



# **ST. HOPE PUBLIC SCHOOLS**

## **Public School 7**

Charter School Renewal Petition

Submitted September 26<sup>th</sup>, 2016

Revisions submitted November 10<sup>th</sup>, 2016

Presented to the governing Board of the Sacramento City Unified School District and prepared in compliance with the terms, conditions and requirements of A.B. 544 (California Education Code 47605) – The Charter Schools Act.

Submitted by St. HOPE Public Schools in cooperation with parents, teachers, staff, community leaders and other citizens.

## **TABLE OF CONTENTS**

<b>Section</b>	<b>Page</b>
<b>SUMMARY OF REVISIONS</b>	<b>3</b>
<b>AFFIRMATIONS AND ASSURANCES</b>	<b>5</b>
<b>INTRODUCTION</b>	<b>8</b>
<b>RESULTS TO DATE</b>	<b>9</b>
<b>RENEWAL REQUIREMENTS</b>	<b>11</b>
<b>ELEMENT A: THE EDUCATIONAL PROGRAM</b>	<b>14</b>
<b>ELEMENT B: MEASURABLE PUPIL OUTCOMES AND ELEMENT C: MEASURES TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES</b>	<b>43</b>
<b>ELEMENT D: GOVERNANCE STRUCTURE OF THE SCHOOL</b>	<b>46</b>
<b>ELEMENT E: EMPLOYEE QUALIFICATIONS</b>	<b>50</b>
<b>ELEMENT F: HEALTH AND SAFETY PROCEDURES</b>	<b>53</b>
<b>ELEMENT G: MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE</b>	<b>58</b>
<b>ELEMENT H: ADMISSIONS REQUIREMENTS</b>	<b>62</b>
<b>ELEMENT I: FINANCIAL AUDIT</b>	<b>65</b>
<b>ELEMENT J: PUPIL SUSPENSION AND EXPULSION</b>	<b>67</b>
<b>ELEMENT K: RETIREMENT SYSTEM</b>	<b>83</b>
<b>ELEMENT L: ATTENDANCE ALTERNATIVES</b>	<b>84</b>
<b>ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS</b>	<b>85</b>
<b>ELEMENT N: DISPUTE RESOLUTION</b>	<b>86</b>
<b>ELEMENT O: SCHOOL CLOSURE PROCEDURES</b>	<b>88</b>
<b>MISCELLANEOUS PROVISIONS</b>	<b>91</b>
<b>CONCLUSION</b>	<b>94</b>

## SUMMARY OF REVISIONS

### Summary of Revisions to the Petition

CATEGORY	SUMMARY OF CHANGE(S)	PAGE(S)
Cover page	Edited to reflect submission of a revised petition	1
Table of contents	Edited to reflect addition of a new section listing a summary of changes (this section) and page numbers for each section were updated as they shifted with the addition of a new section	2
Summary of Revisions	Provide a summary of all revisions made to the petition and list the additions to the appendices	3-4
Curriculum/Materials/Resources	Noted that sample 7 <sup>th</sup> grade curriculum was provided in the appendices	17
Curriculum/Materials/Resources	Provided list of materials and resources available to students	17-18
Special Education	Provided updates and clarification for PS7's Special Education program	21-23, 27
English Learner Instruction	Provided updates and clarification for PS7's English Learner Instruction	37
LCAP	Provided updates and clarification for PS7's annual goals	43-44
Method for Measuring Pupil Outcomes for State Priorities	Provided updates and clarification for PS7's method for measuring pupil outcomes for the state priorities and how this is consistent with how information is reported on the SARC	44
CAASPP Assessment Results	Provided CAASPP assessment results for 2015-16 broken down by grade level	45
Board Membership	Clarified membership categories and terms for the SHPS board of directors	47
District Representative on SHPS Board	Provided clarification around the appointment of the District representative to the SHPS board of directors	47
Employee qualifications	Addressed core versus non-core teaching positions	50
Employee qualifications	Described how teacher qualifications will be verified according the their assignment	51
School Safety Plan	Adjusted language in Element F	53
Emergency Drills	Expanded the list of emergency drills listed	54
Staff Safety Trainings	Described staff safety trainings and how records	53

	of attendance are kept	
Mandated Reporter Training	Describe the training and how records are kept	55
Racial and Ethnic Balance	Updated sections to address concerns around practices to achieve appropriate racial and ethnic balance at the Charter School	58-60
Admissions Requirements	Clarified admissions preferences and explained reason for difference between petition and policy provided in appendices	63-64
Suspension and Expulsion Procedures	Clarified the difference between suspension and expulsion in regards to offenses	67, 70, 72
Notification of Expulsions	Updated the notification process for when a student is expelled from the Charter School	78-79
Notification of Student Exit	Updated the notification process for when a student exits the Charter School prior to completing the last grade of the school	84
Miscellaneous, Enrollment	Updated petition to provide context on enrollment projections for term of charter	91
Miscellaneous, Facilities	Clarified the future facility needs for the Charter School in the upcoming term of the petition	93
Miscellaneous, Budget for Legal Services	Clarified the Charter School's budgeting process and how funding for legal services is included	91

### Summary of Additional Appendix Items Submitted with Revised Petition

CATEGORY	SUMMARY OF APPENDIX ITEMS	ITEM No.
Instructional Minutes	PS7 Elementary Academic Calendar for 2016-17	1
Instructional Minutes	PS7 Middle Academic Calendar for 2016-17	2
Instructional Minutes	Calculation of Annual Instructional Minutes for 2016-17	3
Curriculum/Materials/Resources	Sample 7 <sup>th</sup> grade curriculum resources for ELA, math (pre-algebra), science (life science) and history (world history)	4
District Representative	Redline version of proposed new SHPS board bylaws to be put before the SHPS board at their next regular meeting on January 24 <sup>th</sup> , 2017	5
Emergency Drills	Provided a schedule for emergency drills	6
Suspension and Expulsion Procedures	Redline version of a proposed new SHPS suspension and expulsion policy to be put before the board at their next executive committee meeting or, should it occur earlier, at their next regular meeting on January 24 <sup>th</sup> , 2017	7



## AFFIRMATIONS AND ASSURANCES

St. HOPE Public School 7 (“PS7” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of PS7 for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions, policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

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*Signature*

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*Date*

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*Print Name*

## INTRODUCTION

### **Overview of PS7**

PS7 is a public, high performing, college preparatory, independent charter school initially authorized by the Sacramento City Unified School District (“SCUSD” or the “District”) in 2002. The Charter School is currently in its fourteenth year of operation and serves students in grade levels TK-8. PS7 is operated by St. HOPE Public Schools (SHPS), a nonprofit public benefit corporation. SHPS operates 4 schools in Oak Park, serving approximately 1, 700 students in a PreK-12 education pipeline focused on empowering students to obtain a four-year college degree and to serve as leaders in their communities. The mission of St. HOPE Public Schools is 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.

It is based on undeniable student and school results, as well as overwhelming parent and community support, that St. HOPE Public Schools, in accordance with the Charter Schools Act of 1992, hereby petitions the District for renewal of the charter for PS7. Enclosed please find a petition providing clear evidence that PS7 has far exceeded the charter renewal criteria set forth in Education Code Section 47607, offers a strong educational program and has exceeded the outcomes outlined in both the original charter and the subsequent renewal petitions approved by the District in 2007 and 2012. The petition also demonstrates that PS7 is operationally and fiscally viable and is complying with all relevant laws and regulations.

As required by the Charter Schools Act of 1992, the petition contains a reasonably comprehensive description of each of the 15 elements identified in California Education Code Sections 47605(b)(5)(A)-(O). In addition to the required elements, the petition includes the appropriate assurances and supplemental materials (referred to as Appendices).

PS7 serves a traditionally disadvantaged population of students who have struggled to achieve at high levels and who have often been denied the choice of a high quality public education. SHPS, in collaboration with the District as its authorizing partner, established PS7 as a charter school that provides an academic program rivaling the best in Sacramento. In the following pages, the Charter School has provided a brief overview of PS7’s performance and accomplishments to date.



## RESULTS TO DATE

PS7 has extremely high expectations for all students and members of the school community. Ambitious goals are set for academic achievement and all members of the PS7 team and family are held accountable for meeting these goals. Specifically, PS7 aims to provide all students with the quality of education and schooling that is available at the highest performing schools in the state and nation. All students and families deserve access to excellent schools and PS7 is providing this option to the children of Oak Park and Sacramento. PS7's history to date shows its students are achieving and the Charter School is one of the top performing schools in the area.

Students at PS7 have made significant academic strides since the Charter School opened in 2003. AYP targets (as set forth by the federal "No Child Left Behind" legislation) were met most recently in 2015, and since 2004 PS7 has made large gains in its Academic Performance Index (API) score. When comparing PS7's 2013 API scores to local schools in the surrounding community, only one school outperformed PS7. PS7 was also near the top when comparing all subgroups. An API comparison is provided in the table below.

The results show definitively that all students, even traditionally low-performing subgroups, can achieve at the highest levels and meet ambitious achievement goals if the expectations are high, all stakeholders work relentlessly, and the necessary support is provided to students, families and staff.

School	2013 API	2013 API: African American	2013 API: Hispanic	2013 API: Socioec. Disadv.	2013 API: EL	2013 API: SPED
<b>PS7</b>	<b>856</b>	<b>852</b>	<b>853</b>	<b>840</b>	<b>801</b>	<b>663</b>
Aspire Capitol Heights Academy	860	850	857	859	872	683
Bret Harte Elementary	712	677	679	712	688	526
Ethel Phillips Elementary	737	565	755	737	759	647
Father Keith B. Kenny Elementary	814	803	813	813	814	754
Fruit Ridge Elementary	646	539	635	646	696	644
Oak Ridge Elementary	757	704	756	757	744	633
The Language Academy of Sacramento	771	856	757	737	705	653
California Middle (7-8)	832	732	802	800	731	690
Kit Carson Middle (7-8)	669	644	636	668	614	513
Will C. Wood Middle (7-8)	776	670	753	776	736	623

### CAASPP results

In anticipation of the change to a new state and federal accountability system, the state rolled out new state assessments in the 2014-15 school year. 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. 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 previous performance levels of “Advanced”, “Proficient”, “Basic”, “Below Basic” or “Far Below Basic”.

A snapshot of PS7’s CAASPP results over the last two years of available data is provided below. Science results for 2016 are still preliminary and have not yet been publicly released by the CDE. The summary highlights the following increases:

- +2% in Smarter Balanced ELA from 2014-15 to 2015-16
- +5% in Smarter Balanced Math from 2014-15 to 2015-16
- Maintained over 90% for 8<sup>th</sup> Grade Science since 2014

**Percentage of PS7 Students Scoring in the Top Two Performance Bands**

	2014	2015	2016
ELA (Grades 3-8)	NA	37%	39%
Math (Grades 3-8)	NA	27%	32%
Science (Grade 8)	90%	91%	94%

PS7 looks forward to continuing to work in partnership with the District and other like-minded organizations, to provide a high quality educational option for the students of Oak Park and Sacramento. In this petition, along with thirteen years of incredible results, the Charter School has presented the case for continuing SHPS’s mission and furthering PS7’s ultimate purpose – ensuring student achievement at PS7 and achievement beyond PS7. Accordingly, as shown in the following section, PS7 has met the renewal criteria in Education Code Section 47607(b).

## PS7 RENEWAL REQUIREMENTS

### Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal. PS7 has met all four of these requirements.

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school;

***PS7 has met this criterion.*** PS7 received a schoolwide API growth score of 856 in the most recent year (2013) and therefore attained its school wide growth target. PS7 received an API growth score of 852 for Black or African American students and 840 for Socioeconomically Disadvantaged students in the most recent year (2013), and therefore attained its growth target for all numerically significant subgroups of pupils served by the charter school.

