resolves disagreements through an established, objective process. SHPS encourages all individuals with concerns or complaints to resolve any problems early and informally whenever possible.

The following procedures are established by SHPS for processing complaints concerning SHPS employees and SHPS Policies arising at any SHPS schools.

(Note: Complaints by SHPS employees or personnel are governed by the policy set forth in the SHPS Employee Handbook and/or Faculty Handbook):

A. For Complaints Concerning SHPS Teachers or Staff Members:

1. The complainant shall attempt to resolve the complaint informally with the teacher or staff member who is the subject of the complaint by telephone, written letter or by way of a pre-arranged conference.
2. If the attempt to resolve the complaint informally with the teacher or staff member is unsuccessful, the complainant shall contact the principal of the small school to which the teacher or staff member has been assigned. The principal will meet informally in person with the complainant and the teacher or staff member to discuss the subject matter of the complaint and a possible resolution.
3. If the informal attempt at resolution is unsuccessful, the complainant must submit a completed complaint form and supporting documentation to the front office of the SHPS school involved no later than fifteen (15) school days following the incident giving rise to the complaint. Complaint forms will be available at the school's front office. Complaint forms submitted more than fifteen (15) school days after the incident shall not be considered unless good cause is shown by the complainant for the untimely submission.
4. The submitted complaint form and documentation will be forwarded to a three-member Dispute Resolution Panel (Teachers/Staff Members) which is to be appointed by the Superintendent and shall be composed of one SHPS district-level staff member, one SHPS teacher and one SHPS principal. The teacher/staff member will submit a written response and any supporting documentation to the Dispute Resolution Panel within ten (10) school days of the submission of the complaint form. A copy of the teacher's/staff member's response will be mailed to the complainant.
5. Within ten (10) school days of receipt of the teacher's/staff member's written response, the Dispute Resolution Panel will meet in closed session to determine

whether a hearing is necessary on the matter or whether the matter can be resolved on the submitted materials.

6. If the Dispute Resolution Panel determines that a hearing is necessary, a member of the Dispute Resolution Panel shall contact the complainant and the teacher/staff member in writing to schedule a hearing before the Dispute Resolution Panel. If the Dispute Resolution Panel determines that the matter can be determined on the basis of the submitted materials, the Dispute Resolution Panel will issue a written recommendation within five (5) school days of the closed session. A copy of the written recommendation shall be forwarded to the complainant and the teacher or staff member.
7. The hearing before the Dispute Resolution Panel will be held within twenty (20) school days of the submission of the complaint form. The complainant and the teacher or staff member who is the subject of the complaint shall attend the hearing. Failure of the complainant to attend the hearing will result in the complaint being considered resolved. The Dispute Resolution Panel will provide each party an opportunity to present their side and will consider the nature of the complaint and possible resolutions.
8. Within five (5) school days of the hearing, the Dispute Resolution Panel shall issue a written recommendation as to its proposed resolution of the complaint. A copy of the recommendation shall be forwarded to the complainant and the teacher or staff member.
9. If the Dispute Resolution Panel determines that a hearing is necessary, the Dispute Resolution Panel shall provide at least ten (10) day written notice to the complainant and the teacher/staff member as to the date and time of the hearing. The teacher/staff member and the complainant shall appear at the time and place scheduled for the hearing. Each party shall have 15 minutes in which to present their side, including the nature of the complaint, the response to the complaint, and a proposed resolution to the complaint. The members of the Dispute Resolution Panel may ask questions of either party. Within ten (10) school days of the hearing, the Dispute Resolution Panel will issue a written recommendation that will be mailed to the complainant and the teacher/staff member.
10. Either party may appeal the written recommendations of the Dispute Resolution Panel by submitting a signed letter to the Superintendent within five (5) school days of the mailing of the written recommendation outlining the complaint and any disagreement with the resolution proposed by the Dispute Resolution Panel. Untimely appeals will not be considered by the Superintendent unless the appealing party can make a showing of good cause for failing to submit a timely appeal. The Superintendent will schedule a meeting with the complainant and the teacher or staff member within ten (10) school days of receipt of the letter to discuss the complaint and possible resolutions. The Superintendent shall issue a written letter within five (5) school days of the meeting setting forth a resolution to the complaint. A copy of the letter shall be sent to the complainant and the teacher or staff member and the matter shall be considered to be resolved.