2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the three last years;

***PS7 has thus met this criterion.*** PS7 ranked in decile 7 in the most recent year (2013).

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

***PS7 has thus met this criterion.*** PS7 ranked in decile 10 in 2013.

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

***PS7 has met this criterion.*** PS7 meets this criterion because the academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located.

### **Schools in the School District in Which the Charter School is Located that Charter School Pupils Would Otherwise have been Required to Attend**

The following table shows the percentage of PS7 students who met or exceeded standards on the 2016 Smarter Balanced Assessments and the percentage who did not meet standards, compared to the percentage of students at other specific schools in the District who met or

exceeded standards on the 2016 Smarter Balanced Assessments. PS7 scored better than most comparison schools in both ELA and Math.

	Grade Levels	Met or Exceeded ELA Standards	Did Not Meet ELA Standards	Met or Exceeded Mathematics Standards	Did Not Meet Mathematics Standards
PS7	3-8	39%	34%	32%	31%
Bret Harte Elementary	3-6	24%	54%	12%	63%
Ethel Phillips Elementary	3-6	16%	61%	16%	55%
Fr. Keith B. Kenny	3-8	37%	29%	22%	39%
Oak Ridge Elementary	3-6	22%	53%	14%	55%
Language Academy of Sacramento	3-8	35%	35%	29%	33%
Rosa Parks	3-8	17%	60%	13%	59%
Tahoe Elementary	3-6	24%	53%	14%	60%
David Lubin Elementary	3-6	59%	25%	51%	24%
California Middle	7-8	56%	23%	48%	30%
Will C. Wood Middle	7-8	30%	45%	23%	48%
Kit Carson Middle	7-8	26%	48%	10%	64%

### Note on Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

In addition to the data presented above, the Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “alternative measures” that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant subgroups as allowed by Education Code Section 52052(e)(4)(C) and presented below.

The following data also satisfies Education Code Section 47607(a)(3), which requires the authorizer to consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.

When looking at subgroup data, PS7 outperformed the State, County, and SCUSD in both ELA and Math for African American students, Hispanic students, and students who are considered socioeconomically disadvantaged. EL students at PS7 performed better than all three comparison levels in Math, and were comparable to all three in ELA.

### Subgroup Results ELA

School	African American	Hispanic	Socioec. Disadv.	EL
<b>PS7 (Grades 3-8)</b>	<b>36%</b>	<b>41%</b>	<b>36%</b>	<b>12%</b>
SCUSD (Grades 3-8, 11)	23%	31%	31%	12%
Sac County (Grades 3-8, 11)	26%	33%	33%	12%
State (Grades 3-8, 11)	31%	37%	35%	13%

### Subgroup Results Math

School	African American	Hispanic	Socioec. Disadv.	EL
<b>PS7</b>	<b>27%</b>	<b>36%</b>	<b>31%</b>	<b>15%</b>
SCUSD	15%	22%	22%	13%
Sac County	17%	24%	24%	12%
State	18%	24%	23%	12%

## ELEMENT A: THE EDUCATIONAL PROGRAM

*Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).*

*The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

### **Vision and Mission**

The vision of PS7 is “To create one of the finest urban public TK-8 schools in America.”

The mission of PS7 is “To promote self-motivated, industrious and critically-thinking leaders who are committed to serving others, passionate about life-long learning and prepared to graduate from a four-year college.”

Within St. HOPE Public Schools, which provides an educational continuum for students PreK-12, PS7 has created a learning environment where students, faculty and parents embrace accountability and strive to achieve a standard of excellence in academic achievement, character and citizenship.

All SHPS programs, including PS7, adhere to the “Five Pillars,” originally developed by the Knowledge Is Power Program (“KIPP”), as foundational guidelines. The Five Pillars (High Expectations, Choice and Commitment, More Time, Focus on Results and Power to Lead) guide the operation of PS7 and serve as values by which staff serve and interact with students and families. These pillars help us ensure that learning occurs because they keep all students, staff, and administration focused on effective instruction for all students. Please refer to Appendix A for a detailed description of The Five Pillars at PS7.

### **Target Student Population**

While open to all students who wish to attend, PS7 primarily recruits students and families living in the Sacramento City Unified School District. As of October, 2015, 69% of PS7’s students resided in the six zip codes immediately surrounding the Charter School as shown in Appendix G. PS7 makes great efforts to ensure that all students have access to its program and that traditionally underserved students can excel regardless of their entry point or starting ability. The Charter School’s student recruitment efforts are described in detail in Element G of this petition.

Over 82% of PS7’s students from the 2015-16 school year were eligible for free or reduced-price meals as a part of the National School Lunch Program. PS7 is inclusive of students with a wide range of talents and abilities, including those with Special Education needs and those who are English Learners, making up 12% and 6% of our 2015-16 student body respectively.

Please refer to the tables below and Appendix G for data on the demographics for current PS7 students.

### Ethnicity

Ethnicity	Students	
	#	%
American Indian	8	1.3%
Asian	19	3.2%
Hispanic	140	23.3%
African American	366	60.9%
Filipino	1	0.2%
Pacific Islander	3	0.5%
White	15	2.5%
Multiple	45	7.5%
Decline to State	4	0.7%

### EL Students

English Language Learners	Students	
	#	%
EL	37	6%

### Free/Reduced Lunch

National School Lunch Program	Students	
	#	%
Free/Reduced Price Meals	493	82%
Full-Pay	108	18%

### Special Education Students

Special Education Program	Students	
	#	%
Students with IEPs	71	12%

As they progress from Transitional Kindergarten and/or Kindergarten through 8<sup>th</sup> grade, PS7 students develop a strong desire to achieve at high levels academically and their work ethic reflects this desire. Students have also had a tradition of activism in the community through service-learning projects that focus on improving the surrounding Oak Park neighborhood and other communities in need. This approach to learning is consistent throughout SHPS's model and allows for PS7 students to be well prepared for a rigorous college-prep high school, especially Sacramento Charter High School ("Sac High") where a majority of PS7 alumni attend. To establish an even smoother transition for its students to high school, PS7 operates on two sites, utilizing not only the Strawberry Lane site for grades TK-5, but also a clearly defined section of the Sac High campus for PS7 students in grades 6 through 8.

## **An Educated Person in the 21<sup>st</sup> Century**

PS7 believes that an educated person in the 21<sup>st</sup> Century is someone who has learned to acquire, analyze, synthesize, evaluate, understand and communicate knowledge and information. Furthermore, we recognize that an educated person has skills that respond to changing professional requirements and new challenges in society. To support the path to scholarship, students participate in a rigorous, college-preparatory program that is characterized by lower than average student-teacher ratios, an extended day, frequent benchmark assessments of student progress, data-driven instruction, and a series of intensive interventions that are focused on accelerating the learning of students at all levels.

It is the objective of PS7 to enable students to become self-motivated, competent, lifelong learners.

## **How Learning Best Occurs**

Learning occurs best when it is personalized with effective instruction for each student and when families are a part of the process. Student results are monitored individually and frequently so all students are challenged at their instructional level. When students are promoted from PS7 at the end of 8<sup>th</sup> grade, they enter 9<sup>th</sup> grade with the skills and training necessary to succeed in a college-prep high school, post-secondary education, and to become leaders within their school, family and community. These skills and experiences will ensure they are well-prepared to meet the challenges of professional employment and fully embrace their rights and responsibilities as citizens in our democratic society.

## **Curriculum and Content**

SHPS and the PS7 leadership team commits to promote students from PS7 with the highest levels of academic achievement and character development. These academic and life skills will give students the tools to meet the educational, professional and personal challenges of college and society. In order to meet the diverse needs of the student body, PS7 will provide all students with the following:

### **Academic Standards**

PS7 will ensure that students master the applicable state standards, including but not limited to, the Common Core State Standards (“CCSS”) and Next Generation Science Standards (“NGSS”) as the state continues its transition to these new, more rigorous standards. Grade-level appropriate standards shall be clearly articulated, integrated into all lesson plans and classroom activities, and, where appropriate, are referenced in assignments, on progress reports and report cards.

### **Character Development**

PS7 students will acquire life skills that provide a meaningful connection to their world outside of school. Character development looks different across the grade levels as age-appropriate content is adjusted. In all grades, skills are reinforced to enable students to apply classroom learning in meaningful contexts within the real world. These skills also equip students to participate fully and positively in our society.



## Curriculum Selection

PS7 uses curriculum that is standards-based and rigorous, ensuring students will not only master the grade level content in a particular year, but that they will also be prepared for the following year's standards. This curriculum forms the foundation for the instructional program and teachers are able to incorporate additional supplemental materials, which are often teacher generated. PS7's goal is to utilize and implement a balanced and comprehensive curriculum so all teachers have access to instructional resources that provide:

- Assessment: a system for measuring student learning and establishing academic achievement goals.
- Skills Development: a set of instructional strategies and resources to develop student mastery of each of the core subject content standards.
- Intervention: a specific academic plan and course of action for students who are below grade level and whose learning must be quickly accelerated in order to be on track to meeting state standards.
- Re-Teaching: strategies and resources for students who did not attain mastery the first time a lesson or topic on a specific standard was presented.
- Differentiation: curriculum and instruction fits the needs of all students and includes differentiated strategies and materials that are interactive, including multiple learning modalities to engage all students. Students who are ahead are challenged while struggling learners are supported effectively and their achievement is accelerated to grade level. Furthermore, materials must be accessible to students with special needs and those who are English Learners.
- English Language Learners: Materials that help students develop mastery of all oral and literacy skills in the English language.

PS7 benefits from curricula that provide both rigorous, standards-based instructional resources and effective tools for timely and very specific differentiation for students who are either above, at, or below grade level academically. PS7's curriculum may be revised, as needed and as resources become available to align with applicable standards and to best meet student needs. A sample curricula used by PS7 in grade 7 is provided in the Appendices submitted with the revised petition.

## Additional Resources

PS7 believes strongly in the need to enhance learning through a variety of means inside and outside of the classroom. The PS7 curriculum is and will be enhanced by library and technology resources that are readily available to all students:

Library Resources: Each PS7 classroom has access to a selection of literature. Students are able to select books to read in class or can check out books to read on their own. In addition, students participate in Drop Everything And Read ("DEAR") and middle school students (grades 6-8) are required to always have a novel with them to read during DEAR. Reading is tracked regularly to ensure students are making progress and reading books at their instructional level. To ensure they have access to appropriate novels, PS7 middle school students have access to a library. All students participate in a 30 minute Reading Block 4 times a week in addition to their regular English class. During the reading block students read as a whole class, write written responses, and analyze the book through discussion.

Technology Resources: Each class has access to laptop carts for technology and Internet access. Elementary school students presently have their own computer lab where they participate in a technology enrichment class and middle school students currently have a ratio of one computer for every two students. Technology access allows students to build computer literacy and research skills through various programs and activities. Students use computers to review concepts, practice skills, conduct research, write reports, and create presentations. PS7 believes that technology is a tool, just like a student's pencil, that should be available as often as possible as a student's learning needs arise in the classroom and to ensure students are prepared for the technology needs of the CAASPP exam and a college prep high school. Teachers frequently use websites to enhance content or even provide academic support to struggling learners who may benefit from content being presented a different way. Some of these websites include but are not limited to Khan Academy, Funbrain, and individual grade level websites which include links to online resources for the curriculum used in classrooms. As additional resources become available, PS7 will expand the exposure of students to technology so they are fully prepared to succeed in and outside of school in the 21<sup>st</sup> Century. Students and families are also able to access Illuminate, PS7's student information system, from anywhere they can get online. This system provides real time updates on student performance and attendance.

Each teacher at PS7 has a projector and a doc cam to utilize during instruction and they are also each given a laptop to use during the school year. All staff members at PS7 are provided a cell phone or phone number through SHPS to enhance home to school communication.

Other resources: All PS7 scholars participate in a PE program that emphasizes health and wellness. Other electives are available as well, including art and a science lab. Being on a high school campus gives students in PS7's middle school grades (6-8) access to a full science lab. Through the Charter School's athletic program, students have the opportunity to participate in basketball in the fall as well as soccer in the spring. Other opportunities include school run clubs and a free after school program run in conjunction with the District. Students in grades 6-8 also have the opportunity to visit Sac High's HBCU fair to learn about college, and all students visit a college campus on an annual grade level field lesson.

### **Low Student-Teacher Ratios**

Small class sizes will be in effect in all PS7 classrooms. Class sizes are currently limited to enrollment of 28 students per class in Kindergarten, 28-30 students per class in the primary grades (1-5), and 30 students in the middle school grades (6-8). Lower student-teacher ratios will remain in place when fiscally feasible as class sizes have typically been lower for PS7's past years of operation.

### **Supporting All Students**

Students are unique individuals with specific needs. In order for instruction to be most effective, the particular levels and learning styles of students must be taken into account. Therefore, PS7 supports each student on an individual basis. Achievement data and other information is used to map out where a student is starting off, what goals need to be set academically and socially for the child, and what the student, teachers, staff, and parents will do to ensure the goals are achieved. Results and progress towards goals are reviewed, at minimum, three times a year with families, and as often as weekly or daily with students, to monitor progress and ensure any adjustments in goals or supports are made as quickly as possible.

## **Differentiated Instruction**

All too often, teachers “teach to the middle,” meaning instruction is geared toward the mid-range of academic levels in the classroom. This severely disadvantages students who are struggling and those who are excelling. In order to maximize the learning opportunities and achievement for all students, PS7 utilizes a variety of differentiated instructional strategies aimed at reaching every student at their ability level. Specifically, instruction at PS7 will be delivered through a variety of modalities (auditory, visual, multi-media, “hands-on”) and flexible grouping strategies (whole class, small groups, one-on-one support, or project-based learning, just to highlight a few) to ensure the needs of all students are being met. Accelerated students may be able to participate in higher level courses such as Algebra in 7<sup>th</sup> grade, Geometry in 8<sup>th</sup> grade (at the high school level) or optional challenge classes offered by teachers during lunch or elective periods. Students who are struggling will receive targeted support in one-on-one or small group settings during specific times in the day and week.

## **Extended Day and Year**

PS7 serves a population of students who often arrive far below grade level and who lack the foundational academic skills necessary to thrive in an environment of high standards. A core pillar of the St. HOPE Public Schools model is “More Time.” PS7 understands that students need more time than the minimum amount of instructional minutes set by the State in order to achieve grade level proficiency. Numerous studies have found that after-school programs can effectively address students’ academic, recreational and cultural needs, especially when the programs insist on structure.<sup>1</sup> In particular, a 1994 study<sup>2</sup> investigated the effect of after-school programs on low-income, African-American students. This study found that students in formally structured programs “spent significantly more time on academics and enrichment lessons and significantly less time watching television or engaging in unorganized activities outdoors. They also spent significantly more time with adults and doing activities with adults.”

PS7 provides a lengthened, structured program for students through its extended day. All students start school at 7:45 a.m. and have staggered dismissal times based on grade level. Student-Parent handbooks for both the elementary and middle school can be found in Appendix A. These handbooks show the daily schedule for each grade level.

In addition to a longer school day, PS7 has an After School Education and Safety (ASES) grant in partnership with the District and funded by Proposition 49, to provide free after-school programming for students until 6:00 p.m. Monday through Friday every school day, further extending the time students can be in a structured learning environment.

If students are still in need of support beyond the time provided during the school day, teachers may provide individualized tutoring for students as needed after-school, during lunch or recess, and may also host tutoring sessions on Saturdays. Additionally, as more PS7 students enter high school, and with a large majority of them attending Sac High, an increasing number of PS7 alumni are able to return to serve as tutors and mentors, providing an additional level of support to struggling students.

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<sup>1</sup> Bronfenbrenner, U. (1986) Alienation and the four worlds of childhood. *Phi Delta Kappan*, 67, (6) 430, 432-36. Summary of study results by Pierce, Hamm, & Vandell in the Review of Extended Day and After-School Programs and their Effectiveness, Olatokonbo S. Fashola, Johns Hopkins University, Report No. 24, October 1998.

<sup>2</sup> Posner, J.K., & Vandell, D. (1994). Low-income children’s after-school care: Are there beneficial effects of after-school programs? *Child Development*, 65 (2), 440-56.

PS7 has also adopted a modified year-round instructional calendar, which has been shown to be more conducive to students' retention of academic information and skills.

### **Assessing Learning and Differentiating for High and Low Achievers**

At the beginning of the year, every student is given a diagnostic assessment to assess their incoming knowledge and skills in English language arts ("ELA") and math. Students in higher grades may also complete diagnostics for writing, history and science. In addition, information such as past scores on standardized assessments, report cards and from other sources are gathered when available. Teachers use this assessment data to identify each student's performance level and plan instruction and support for the students accordingly. This support is in the form of intervention for low achieving students, and enrichment for higher performing students.

### **Academically Low-Achieving Students**

If a student is achieving below grade level, then he or she needs to receive instruction using scaffolded materials. PS7's academic interventions are focused on: identifying gaps in student's learning, setting high, standards-based goals for achievement, and working relentlessly to help a student reach grade level proficiency. Intervention for low achieving students includes one-on-one or small group support for re-teaching of standards and objectives with the core curriculum and, where needed and appropriate, supplemental materials for this instruction.

As it often is not effective to wait until the end of a grading period to ensure all students have mastered the skills needed to move on, many teachers offer tutoring before school, during study hall, after school, or on Saturdays to work with students who need additional support. Families, as needed, are also provided resources to use at home with their children for additional practice.

To ensure the students who need support are receiving it, achievement data is currently monitored weekly.

To measure cumulative student learning for units and retention of knowledge and skills over the year, interim benchmark assessments are administered regularly, usually quarterly, per grading period. Results on these benchmarks allow teachers to monitor progress and identify students who need additional support. Following these assessments, teachers analyze the results and identify how they will provide support to each student. If necessary, teachers request assistance from administrators, such as an instructional aide or volunteer, or an adjustment of small groups. Sample benchmark assessments are provided in Appendix C, as is an example of a reflection form a teacher would complete using the data from their assessments.

In addition to the practices described above, grades 6-8 use a response to intervention ("RTI") model to execute targeted instruction in literacy to students needing more support. Each student who is identified as needing more support is assigned to targeted groups. Students are monitored regularly with assessments. The RTI team meets regularly to monitor progress and, as needed, adjust goals and instruction for each student.

As described, all students are assessed regularly to measure their learning and the effectiveness of the support structures being applied. As students show mastery of the material,

and if it is deemed appropriate by the staff, adjustments are made to the supports provided. Additionally, teachers and administrators adjust the interventions provided based on the results.

### **Academically High-Achieving Students**

High achieving students are pushed to not just master, but go above and beyond grade-level standards through enrichment courses and activities. High performing students are identified through diagnostics, benchmark exams and, for students who transfer in, past performance on assessments such as the California Assessment for Student Performance and Progress (“CAASPP”). These students have opportunities to complete enrichment and challenge activities aligned to the curriculum, and participate in additional opportunities on campus. Some examples of these opportunities include sports, honor council and clubs. In addition, in past years electives have been offered including: computer courses, team sports, leadership, newspaper, problem based learning and Spanish.

Often, this group of high-achieving students is able to teach, or assist, their classmates or younger students as a peer tutor. This role not only reinforces academic skills, but also builds leadership qualities within students as they learn to assist others and help ensure all students succeed. While all middle school students have access to art, high achieving students have had the ability to participate in higher level art classes or assist younger students. Advanced readers are able to both challenge themselves and deeply engage with literature by self-selecting texts from higher grade levels. For math, students are able to work on material covering standards in higher grade levels, building off the concepts in their current grade. This process becomes more formalized in seventh grade when advanced students are placed in 8<sup>th</sup> grade math and can matriculate to Geometry as eighth graders. Students at this level enter high school prepared for Algebra II as freshmen, two years ahead of a majority of their peers in California. In addition, students who have demonstrated high levels of scholarship often step into leadership roles on and off of campus, such as PS7’s Honor Council.

### **Special Populations**

PS7 is committed to creating an inclusive learning environment that supports the needs of all students to thrive academically and socially, including students with disabilities and English Learners. The primary mechanism for supporting special populations is through full inclusion in specific, supported classrooms. This provides students with daily access to core content along with the support of a second educator in the room to help differentiate instruction and decrease the student to adult ratio. All educators participate in the planning and development of lesson plans, and attend department collaboration meetings as well.

### **Students with Disabilities**

#### **Overview**

PS7 recognizes that students will come to the Charter School with varying needs and accommodations. PS7 has been purposeful in creating a school that values and supports every child who enrolls, regardless of disability. Staff at PS7 is committed to supporting all of its students and providing them with a high-quality, college-preparatory education.

The Charter School uses many strategies to support all learners in the general education setting and in particular with special education students. Within PS7’s inclusion model, staff utilizes co-teaching methodologies that allow all students to benefit from having a general education and a

special education provider in their core classes. That way staff can reteach those students who need it while maintaining rigorous lesson pacing. PS7 offers extra time for students to complete assignments and tests and allow multiple opportunities to retake tests and redo assignments. PS7 has offered tutoring every day afterschool as well as tutoring opportunities on Wednesdays where children with special needs can receive one-on-one support, or in small groups with their special education teacher to get extra help in mastering concepts, make up missing assignments, and retake tests and class exit tickets. The Charter School will continue to look at opportunities for offering support, including partnering with the afterschool provider contracted at PS7. Any support provided by the afterschool provider or others will be above and beyond the requirements of a student's IEP. In addition, any services outlined in the IEP will only be provided by certificated and qualified special education staff, as required by law. The Charter School has a leveled Guided Reading class where all students read books at their independent reading level and then discuss them with each other and with teachers. PS7 uses flexible grouping strategies classrooms and offers one-on-one assistance to those who need it. In addition, adaptive computer programs are used, which help students with significant academic needs fill in their skill gaps and catch up with their peers.

PS7's staff provides students with disabilities with a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE). PS7 complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act (ADA), and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR).

PS7 is its own local educational agency ("LEA") and a member of the El Dorado County Office of Education (EDCOE) Charter Special Education Local Plan Area (SELPA) in conformity with Education Code Section 47641(a). PS7 complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. As a result of our participation in the EDCOE Charter SELPA, Sacramento City Unified School District is not obligated to provide or oversee special education and related services at PS7. Appendix A provides a detailed guide to the EDCOE SELPA policies, procedures, and legal compliances.

PS7 may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. PS7 may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

PS7 shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by PS7 shall be accessible for all students with disabilities.

#### Special Education Program Structure (including instruction and support of students with special needs)

PS7's special education program is spearheaded by the Director of Special Education for SHPS who is directly responsible for ensuring that PS7 is in compliance with all applicable special education laws and requirements. Experienced and certified special education teachers are employed to ensure that the unique needs and learning styles of all students are being met. Whenever possible, students are educated within the regular education classroom, unless the nature of the disability requires a student's removal. In exceptional circumstances, when it is critical to a student's academic progress, the Charter School utilizes pull-out services to aid the

student's academic success as described below. Education Specialists coordinate the direct instruction and inclusion of Special Education students. Classroom teachers are informed of their responsibilities for particular students, trained and guided by the SPED Director, SPED teachers and/or the Principal on how to successfully meet those responsibilities, and implement any modifications or accommodations in their classes in accordance with the students' Individualized Education Plans. As required tutoring, counseling, physical, occupational, speech and language therapy services is provided outside of the classroom (either by PS7 qualified staff or specially contracted expert professionals) for those with special needs.