B. For Complaints Concerning Principals of SHPS Schools:

1. The complainant shall attempt to resolve the complaint informally with the principal who is the subject of the complaint by telephone, written letter or by way of a pre-arranged conference.
2. If the informal attempt at resolution is unsuccessful, the complainant must submit a completed complaint form and any supporting documentation to the front office of SHPS school at which the principal works no later than fifteen (15) school days following the incident giving rise to the complaint. Complaint forms will be available at the front office of any SHPS school. Complaint forms submitted more than fifteen (15) school days after the incident shall not be considered unless good cause is shown by the complainant for the untimely submission.
3. The submitted complaint form and documentation will be forwarded to a three-member Dispute Resolution Panel (Principals) which is to be appointed by the Superintendent and shall be composed of one SHPS district-level staff member and two SHPS principals. The principal will submit a written response and any supporting documentation to the Dispute Resolution Panel within ten (10) school days of the submission of the complaint form. A copy of the principal's response will be mailed to the complainant.
4. Within ten (10) school days of receipt of the principal's written response, the Dispute Resolution Panel will meet in closed session to determine whether a hearing is necessary on the matter or whether the matter can be resolved on the submitted materials.
5. If the Dispute Resolution Panel determines that a hearing is necessary, a member of the Dispute Resolution Panel shall contact the complainant and the principal in writing to schedule a hearing before the Dispute Resolution Panel. If the Dispute Resolution Panel determines that the matter can be determined on the basis of the submitted materials, the Dispute Resolution Panel will issue a written recommendation within five (5) school days of the closed session. A copy of the written recommendation shall be forwarded to the complainant and the principal.
6. The hearing before the Dispute Resolution Panel will be held within twenty (20) school days of the submission of the complaint form. The complainant and the principal who is the subject of the complaint shall attend the hearing. Failure of the complainant to attend the hearing will result in the complaint being considered resolved. The Dispute Resolution Panel will provide each party an opportunity to present their side and will consider the nature of the complaint and possible resolutions.
7. Within five (5) school days of the hearing, the Dispute Resolution Panel shall issue a written recommendation as to its proposed resolution of the complaint. A copy of the recommendation shall be forwarded to the complainant and the principal.
8. If the Dispute Resolution Panel determines that a hearing is necessary, the Dispute Resolution Panel shall provide at least ten (10) day written notice to the complainant and the principal as to the date and time of the hearing. The principal and the

complainant shall appear at the time and place scheduled for the hearing. Each party shall have 15 minutes in which to present their side, including the nature of the complaint, the response to the complaint, and a proposed resolution to the complaint. The members of the Dispute Resolution Panel may ask questions of either party. Within ten (10) school days of the hearing, the Dispute Resolution Panel will issue a written recommendation that shall be mailed to the complainant and the principal.

9. Either party may appeal the written recommendations of the Dispute Resolution Panel by submitting a signed letter to the Superintendent within five (5) school days of the mailing of the written recommendation outlining the complaint and any disagreement with the resolution proposed by the Dispute Resolution Panel. Untimely appeals will not be considered by the Superintendent unless the appealing party can make a showing of good cause for failing to submit a timely appeal. The Superintendent will schedule a meeting with the complainant and the principal within ten (10) school days of receipt of the letter to discuss the complaint and possible resolutions. The Superintendent shall issue a written letter within five (5) school days of the meeting setting forth a resolution to the complaint. A copy of the letter shall be sent to the complainant and the principal and the matter shall be considered to be resolved.