PS7 students who have IEPs also receive extensive supports beyond the inclusion "push-in" model on an as needed basis. While not an exhaustive list of the services that can be provided based on student need, we have students whose systems of support include some or each of the following:

1. 1:1 Behavior Intervention Support where a student has an adult assigned individually to provide both behavioral and social/emotional support full time on campus.
2. Very small group or individualized one on one instruction in pull-out groups to increase access and improve student response opportunities and pacing.
3. Speech sessions per their IEPs including both individual and small group pull out sessions.
4. Counseling services as specified in their IEPs to support their social/emotional growth.
5. Occupational Therapy, Adaptive PE, Deaf & Hard of Hearing support are provided when necessary by NPAs.
6. Students whose level of need exceeds what we can provide in our on-site support programs are provided the more intensive therapeutic environment of enrolling in an NPS.

PS7 special education enrollment structure for the past three years is outlined here.

SPED Enrollment									
School Year	School Enrollment	# Sped Students	% overall	Eligibility Breakdown					
				ED	SLI	OHI	ID	SLD	AUT
2013 – 2014	584	67	9%	5,	17,	10,	0,	29,	6
				7%	25%	15%	0%	43%	9%
2014 – 2015	608	74	12%	6,	18,	17,	0,	30,	3
				8%	24%	23%	0%	41%	4%
2015-16	601	72	12%	5	13	17	0	33	4
				7%	18%	24%	0%	46%	5.5%

### Identifying Students with Special Needs

When students are admitted to the Charter School, PS7 staff will follow up with the previous schools to determine whether the students have IEPs and ensure these records are transferred to PS7. Parents and teachers of students with special needs attend a meeting led by special education staff to determine appropriate services to be delivered at PS7. The Charter School complies with all laws and provisions regarding students with IEPs. PS7 implements IEPs as written, and if a child’s IEP needs to be reviewed for updated goals and services or to determine continued eligibility for special education, the IEP team convenes for a review of the IEP.

Throughout the school year, PS7’s frequent internal assessment program provides an efficient means to identify students who are struggling academically. Weekly, each teacher reviews the progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. The Principal and teachers monitor student assessment data at regular intervals. This allows students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, a team of both special education staff (i.e. Education Specialist, School Psychologist, etc.) general education staff (i.e. general education teacher), administrators and the parent work collaboratively to develop pre-referral strategies that may include tutoring and/or other supports. The effectiveness of the pre-referral strategy on the student’s progress is carefully monitored for up to six (6) weeks. In addition, other information is gathered to determine if a student may need special education support, such as parent questionnaires, classroom observations, analysis of work samples, and teachers’ anecdotal data. In addition, a parent may make a referral for special education



assessment at any time. If the parent does so, the assessment may take place without waiting for prior interventions.

### Evaluating Students with Special Needs

If pre-referral strategies are unsuccessful, the student is not progressing academically, and classroom teachers, parents, guardians or special education faculty believe a disability may exist, the student is referred, by the school team in writing, for individual evaluation and determination of eligibility for special education programs and services. Referrals can be made by a parent or any professional faculty member of PS7. Such referrals (1) state the reasons for the referral and include any test results, records or reports upon which the referral is based; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose; and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral and the procedural safeguards notice described in 34 CFR §300.504 is given to the student's parents. The school team (which consists of the School Psychologist, the Principal, general education staff and special education staff) convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine the child's special education eligibility and to secure written parental consent to conduct such testing. PS7 then conducts such testing, either in-house or via the services of an expert consultant. Once the tests have been conducted and the results are received, an eligibility meeting is reconvened with the parents, the appropriate special education staff, and other appropriate faculty. At that time, a decision is made as to the student's eligibility for special education services. If the team determines that the student is eligible for special education services, an IEP for that student is developed. All IEPs are evaluated and revised as needed at least annually. All assessments and evaluations are repeated at least once every three years. For further details on the "Referral, Assessment, and Placement" process, timelines, and legal compliance for special education services please see pages 1 – 42 of the EDCOE Charter SELPA Procedural Guide as well as the EDCOE CAC Parent Handbook (available in both English and Spanish). All of these documents are located in Appendix A.

### Sample Accommodation Strategies for Teaching Special Education

- Always ask questions in a clarifying manner, then have the student describe his or her understanding of the questions
- Use an overhead projector with an outline of the lesson or unit
- Reduce work load for students with exceptionalities.
- Provide clear photocopies of notes and overhead transparencies, if the student benefits from such strategies
- Provide students with chapter outlines, graphic organizers or study guides that cue them to key points in their readings
- Provide a detailed course syllabus before class begins
- Ask questions in a way that helps the student gain confidence
- Keep oral instructions logical and concise. Reinforce them with brief cue words
- Repeat or re-word complicated directions
- Frequently verbalize what is being written on the whiteboard and use "think-a-louds" to demonstrate academic thinking
- Eliminate classroom distractions such as, excessive noise, extremes of heat and cold, foul odors, flickering lights, etc.
- Outline class presentations on the whiteboard or on an overhead transparency.

- Outline material to be covered during each class period unit. At the end of class, summarize the important segments of each presentation
- Establish the clarity of understanding that the student has about class assignments
- Give assignments both in written and oral form
- Pair all new learning with adequate examples and time for student independent practice
- Have students underline key words or directions on activity sheets (then review the sheets with them)
- Pace instruction carefully to ensure clarity
- Present new and / or technical vocabulary on the whiteboard or overhead (visually as well as orally)
- Provide and teach memory associations (mnemonic strategies)
- Support one modality of presentation by following it with instruction and then use another modality
- Talk distinctly and at a rate that all students can follow
- Technical content should be presented in small incremental steps
- Use plenty of examples, oral or otherwise, in order to demonstrate the application of each topic covered in the lesson
- Use straight forward instructions with step-by-step unambiguous terms. Preferably presented one at a time
- Write legibly, use large type; do not clutter the whiteboard with non-current / non-relevant information
- Use props to make narrative situations more vivid and clear
- Assist the student, if necessary, in borrowing classmates' notes
- Clearly label equipment, tools, and materials. Color code them for enhanced visual recognition
- Consider alternate activities/exercises that can be utilized with less difficulty for the student, but have the same or similar learning objectives
- Announce readings as well as assignments well in advance
- Offer to read written material aloud, when necessary
- Read aloud material that is written on the whiteboard and on the overhead transparencies
- Review relevant material, preview the material to be presented, present the new material then summarize the material just presented
- Suggest that the students use both visual and auditory senses when reading the text
- Spend more time on building background for the reading selections and creating a mental scheme for the organization of the text
- Encourage students to practice using technical words when talking with family and peers

### Services for Students under the “IDEA”

The following description regarding how special education and related services are provided and funded is included below for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services is provided and funded is set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU can be reviewed in Appendix A.

PS7 shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

PS7 provides services for special education students enrolled in the Charter School. PS7 follows SELPA policies and procedures, and utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services, and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

PS7 agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

### Staffing

All special education services at PS7 will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

PS7 is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. PS7 shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. PS7 shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

For the past several years the percentage of students with IEPs attending PS7 has ranged between 9% and 12%. Going forward, PS7 projects that the Charter School's special education population will continue to reflect the population found in the District. In order to properly meet the needs of all students with IEPs, PS7's Special Education staffing plan calls for the following:

- Four education specialists
- One school psychologist (also shared with Oak Park Preparatory Academy)
- One-half of a Marriage and Family Therapist
- Eighty percent of a Speech Therapist
- Two to four instructional aides

In addition, to ensure that students are receiving the appropriate services, caseloads are projected to be no more than twenty-eight students per education specialist or other properly credentialed staff member managing a caseload, such as the Speech Therapist.

Beyond school site staff, SHPS employs several members of the special education team in the organization's home office. These staff members include a director of special education, a program coordinator shared between PS7 and Oak Park Preparatory Academy, and a systems specialist who handles all data and maintains oversight of all IEP contracts for compliance.

### Notification and Coordination

PS7 shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. PS7 has adopted and implemented policies relating to all special education issues and referrals.

### Identification and Referral

PS7 has the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. PS7 implements SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. Parents may also request that their student be assessed for special education eligibility at any time.

PS7 follows SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

### Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. PS7 will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. PS7 shall obtain parent/guardian consent to assess Charter School students.

### IEP Meetings

PS7 shall arrange and work collaboratively with parent(s)/guardian(s) to schedule necessary IEP meetings at the most convenient times for parent(s)/guardian(s) to attend. IEP team membership shall be in compliance with state and federal law. PS7 is responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at PS7 and/or about the student. PS7 shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

### IEP Development

PS7 understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible PS7 students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

### IEP Implementation

PS7 is responsible for all school site implementation of the IEP. As part of this responsibility, PS7 provides parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special

education students. PS7 shall also provide all home-school coordination and information exchange. PS7 shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

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

PS7 shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in PS7 from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, PS7 shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into PS7 from a district operated program under the same special education local plan area of the Charter School within the same academic year, PS7 shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and PS7 agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to PS7 with an IEP from outside of California during the same academic year, PS7 shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

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

PS7 shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

#### Non-discrimination

It is understood and agreed that all children will have access to PS7 and no student shall be denied admission nor counseled out of PS7 due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

#### Parent/Guardian Concerns and Complaints

PS7 implements policies for responding to parental concerns or complaints related to special education services. PS7 shall receive any concerns raised by parents/guardians regarding related services and rights.

PS7's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

### Due Process Hearings

PS7 may initiate a due process hearing or request for mediation with respect to a student enrolled in PS7 if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, PS7 shall defend the case.

### SELPA Representation

PS7 represents itself at all SELPA meetings.

### Funding

PS7 is subject to the allocation plan of the SELPA.

### Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

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

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or

guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

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

Professional Development of Faculty Serving Students with Special Needs

Professional training and development for faculty involved in the education of students with disabilities is ongoing and is outlined in the following table.

<b>SPED Professional Development</b>		
<b>Professional Development Opportunities</b>	<b>Schedule</b>	<b>Provider(s)</b>
Special Education Referral Process	Beginning of Year PD	SHPS Student Study Team Coordinator SHPS Director of Special Education
Development and Implementation of a Student’s IEP	Beginning of Year PD Review monthly on SPED PD days	SHPS special education staff
Evaluation of a Student’s Progress Toward Meeting IEP Goals and Objectives	Beginning of Year PD Additional sessions as questions arise	SHPS special education staff
Meeting Reporting Requirements to Parents	Beginning of Year PD	SHPS special education staff
Discipline of Students with Disabilities	Beginning of Year PD year Review sessions throughout the year regarding specific	SHPS leadership staff SHPS Director of Special Education Program Specialists from the

	students and circumstances	EDCOE SELPA
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In addition, as part of PS7’s summer orientation for teachers before the start of school, training includes specific focus on inclusion, co-teaching and strategies for teaching special education students (provided by SHPS special education staff). Ongoing, weekly faculty development targets teachers who provide accommodations and modifications in support of students’ IEP goals. PS7 has ongoing professional development for staff every Wednesday. These sessions are led by the Charter School’s leadership along with school based special education staff and the content is determined by analysis of student progress, observed classroom needs and teacher request.

In addition, training pertaining to necessary skills and legal responsibilities of supporting students with a Section 504 Plan is currently provided annually to all staff at the beginning of the school year. The Section 504 training includes an overview of Section 504 of the Rehabilitation Act of 1973 and recent revisions to the law. Teachers are provided a comparison between IDEA with Section 504 to ensure understanding of the important differences. Teachers are also provided with information pertaining to process, procedures, parents’ rights and protection of students with a Section 504 plan.