C. For Complaints Concerning the Superintendent or SHPS Policies:

1. The complainant shall attempt to resolve the complaint informally with the Superintendent by telephone, written letter or by way of a pre-arranged conference.
2. If the informal attempt at resolution is unsuccessful, the complainant must submit a completed complaint form and all supporting documentation to the front office of any SHPS school no later than fifteen (15) school days following the incident giving rise to the complaint. Complaint forms will be available at the front office of any SHPS school. Complaint forms submitted more than fifteen (15) school days after the incident shall not be considered unless good cause is shown by the complainant for the untimely submission.
3. The submitted complaint form and documentation will be forwarded to the Superintendent and the three-member Dispute Resolution Committee of the Board of Directors of St. HOPE Public Schools. The Superintendent will submit a written response and any supporting documentation to the Dispute Resolution Committee within ten (10) school days of the submission of the complaint form. A copy of the Superintendent's response will be mailed to the complainant.
4. Within twenty (20) school days of receipt of the Superintendent's written response, the Dispute Resolution Committee will meet in closed session to determine whether a hearing is necessary on the matter or whether the matter can be resolved on the submitted materials.
5. If the Dispute Resolution Committee determines that a hearing is necessary, a member of the Dispute Resolution Committee shall contact the complainant and superintendent in writing to schedule a hearing before the Dispute Resolution Committee. If the Dispute Resolution Committee determines that the matter can be determined on the basis of the submitted materials, the Dispute Resolution Committee

with issue a written recommendation for resolution that will be considered by the Board of Directors at the next regularly scheduled meeting, either in open or closed session depending on the nature of the complaint. A copy of the Dispute Resolution Committee's written recommendation will be provided to the Superintendent and the complainant in a timely manner. The Board of Directors may decide to accept the written recommendation or issue its own decision as to a final resolution of the complaint.

6. If the Dispute Resolution Committee determines that a hearing is necessary, the Superintendent and the complainant shall appear at the time and place scheduled for the hearing. Each party shall have 15 minutes in which to present their side, including the nature of the complaint, the response to the complaint, and a proposed resolution to the complaint. The members of the Dispute Resolution Committee may ask questions of either party. Within ten (10) school days of the hearing, the Dispute Resolution Committee will issue a written recommendation for resolution that will be considered by the Board of Directors at the next regularly scheduled meeting, either in open or closed session depending on the nature of the complaint. A copy of the Dispute Resolution Committee's written recommendation will be provided to the Superintendent and the complainant in a timely manner. The Board of Directors may decide to accept the written recommendation or issue its own decision as to a final resolution of the complaint.

SUMMARY OF ST. HOPE PUBLIC SCHOOLS COMPLAINT POLICY

The following stages are to be completed in order until the complaint is resolved:

Complaint Concerning Teacher or Staff Member	Complaint Concerning Principal	Complaint Concerning Superintendent or SHPS Policy
1. Attempt informal resolution with teacher or staff member.	1. Attempt informal resolution with principal.	1. Attempt informal resolution with Superintendent.
2. Attempt informal resolution with principal of small school or PS7. Teacher or staff member will be present at meeting.	2. Submission of complaint form and supporting documentation to school-site Dispute Resolution Panel (comprised of one SHPS District-level staff member and two SHPS principals).	2. Submission of complaint form to Board Dispute Resolution Committee.
3. Submission of complaint form and supporting documentation to school-site Dispute Resolution Panel (comprised of one SHPS District-Level Staff Member, one SHPS teacher and one SHPS principal).	3. Written response by Principal.	3. Written response by Superintendent.
4. Written response by Teacher / Staff Member.	4. Dispute Resolution Panel determines whether to hold hearing or decide issue on basis of written submissions.	4. Dispute Resolution Committee determines whether to hold hearing or decide issue on basis of written submissions.
5. Dispute Resolution Panel determines whether to hold hearing or decide issue on basis of written submissions.	5. Dispute Resolution Panel issues written recommendation (after hearing if necessary).	5. Dispute Resolution Committee submits written recommendation (after hearing if necessary) to Board of Directors for consideration and final resolution at next regularly scheduled meeting.
6. Dispute Resolution Panel issues written recommendation (after hearing if necessary).	6. If either party appeals the Panel's recommendation, meeting with Superintendent and final resolution	
7. If either party appeals the Panel's recommendation, meeting with Superintendent and final resolution.		



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