**English Learners**

**Instruction for Limited English Proficient Students**

The Charter School serves any and all students with limited English proficiency, including English Learners (ELs), using structured English language immersion so they receive appropriate support and achieve proficiency in the academic English language as quickly as possible. The majority of incoming English language learners enrolled are in the early advanced /advanced category with few in the intermediate category. PS7 will continue to support EL students in moving toward reaching and surpassing our high standards – the same expected for all students, and PS7 will equip them with the individualized support necessary for academic success.

To help all staff at PS7 better understand each English Learner and develop an appropriate English language development (“ELD”) program, teachers will review each EL’s content knowledge in their primary language, previous experience in American schools, and review their current English language knowledge. PS7 staff understands scholars will enroll at a variety of English language development levels as their educational path and language exposure to English will have greatly differed. The staff at PS7 understands that a one-size-fits-all approach is not appropriate and will be intentional about creating an English language development program that addresses the needs of all students. Due to the trend of PS7 educating early advanced and advanced English language learners, staff uses a sheltered instruction model where students’ language development is intentionally imbedded throughout content classes. PS7’s EL program is designed exclusively to meet the Charter School’s mission. If students are to leave PS7 and enter, excel in, and graduate from the strongest college-preparatory and magnet high schools, they must read, write, and speak English fluently.

**Identifying and Serving English Language Learners**

The Charter School serves English learners based on the U.S. Department of Education’s six steps of progression through an EL program: 1) enrollment in school, 2) identification of



potential ELs, 3) assessment determining need for EL services, 4) provision of appropriate EL services, 5) transition from EL services, and 6) monitoring ability to participate meaningfully.<sup>3</sup> In implementing the EL program, PS7 complies with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

The instructional staff of PS7 adheres to the following plan with EL students:

- Upon enrollment into the school, all students receive a home language survey of languages spoken in the home.
- Students whose dominant language is not English receive assessment of English proficiency including the CELDT Proficiency Level Descriptors.
- PS7 staff reports the number of EL students attending the Charter School to the District and the state.
- Educational programs are responsive to these specific needs and in compliance with state and federal guidelines.
- PS7 staff makes adjustments to this plan as needed, in the best interest of each student's achievement.

All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

The primary objective for all services delivered to EL students at PS7 is to provide a structured support system to help students gain English proficiency. The Charter School wants all students to gain full access to the curriculum as soon as possible and we adopt the best and most proven strategies to help them do so. The curriculum and support provided to these students is selected primarily on the basis of quickest acquisition of English.

Students with limited proficiency in English achieve proficiency in the English language through the use of PS7's services and teaching methods. PS7 ensures EL students are not excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction, and that EL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited receive notices and information from PS7 in their native language if needed. Parental outreach may also be conducted through home visit by a school representative and an interpreter.

### **English Immersion Program and Services**

All EL students receive the same academic courses and content as those students who are native English speakers. PS7 staff uses the Sheltered Instruction Observation Protocol ("SIOP") Model, allowing EL scholars to access the same curriculum at their language level. All instruction at PS7 is in English, however, the level of English used for instruction — both oral and written — is modified appropriately for each EL student. This does not mean that the content is "watered down." Instead, teachers incorporate a variety of strategies to make the content more comprehensible with a focus on building academic language through content. For example, teachers use visuals and diagrams, provide many opportunities to practice key vocabulary, and utilize graphic organizers. General education teachers of English learners

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<sup>3</sup> [www.ed.gov/offices/OCR/ELL/cprogression.html](http://www.ed.gov/offices/OCR/ELL/cprogression.html)

adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELs to participate fully in the educational program. Staff will participate in professional development opportunities in these areas as they become available through the Office of Bilingual Education. Students are never prevented from speaking in their native language, either inside or outside of the classroom. We create the most accepting cultural atmosphere possible, such that students of all backgrounds and languages feel welcome and valued.

Research has shown that immersion is increasingly considered more effective at teaching English to students, compared to bilingual education, as indicated by the following:

- In a *Business Journal of Raleigh/Durham* (December 26, 1997) article entitled “Immersion v. Bilingual Education,” John Hood, President of the John Locke Foundation, a North Carolina based think-tank wrote, “A review of 300 studies of bilingual education by federal researchers found only 72 that were methodologically sound. Of those studies, 83% comparing bilingual education to immersion found that kids learned to read better through immersion. Not a single study found the reverse.”
- Cara Morlan of the Independence Institute, a nonprofit, nonpartisan Colorado think-tank, wrote, “In California, children enter school speaking one of 140 different languages, yet only Spanish-speaking students are put into traditional bilingual education programs. These students are then the immigrant group that does the worst in school has the highest dropout rate, the lowest test scores and the lowest college admissions.” Ms. Morlan found that only 5% of these students were being found to gain proficiency in English each year.<sup>4</sup>

### **Sheltered Immersion Instructional Practices**

All PS7 EL students receive instruction using methods proven to be effective for developing English proficiency. As mentioned earlier, PS7 teachers use the Sheltered Instruction Observation Protocol Model.

Sheltered Instructional Observation Protocol Model<sup>5</sup>

#### **1. Lesson Preparation**

- Clearly define content objectives
- Clearly define language objectives
- Select content concepts that are appropriate to learners’ age and educational background
- Use a variety of supplementary materials to make the lesson clear and meaningful (examples: computer programs, graphs, models, visuals)
- Adapt the content to all proficiency levels
- Use authentic and meaningful activities and integrate them into lesson concepts

#### **2. Building Background**

- Explicitly link concepts to students’ background experiences
- Explicitly link past learning to new content
- Emphasize key vocabulary

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<sup>4</sup> *Structured Immersion, An Alternative to Traditional Bilingual Education* (Independence Institute, *Issues Backgrounders 2000-4*, July 26, 2000).

<sup>5</sup> [www.ca1.org/siop](http://www.ca1.org/siop)

3. Comprehensible Input
  - Use speech that is appropriate for students' proficiency level
  - Clearly explain academic tasks
  - Use a variety of techniques to make content clear (examples: model, use visuals, demonstrations and hands-on activities)
4. Learning Strategies
  - Provide ample opportunities for students to use strategies
  - Consistently use scaffolding techniques throughout the lesson
  - Include a variety of question types that promote higher-order thinking skills
5. Interaction
  - Provide students with frequent opportunities for interaction and discussion between teacher and student and among students, and encourage extended student discourse about the lesson concepts
  - Carefully configure the grouping of students to support language and content of the lesson
  - Consistently provide sufficient wait time for student responses
  - Provide ample opportunities for students to clarify key concepts in their native language
6. Practice and Application
  - Provide hands-on materials and/or manipulatives for students to practice using new content knowledge
  - Provide activities for students to apply content and language knowledge in the classroom
  - Use activities that integrate all language skills (reading, writing, listening and speaking)
7. Lesson Delivery
  - Clearly support the content objectives in lesson delivery
  - Clearly support the language objectives in lesson delivery
  - Engage students 90% to 100% of the time
  - Pace the lesson appropriately to students' ability level
8. Review and Assessment
  - Include a comprehensive review of key vocabulary
  - Include a comprehensive review of key content concepts
  - Provide regular feedback to students on their output
  - Conduct assessments of student comprehension and learning of all lesson objectives throughout the lesson

Along with the SIOP model, PS7 teachers intentionally and explicitly teach academic language in content classrooms. In order for English learners to be successful in the classroom, they must master both informal and academic English. Academic English is the content-specific language used within specific disciplines. PS7 teachers are intentional about planning vocabulary development into their lessons. Vocabulary-building exercises are incorporated into all classes so that students learn academic vocabulary in the content-specific context, making it meaningful and relevant. Vocabulary instruction focuses on basic vocabulary development with roots, prefixes, suffixes, cognates, and context clues, as well as specifically teaching the difference in language structure and semantics in various contents.

Some additional instructional strategies that used include:

<p><b>Checking students' comprehension of the content:</b></p> <ul style="list-style-type: none"> <li>• Use sentence strips</li> <li>• Set up dialogue journals between teacher and student</li> <li>• Plan activities using role play and drama</li> <li>• Use student reading log</li> <li>• Use Cloze exercises</li> <li>• Write summaries</li> <li>• Encourage students to write headlines</li> <li>• Write character diaries</li> <li>• Have students present information with illustrations, comic strips, or other visual representations</li> <li>• Allow students to provide answers and explain processes instead of teachers telling them</li> </ul>	<p><b>Helping ESL students adjust to the classroom:</b></p> <ul style="list-style-type: none"> <li>• State/display language, content and metacognitive objectives</li> <li>• List instructions /process steps and review orally</li> <li>• Present information in varied ways (examples: oral, written, demonstrations, with tangible objects)</li> <li>• Frequently summarize key points</li> <li>• Repeat and paraphrase important terms</li> <li>• Provide word wall with vocabulary for unit/chapter</li> <li>• Have students maintain notebook</li> <li>• Have students maintain learning log for metacognitive strategies</li> <li>• Allow sufficient response time</li> </ul>
<p><b>Adjusting teaching style:</b></p> <ul style="list-style-type: none"> <li>• Develop a student-centered approach</li> <li>• Speak a little more slowly (not louder), use shorter sentences, and avoid idioms</li> <li>• Increase the percentage of inferential and higher order thinking questions</li> <li>• Provide correction for language errors by modeling, not overt correction</li> <li>• Use cooperative learning</li> <li>• Incorporate peer tutoring</li> <li>• Use the Writing Process</li> <li>• Explicitly connect learning to students' knowledge and experience</li> <li>• Take time to preview and explain new concepts and vocabulary before starting instruction</li> <li>• Use questionnaires/interviews</li> </ul>	<p><b>Motivating students and providing background knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use semantic webbing and graphic organizers</li> <li>• Use anticipation reaction guides</li> <li>• Have students brainstorm, then record responses on projector before starting lessons</li> <li>• Use realia, maps, photos, and manipulatives</li> <li>• Do activities where students can interact and move around</li> <li>• Have students do hands-on activities</li> <li>• Do demonstrations</li> <li>• Use CDs, cassettes and videotapes with books</li> <li>• Use a variety of groupings so that ESL students can interact with different classmates</li> <li>• Provide students with outlines of lessons and questions that will be asked beforehand so they have an opportunity to process information and participate more readily</li> <li>• Use the overhead projector every day to model highlighting text, identifying main ideas or new vocabulary or to show pictures.</li> </ul>

## **English Learners and English Language Development**

The PS7 community fully appreciates and remains incredibly sensitive to the challenges that English learners face and does everything it can to support their needs. PS7 specifically teaches ELD standards and requirements within the English Language Arts (ELA) classes during the daily schedule. This instruction includes all of the new ELD standards as introduced with the new Common Core State Standards and as outlined by the California Department of Education (<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>). These standards outline specific strategies that teachers should utilize and explicitly state what students need to know to be able to master English Language Arts.

PS7 provides all necessary faculty and specialized curricular planning, and implement strategies when necessary to enable EL students to achieve proficiency and attain the high standards established for all students. The Charter School directly provides or outsources appropriate support services that may be needed by EL students in order to achieve and maintain a satisfactory level of academic performance. Staff at PS7 is prepared to address the needs of students who are struggling with the structured English immersion program, or may be at the intermediate or lower level, by providing, if it is determined to be the best course of action, a ELD class and/or assignment of a certified aide, teacher or qualified consultant under contract who speaks that child's native language. The ELD class instruction focuses on increasing basic English – including vocabulary, grammar, reading and writing – so that students can perform and participate in their regular classes. In order to minimize disruption to the student's daily schedule, these services take place outside of core class time. In addition, Designated ELD may be provided if other approaches are found to be ineffective in moving ELs to proficiency in English. A state adopted curriculum, such as Amplify Education, Inc., Amplify ELA: CA Edition and Amplify ELD: CA Edition, 6–8, will be used for Designated ELD instruction.

PS7's extended-day schedule provides ample time that can be used for additional intensive English language instruction. For example, grades 6, 7 and 8 at PS7 have a thirty minute reading block four days a week, for a total of 120 minutes weekly of reading outside of the core academic time. Designated ELD or other support services for EL students could be provided during this time should this level of services and support be necessary. In younger grades, the day is divided into five or six content blocks, depending on the grade level. One of these content blocks is available to be used for instruction of ELs, through Designated ELD or other means, if needed.

PS7 continues to actively recruit staff who are fluent in the foreign language that is most common among our students, which is Spanish.

PS7 believes that in order to have meaningful relationships with parents and students who do not speak English as a first language, the Charter School must be proactive in its communication styles and techniques. This requires creativity through the involvement of translators, community organization support, or friends of PS7. We are deliberate in accommodating for families who need translating services by including interpreters and translated documents when needed.

## **English Learner Literacy Development**

PS7's emphasis on literacy, as well as its extended day model, allows EL students to receive targeted small-group literacy instruction during their guided reading class. This literacy program

aligns with the eight guidelines set forth by Diane August and Timothy Shanahan in their research on Effective English Literacy Instruction for English Learners.<sup>6</sup>

1. Effective instruction for English learners emphasizes essential literacy components. PS7's guided reading program allows teachers to focus on the five essential components of literacy: phonemic awareness, phonics, oral reading, fluency vocabulary, and overall reading comprehension.
2. Effective instruction for English learners is similar to effective literacy instruction for native speakers. The guided reading program is designed to reach all students at their current reading levels, and through explicit small-group literacy instruction, move them to read on grade level. This program has shown success with both native and English language learners.
3. Effective literacy curriculum and instruction for English language learners must be adjusted to meet their needs. In the guided reading program, students read books at their specific levels and work within homogeneous groupings.
4. Effective literacy instruction of English learners is comprehensive and multidimensional.
5. Effective literacy instruction for English learners develops oral proficiency.
6. Guided reading is structured so students have ample opportunity to demonstrate comprehension through oral questioning and response. Effective literacy instruction for English learners is differentiated.
7. Effective literacy instruction for English learners requires well-prepared teachers. Guided reading teachers develop extensive quarterly plans and frequently adjust and adapt plans based on performance data.
8. Effective literacy instruction for English learners is respectful of the home language.

### **Exit Criteria**

PS7 has found the combination of PS7's focus on literacy, and SIOP model strategies to be successful with our EL population.

English Learners are re-classified as Fluent English Learners when they: 1) demonstrate fluency on the CELDT, 2) reach a proficiency score on the ELA portion of the CAASPP, 3) demonstrate authentic fluency in class through the four areas listed above and 4) are identified by their regular teachers as fluent. Much of this evidence is found in student work and through encouraging active participation in class. Students who are re-classified continue to be monitored using the same criteria to ensure that no additional support is necessary. This monitoring is done by one or more teachers in conjunction with the administration.

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<sup>6</sup> Susana Dutro, K. K. (2010). English Language Development: Issues and Implementation at Grades Six Through Twelve. In *Improving Education for English Learners: Research Based Approaches* (pp. 209 - 250). Sacramento : California Department of Education

The proficiency of an identified EL student is measured at least twice a year to determine whether continued special services are warranted. Special services continue until a student attains fluency in English language proficiency as measured by the four exit criterion: 1) CELDT proficiency, 2) evaluation in performance of basic skills, 3) teacher evaluation, 4) parent opinion and consultation. In addition, PS7 evaluates each student's performance in academic content areas to measure the student's progress in core subjects. If an EL student continues to struggle in these academic areas, modifications to the instructional program may be made. Any student classified and receiving educational services as an EL student who subsequently tests high enough to exit the program is deemed to be no longer in need of EL services. No students will be exited from the EL program unless they can read, write, and comprehend English well enough to participate successfully in PS7's academic program without the need for additional support.

### **Accountability and Evaluation of the ELL Program**

In order to ensure that the EL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), an annual evaluation of the program occurs. To determine the need for programmatic modifications, staff at PS7 evaluates the progressive growth of its EL students on standardized assessments and non-standardized assessments in comparison to that of non-EL students. Staff also tracks students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified EL and non-EL students, as measured by standardized assessments and non-standardized assessments. PS7's staff tracks how many students are declassified as EL and the number of instructional years it takes for this declassification to occur.

Finally, staff at PS7 complies with all provisions outlined in Title III – Language Instruction for Limited English Proficient and Immigration Students. This includes a letter for parent notification (notifying of English proficiency status and program placement) and reporting requirements.

### **Professional Development**

Setting ambitious goals for student achievement is crucial, but equally important is providing teachers with the training, feedback, and strategies necessary to be able to meet these goals. PS7 has instituted a comprehensive network of supports and approaches to ensure that teachers have the support they need. Please refer to Element E for more details on PS7's employee orientation and summer training.

All teachers receive an annual evaluation based on the SHPS Teacher Evaluation Rubric, which is a comprehensive tool focusing on five areas of teacher competency: planning, execution, assessment, classroom culture, and fit with the organization. To support this evaluation, teachers are observed and given feedback on their teaching practice continually throughout the school year. Teacher feedback is aligned to the evaluation rubric to ensure that all teaching practices are at or progressing towards the highly effective level. Feedback is given by email, through one on one conversation and regular check-ins with the Principal, administrators, department chairs, or colleagues.

In addition to the annual evaluation and frequent rounds of observation and feedback, PS7 also has implemented a schedule of Professional Development days to take place in the two weeks prior to school beginning and throughout the year. Currently, all new staff members attend new staff orientation and training for up to a week in the summer prior to all staff returning. During

this time, new staff receive training from both SHPS and PS7 staff to ensure they understand the mission, vision and goals of both the SHPS organization and PS7. In addition, staff is introduced to the culture and expectations of the Charter School. The days prior to school beginning is currently reserved for professional development for all staff. This time is typically driven by school administration in cooperation with SHPS based on what they see as topics that need to be covered based on previous results and the needs of their staff. During this week, best practices and new strategies are presented and staff creates plans for implementing these practices and strategies with students. It is at this point that new strategies for working with students with special needs are presented to staff, typically by school leaders but sometimes by other experts, whether from within or outside SHPS. Strategies for working with students with disabilities are presented by the SHPS director for Special Education and additional Special Education staff. School leaders or instructional coaches present on current best practices for providing support for EL students and show how current curriculum resources can be used or modified to meet the need of ELs. Once the school year starts, professional development does not stop. For example, in the 2015-16 school year, PS7 staff had thirteen half days used for creating rigorous, aligned lesson plans, analyzing student data, or for department or grade level collaboration time and then 15 full days of professional development where the school leader was empowered with the flexibility to make a schedule to best meet the needs of teachers. Often this has seen a combination of whole group professional development coupled with small groups of grade level teams or subject area departments working together. During these days teachers are able to provide support and lead professional development in areas of expertise, allowing them to develop their facilitation skills and leadership abilities.

PS7's support for teachers extends beyond the campus as the Charter School strives to expose all staff to other high performing schools and teachers, including their peers at PS7, across SHPS, throughout California and the nation. School and peer classroom visits are an important component of professional development for new and veteran staff. Teachers and administrators visit schools with a focus on culture, instructional execution, evidence of investment, and other best practices. After a school visit, the team meets together to debrief on what was observed and learned. Staff identifies elements that will improve PS7's program and a plan is created to implement the changes. School visits have been found to be an effective way to accelerate staff effectiveness at PS7.

PS7 and SHPS also strive to provide professional development for school leaders through formal and informal partnerships with outside organizations such as Building Excellent Schools ("BES") and Teach for America ("TFA"). Through BES, school leaders are trained in best practices for the hiring and selection of staff, and as a result, were able to implement what was learned with PS7's own recruitment process and share this knowledge with other SHPS leaders. School leaders have also visited the TFA summer institute, where they observed best practices in supporting and developing teachers and for delivering professional development to staff. Additionally, school leaders have participated in professional development with Uncommon Schools in New York. This has provided school leaders with a wealth of resources on implementing several techniques, such as those presented in the book Teach Like a Champion, to share with teachers and staff. School leaders share the techniques and strategies learned with PS7 teachers and staff, who subsequently improve their skills for classroom management and culture as well as instruction. PS7 will strive to continue to provide these experiences to all staff members as appropriate and when available.



## **Educational Partners**

PS7 cannot do this work alone. In addition to receiving support from parents and families, as well as the SHPS Home Office and other schools, PS7 has formed valuable partnerships with many individuals and institutions, resulting in additional resources for the benefit of the students. A list below includes many but not all of the partners PS7 has worked with in its first years of operation:

Universities such as: CSUS, UC Davis, UC Berkeley, UOP, Stanford, Santa Clara, and others  
B Street Theatre  
California Charter Schools Association  
The Fortune School of Education  
Other local charter schools  
Individual volunteers, supporters and educators  
The District

PS7 and SHPS also has a contract with Illuminate to provide technology platforms to allow more accurate tracking and measuring of student performance.

PS7 students further benefit from a partnership with the Jesuit Volunteer Corps (“JVC”). For the last fourteen years, JVC has annually placed 1-4 corps members at PS7 who serve as teaching assistants in classrooms for an entire school year. These JVC members are recent university graduates who provide a vital support for helping teachers meet students’ academic needs. In addition, it is not uncommon for JVC corps members to stay at PS7 beyond their year of service and take on full time positions at the Charter School. This is beneficial to PS7 and the students due to the JVC alum having a year of experience with PS7 and being familiar with the best practices employed by staff at the Charter School.

## **Parent Education and Participation**

PS7 parents and families are actively involved in the education of students. PS7 parents are strongly encouraged to complete 40 hours of service to the Charter School per year. The more intensely parents are involved, the more beneficial the achievement effects.

Studies have shown that students whose parents are involved in their education generally have higher grades and test scores, better attendance, more consistently completed homework, higher graduation rates and greater enrollment in postsecondary education.<sup>7</sup> PS7 parents are actively involved in the education of their children. Activities parents and families can complete to count towards volunteer service are provided to families annually.

In addition, all parents are invited to participate in Orientation and Back to School Night, which provide families an opportunity to get to know teachers, learn about the academic program, and find specific ways to get involved. Some teachers provide workshops throughout the school year to share standards and teaching practices with parents. During these sessions parents are provided a demonstration of a typical class day, and are coached on studying with their child. Additional activities such as literacy night and a math themed Pi Day (annually on March 14<sup>th</sup>) create additional opportunities for parents to engage with their child(ren) and school staff in academic activities at PS7.

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<sup>7</sup> The National PTA. *Building Successful Partnerships*. Bloomington: National Education Service, 2000. 12.

Furthermore, prior to the start of each school year, all parents attend a mandatory parent orientation. At the orientation, parents get an overview of the entire program, school-wide procedures, grade-level procedures, and are given a tour of the Charter School and classrooms. Teachers also meet with parents to preview the year, establish a relationship and discuss expectations.

Parents are also provided with a Student-Parent handbook at the beginning of the school year. This handbook provides detailed descriptions of all aspects of the school program. The elementary and middle school student-parent handbooks are available in Appendix A.

Parents monitor their child's progress throughout the year by attending multiple student led parent-teacher conferences where students receive a standards-based report card, a sample of which is provided in Appendix C. A sample quick lookup is also available in Appendix C and is a document parents receive weekly.

Parents also complete a survey to provide feedback to PS7 teachers and administration.

In addition, PS7 ensures weekly communication with families, currently in the form of a Communication Folder. Every scholar in TK-8<sup>th</sup> grade receives a Communication Folder at the start of the year. Every Wednesday scholars bring home the folder to their families which includes important documents such as grade print outs, behavior reports, grade level newsletters and school wide fliers. Families know to expect the folders every Wednesday evening and they sign to acknowledge their receipt of each item in the folder. The signed folder is then returned to school the next day. This system is a way to consistently ensure school-home communication is occurring.

### **Charter School Goals and Actions to Achieve the Eight State Priorities**

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the Charter School's annual goals to be achieved in the Eight State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, can be found in the Charter School's Local Control Accountability Plan ("LCAP"). The current LCAP is on file with the District and is also available on PS7's website at <http://www.sthope.org/ps7e-about-us-strategic-plans> or <http://www.sthope.org/ps7m-about-us-strategic-plans>.

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

## ELEMENTS B AND C: MEASURABLE PUPIL OUTCOMES AND METHODS OF MEASUREMENT

*Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

And

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).*

### **Alignment of Outcomes to the Eight State Priorities**

Pursuant to Education Code Section 47605(b)(5)(B), the Charter School's school-wide and pupil outcome goals and performance targets aligned to the Eight State Priorities that apply for the grade levels served, or the nature of the program operated by the Charter School, and methods for measuring progress, can be found in the Charter School's LCAP. The current LCAP is on file with the District and is also available on PS7's website at <http://www.sthope.org/ps7e-about-us-strategic-plans> or <http://www.sthope.org/ps7m-about-us-strategic-plans>.

In addition to the goals listed in the current LCAP, PS7 also has set additional goals for pupil outcomes which are listed below:

Increase percentage of students who meet or exceed CAASPP proficiency (met standards or exceeded standards) in Math and ELA each year for all students and for each applicable subgroup served by the Charter School.

Increase percentage of students who meet or exceed grade level proficiency however it may be defined in science each year for all students and for each applicable subgroup served by the Charter School.

Increase percentage of students who meet or exceed grade level targets on the California Physical Fitness Exam each year for all students and for each applicable subgroup served by the Charter School.

Maintain an ADA of 95% or better for all students and for each applicable subgroup served by the Charter School.

Increase student retention yearly until reaching at least 90% for students who are enrolled on census day for all students and for each applicable subgroup served by the Charter School.

Decrease percentage of students who are suspended each year for all students and for each applicable subgroup served by the Charter School.

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

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

### **Data Assessment and Reporting**

PS7 teachers and staff tightly monitor the progress of student learning to ensure sufficient progress is being made so all goals will be accomplished or exceeded. Assessments (standardized, diagnostic/criterion-referenced, rubrics, portfolio, etc.) inform and drive PS7's instruction. Student needs and progress are monitored consistently throughout the school year through a system of benchmarks and other, more frequent forms of assessment. The benchmark assessments are given approximately quarterly and enable teachers to measure student learning on a continual basis.

PS7 currently utilizes a well-known data and assessment tool, Illuminate, into which all student data is entered for analysis. A sample output report may be found in Appendix C.

The Charter School will regularly report data on pupil achievement to parents through regular grading periods, reporting of test score results (i.e. CAASPP), and parent conferences. Parents will also have direct access to their child's attendance and academic progress through Illuminate.

Pupil achievement data is regularly reported to staff and used to evaluate the efficacy of PS7's educational program. For 2016-17, PS7 has built in over 25 days of professional development as well as weekly meetings to analyze data and inform our program.

In addition to what is described above, PS7 strives to align the methods of measuring pupil outcomes and the ways of reporting the results achieved with how it will be displayed on external documents, such as the SARC (School Accountability Report Card). Whenever feasible, PS7 will align with the SARC. For example, the SARC currently requires pupil outcome data on CAASPP for ELA and math, CST for science, the California Physical Fitness Test, suspension and expulsion data. Each of these instruments is aligned with a goal for PS7.

### Most recent CAASPP Results

Below is a breakdown of how PS7 students performed on the CAASPP in the 2015-16 school year. The chart below shows the percentage of students in each grade who scored at either the Met Standard or Exceeded Standard level on the CAASPP for ELA and math.

<u>Grade Level</u>	<u>Percent who met or exceeded standards in ELA</u>	<u>Percent who met or exceeded standards in math</u>
3 <sup>rd</sup>	20%	18%
4 <sup>th</sup>	27%	15%
5 <sup>th</sup>	33%	25%
6 <sup>th</sup>	35%	33%
7 <sup>th</sup>	51%	33%
8 <sup>th</sup>	54%	55%

## ELEMENT D: GOVERNANCE STRUCTURE

*Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).*

### **Charter Status**

PS7 is an independent charter school operated by St. HOPE Public Schools, a California Nonprofit Public Benefit Corporation that also has tax exempt 501(c)(3) status. SHPS and PS7 are governed by the St. HOPE Public Schools' Board of Directors ("Board" or "Board of Directors"). In addition to PS7, SHPS currently operates and governs two other charter schools: Sacramento Charter High School and Oak Park Prep. SHPS also operates the Triumph Center for Early Childhood Education. Please refer to Appendix D for a copy of the SHPS Bylaws, Articles of Incorporation, and Conflict of Interest Code.

### **Legal Assurances**

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

SHPS will comply with the Ralph M. Brown Act (Government Code Section 54950, *et seq.*). Members of SHPS's Board of Directors, any administrators, managers or employees, and any other committees of the school comply with applicable federal and state laws, and nonprofit integrity standards.

Furthermore, PS7 and/or SHPS will be solely responsible for the debts and obligations of the Charter School.

### **Organization Structure**

The organizational structure of the Charter School will develop and grow as enrollment expands. While the Board's organization and role will remain the same, PS7's Principal will have some responsibilities delegated to the Charter School's administrative team and more teachers and support staff will be added to support enrollment demands and student needs.

The organizational model represents fiscal conservatism and allocation of resources towards the Charter School's mission. Growth or retraction in funding will adjust the organizational structure of the Charter School as needed.

## **Primary Responsibilities of Board of Directors**

PS7 will be governed by the SHPS Board of Directors who will maintain active and effective governance of the Charter School. The Board is responsible for ensuring the Charter School fulfills its mission, remains true to the terms of the charter, is a fiscally viable and responsible organization, and ensures access and accountability to the public. The Board of Directors governs the Charter School in its pursuit of its mission, and delegates all managerial decisions to the Chief Executive Officer, the Chief of Schools and the Principal. The Principal is responsible for the daily operations, annual, and long-term planning of PS7, and execution of all aspects of the Charter School's educational program. The Chief Executive Officer and the Chief of Schools hire, set compensation for, support and evaluate the Principal, while the Principal hires and evaluates all PS7 teachers and staff.

The SHPS bylaws allow for a maximum of 15 voting members on the Board of Directors who have expertise in the following fields, among others: educational program, data and assessment, management and leadership, financial management, legal, community and public relations, district relations, parent relations, student relations, human capital, charter school models, organizational development, facilities and real estate, fundraising, grant writing and development, and higher education. SHPS may increase or decrease the size of its Board as needs dictate throughout the course of the PS7 charter. Additionally, the bylaws require a student representative be appointed as a non-voting member to provide critical insight into school culture and operations within the classroom. All board members serve for a term of two years except for any parent, alumni or student representative, who will serve for a term of one year. Currently, Gladys Mitchell sits on the Board of Directors as a voting parent Board member and Shelby Mitchell, the Sac High student body president, serves as the student representative. In accordance with Education Code Section 47604(b), one representative of SCUSD may serve on the Board. Presently, SCUSD has chosen not to select a representative to sit on the board.

## **Selection of New Board Members, not including the SCUSD representative**

A stable, strong, committed, and mission aligned Board of Directors is critical to the success of the Charter School. Therefore, all potential and new Board members will undergo a careful and deliberate vetting process and will require the vote of the current Board membership in accordance with the bylaws. Requirements of new members to the Board of Directors include:

- Deep and unwavering commitment to the mission of SHPS
- Belief that the Charter School will be able to achieve its mission and should take all reasonable steps necessary in order to do so
- Regular attendance at all board meetings
- Expertise in one or more area that proves to be valuable to the governance of the Charter School
- Experience with and interest in working with a committed, driven, diverse group of people
- Willingness to leverage personal and professional networks on behalf of SHPS and/or the Charter School
- Availability and willingness to participate in the governance of SHPS

## **Leadership of SHPS and PS7**

## **SHPS Chief Executive Officer and Home Office Team**

The SHPS Chief Executive Officer and the Home Office Team are responsible for the day-to-day operations of SHPS, and perform such tasks, among others, as approving all major contracts, developing the annual budget, and overseeing fiscal affairs. The Chief Executive Officer and the Chief of Schools, with assistance from the Board of Directors when needed, are responsible for selecting and evaluating PS7's Principal. The Chief Executive Officer and the Home Office Team also facilitate PS7's annual programmatic report, help craft and maintain policies and procedures, and participate in the dispute resolution procedures of the Charter School as necessary. Finally, the SHPS Home Office Team provides critical accounting, human resources, marketing, information technology, accountability oversight, and contracts out legal services for PS7. The SHPS Special Education department, along with the Director of Special Education, is also housed within the home office. The Home Office Team is comprised of experienced and successful professionals from the educational and business communities.

## **The Principal of PS7**

The Principal of PS7 manages the day-to-day instruction, culture and operations of both PS7 sites (TK-5 at Strawberry Lane and 6-8 on the Sac High campus). The Principal reports to the SHPS Chief of Schools directly and presents regularly to the Board of Directors. The principal manages teachers, staff, and students, maintains relationships with families, and oversees the instructional program, school culture and school operations. A job description for the principal is contained in Appendix E.

## **Parent, Teacher and Student Involvement**

The input of all Charter School stakeholders is valued by the Board as well as the Charter School. As such, stakeholders are given the opportunity to address issues on the agenda at all regular Board meetings and to participate at the committee level as appropriate. General public comment on any item related to SHPS or the Charter School is also welcome. Further commentary on issues regarding the Charter School can be given to the PS7 Principal as needed.

PS7 remains committed to parent involvement at the school level. SHPS established a Parent Involvement Policy, located in Appendix D, outlining the expectations for parent involvement across all SHPS schools. PS7 has established a School Site Council which meets on a regular basis. This group meets with the Principal to discuss issues involving school academics, culture, and community. The School Site Council is an important voice at the Charter School and one that helps to ensure a comprehensive understanding of how PS7 is performing. The roster, a sample calendar and bylaws of the School Site Council may be found in Appendix D.

Parents at PS7 also take surveys to provide feedback to the Charter School and identify areas of improvement.

PS7 complies with all applicable requirements for parental notification and provides opportunities for parents to request records and teacher and/or paraprofessional requirements. In addition, the Charter School disseminates school-wide information through multiple means (i.e., onsite postings, mail, email, phone calls, notices sent home through students, school website). This includes the Single Plan for Student Achievement, Parent Involvement Policy, the School Accountability Report Card ("SARC"), and other required notices, policies, and documents. SHPS has established a written complaint procedure that is available to all parents



and provides all stakeholders with the opportunity to make suggestions, as well as voice dissenting views through formal means. This policy is in Appendix N. Parents are also encouraged to address their questions and concerns informally with staff prior to any formal complaint process.

In order to inform parents of their individual student's progress, PS7 regularly reports academic and non-academic (i.e., behavior) progress to parents through regular grading periods, reporting of test score results and parent conferences. Parents also have online access to their child's attendance and academic progress through Illuminate. Currently all PS7 staff are issued cell phones, or phone numbers, and SHPS email addresses to allow for ongoing parent-teacher-school communication.

### **Conflict of Interest Code**

The SHPS Board has adopted a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. The current Conflict of Interest Policy can be found in Appendix D.

### **Uniform Complaint Procedures**

PS7 operates under SHPS's Uniform Complaint Procedures ("UCP") providing for prompt and equitable resolution of specified student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504. The SHPS UCP is included in Appendix N.

PS7's staff has implemented specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, and sources of referral of applicants for admission and employment that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

### **SCUSD Charter Policy**

PS7 complies with the District policy related to charter schools, as it changes from time to time.

### **Responding to Inquiries**

Any general inquiries of the Charter School can be directed to the Charter School's Principal. Inquiries directed specifically to the Board are handled by the communications representative of the Board or the Board Chair, should those individuals be different parties. Furthermore, SHPS and PS7 comply with the Public Record Act (Government Code Section 6250, *et seq.*).

### **Process for Amending the Charter**

PS7 complies with current District policy and Education Code Section 47607 for amendments to the charter petition and will continue to do so moving forward.

## ELEMENT E: EMPLOYEE QUALIFICATIONS

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

PS7 consists of committed professionals who provide all children an excellent educational program. All staff members will be committed to the mission and vision of PS7 and will work diligently to assure they are accomplished. All staff members will be actively involved in the planning, performance, administration, and evaluation of the instructional program and the operation of the Charter School. For more detail, please see Appendix E for all employee job descriptions.

### **Equal Opportunity Employer**

St. HOPE Public Schools is an equal opportunity employer and does not discriminate on the basis of race, creed, color, gender, gender identity, gender expression, religion, age, sexual orientation, national origin, ancestry, ethnic group identification, genetic information, medical condition, physical or mental disability, marital status, sexual orientation, pregnancy, childbirth or related medical conditions, or any other protected classification, in accordance with applicable law.

### **Administrator Qualifications**

Administrators at PS7 possess a comprehensive educational vision that is consistent with the mission and vision of the Charter School, skill in hiring and supervising excellent teachers and staff, a familiarity with charter schools and the target student population, technological facility, and management experience.

### **Teacher Qualifications**

Pursuant to Education Code Section 47605(l) core teachers at PS7 are required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility in credentialing will be granted only in accordance with Education Code Section 47605(l) for teachers in noncore courses and, as permitted by this section of the Education Code, PS7 may employ non-credentialed teachers to teach non-core courses. Currently PS7 has very few noncore teaching positions and it is the goal of the Charter School to ensure outstanding teachers are in front of students at all times. The current teaching positions at PS7 that fall into the noncore category are the elementary grades PE and technology teacher, and the middle school grades art elective teacher.

A teacher of core academic subjects must have:

- Bachelor's degree
- CA teaching credential and demonstrated expertise
- Demonstrated classroom and subject matter competence
- Background Clearance from FBI/DOJ
- TB clearance

## **Credentials**

Leadership at PS7 strives to hire candidates who have a wide range of skills and leadership qualities, teaching and administrative experience, cultural and ethnic backgrounds, and be as reflective of the Sacramento community and the student body as possible. It is paramount that all staff members are committed to the mission of the Charter School and will contribute positively to that mission. General qualifications for all employees will include:

- Ability to work with others in a team
- Flexibility
- Experience with technology
- Strong written and verbal communication skills
- Administrative skills
- Interest in seeking out productive, collegial interaction and professional growth
- Exemplification and embodiment of the Charter School's core values of integrity, perseverance, dignity, pride, respect and compassion
- Ability to successfully work with target population

Hiring Protocol:

- The Chief Executive Officer and Chief of Schools hire the Principal.
- All other staffing decisions at the school level are made by the Principal.

All teaching applicants submit copies of their credentials as part of their application and have their credentials checked with the California Commission on Teacher Credentialing's (CTC) to ensure they are properly credentialed for the classroom assignment they are being selected for. All college and/or university transcripts are also required to be submitted by all applicants and kept on file for review.

## **Staff Selection**

To ensure selection of the highest quality staff, the following staff selection process is implemented at PS7:

- Posting of job openings (online, through referrals, and e-mail)
- Use of teacher recruitment programs and career fairs
- Request of a resume, cover letter, and short essay responses
- Phone interview
- Sample teaching lesson followed by debrief with Principal or administrator(s)
- Extensive interview with multiple members of the Charter School's existing staff and community
- Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of strong candidates
- The Principal will make the offer of employment to the strongest candidates

## **Job Descriptions for Key Personnel**

Job descriptions for the positions listed below are provided in Appendix E and outline the key positions at the Charter School, including the position's qualifications and responsibilities. Job descriptions will be revised as necessary to reflect the needs of the school.

### **Recordkeeping and Minimization of Use of Emergency Credentialed Teachers**

SHPS will maintain current copies of all teacher credentials and ensure that they are readily available for inspection. PS7 will take all steps necessary to minimize the use of teachers holding emergency credentials, including active recruitment of duly credentialed teachers through EdJoin, the California Charter Schools Association, the Charter Schools Development Center, local newspapers and other recruitment methods. PS7 will seek to maintain a potential list of credentialed teachers from which to draw in the case of a teacher vacancy during the school year.

The PS7 Principal or designee, in conjunction with SHPS, will ensure that credentials are processed and maintained in accordance with applicable legal requirements. Credentials will be reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. All credential materials will be kept at the SHPS Home Office.

### **Staff Compensation and Benefits**

St. HOPE Public Schools has adopted a competitive performance-based salary schedule for the Charter School. Administrative and staff salaries at the school level are set at the discretion of the Principal in alignment with SHPS salary scales and policies, based on the candidate's experience and responsibilities. The salary of the Principal is set by the Chief Executive Officer and the Chief of Schools.

A comprehensive benefits package is included as part of each full-time employee's compensation.

### **Performance Evaluation**

All PS7 staff members are currently evaluated by their supervisors at least once a year. Annual goals and objectives are developed jointly by each staff member and the supervisor in accordance with the mission and vision of PS7. If a staff member is having difficulties achieving his/her goals, the supervisor provides appropriate support and training.

### **Additional Information**

PS7 has included the following documents in Appendix E to provide additional references regarding employee qualifications.

- Materials for PS7's Summer 2016 staff orientation and professional development

## ELEMENT F: HEALTH AND SAFETY PROCEDURES

*Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

In order to provide safety for all students and staff, PS7 has adopted and implemented full health and safety procedures and risk management policies at our school site in consultation with our insurance carriers and risk management experts. The health and safety policy is reviewed regularly, in consultation with staff and parents. This policy is distributed to all staff and, as needed, to parents. Please see Appendix F for examples of SHPS Health and Safety Procedures.

### **Facility Safety**

PS7 follows clear procedures to ensure the health and safety of pupils and staff. These procedures include the requirement that each PS7 employee furnish the Charter School with a criminal record summary as described in Education Code Sections 44237 and 47605(b)(5)(F).

PS7 complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. PS7 maintains readily accessible records for such compliance.

PS7 currently occupies District facilities.

### **School Safety**

PS7 staff is trained annually on the safety procedures outlined in Element F of this charter and in Appendix F. If District facilities are used during the term of this charter, PS7 will abide by all District policies relating to Maintenance and Operations Services.

To ensure staff receives the necessary safety trainings and update, staff attendance is taken at the beginning of every Professional Development day or the beginning of every Wednesday staff meeting. Staff attendance is taken by the lead site administrator. All team members are accounted for and only team members who are absent for the day are allowed to not be present. If needed, those staff members who are absent will be provided the training upon their return.

In addition, due to the fact that PS7's grades 6, 7 and 8 are located on the Sac High campus with older students in grades 9-12, PS7 and SHPS have taken several precautions to maintain a safe and secure setting for all students. These precautions include separate entrances and exits for PS7 students and Sac High students. In addition, PS7's start time is earlier than Sac High's and the two schools have staggered dismissals. Unsupervised interaction between students is minimized with separate breakfast locations, different lunch times and by keeping PS7 students in a separate wing of the Sac High campus. While these extra steps have been taken, PS7 middle school students have benefited greatly from being located on the Sac High campus in a variety of ways, including having access to PS7 alumni at Sac High, who can return to PS7 to serve as tutors and mentors. In the time that PS7 has been on the Sac High campus,

there have been no major issues between students of the two schools. In fact both schools have improved as a result of sharing the facility.

The policies below meet the standards comply with all state and federal education laws and can be found in Appendix F:

- PS7 Elementary Emergency Preparedness Guide
- PS7 Middle Emergency Preparedness Guide

### **Compliance with Safety Requirements Assurance**

PS7's school facilities and all modifications made to its facilities will comply with state building codes, federal Americans with Disabilities Act ("ADA") access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

### **Fire, Earthquake, Lockdown, Shelter in Place and Evacuation Drills**

Students and staff participate in drills to prepare for what to do in the case of an earthquake (shelter in place or duck and cover), lockdown and evacuation. Charter School staff is trained annually on safety procedures.

The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

### **Emergency Preparedness Guide**

Staff at PS7 adheres to an Emergency Preparedness Handbook created specifically to the needs of the school sites in conjunction with law enforcement and the Fire Marshall. This handbook includes, but is not limited to, the following responses: airborne exposures, bomb threat, civil disturbance, fallen aircraft, explosion (on and off site), windstorm, missing student, injured student, fire, earthquake, terrorist threats, gang activity, and hostage situations.

### **Emergency Preparedness Training**

Staff at PS7 will attend a safety presentation at the beginning of the year to learn the step by step procedures for emergencies. The Safety Presentation covers the following;

Response to: airborne exposures, bomb threat, civil disturbance, fallen aircraft, explosion (on and off site), windstorm, missing student, injured student, fire, earthquake, terrorist threats, gang activity, and hostage situations.

Actions: Emergency Signals, Drop, Cover and Hold, Evacuate Building, Shelter In Place. Central Shelter, Code Red, Evacuate Site, and Assemble; Take Roll.

### **Procedures for Background Checks**

PS7 follows clear procedures to ensure the health and safety of pupils and staff. These procedures include the requirement that each employee and contractor of the Charter School furnish the Charter School with a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California

Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. SHPS monitors compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

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

All PS7 non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. All mandated reporters are provided annual training on child abuse reporting. This training covers how the law defines abuse and neglect, what is required of a child abuse mandated reporter, legal protections of a mandated reporter, how to spot child abuse and the steps in making a report of child abuse and/or neglect. While this training occurs annually, the method by which the training is conducted varies based on what is most effective and available to all staff in the time allotted for training prior to school starting. Some examples of how mandated reporter training has been provided to staff includes: outside agency, internal and qualified staff member, training video purchased, shared and discussed with subgroups of employees, online training including written and video enhanced information. Following training, staff verify in writing through a form provided by the SHPS human resources department that they have attended the training and understand their role as a mandated reporter. These verification forms are kept on file by the SHPS human resources department.

### **Tuberculosis Risk Assessment and Examination**

In accordance with AB 1667, which amends Education Code Section 49406, all PS7 faculty, staff, and volunteers hired on or after January 1, 2015 must submit to a tuberculosis risk assessment prior to commencing employment and working with students. If risk factors are identified, the persons must submit to a tuberculosis examination to determine if that person is free of infectious tuberculosis.

### **Diabetes**

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

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

### **Food Service and Other Auxiliary Services Safety**

PS7 contracts with an outside agency for its food service needs. PS7 and SHPS are responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State. PS7 ensures that its auxiliary services

such as food services, transportation, custodial services are safe and free from hazardous materials.

### **Immunizations**

All students enrolled and PS7 staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7<sup>th</sup> grade students will be required to be immunized with a pertussis (whooping cough) vaccine booster.

### **Medication in School**

PS7 will adhere to Education Code Section 49423 regarding administration of medication in school.

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

Students will be screened for vision, hearing and scoliosis. PS7 will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

### **Blood Borne Pathogens**

PS7 meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol for disinfecting procedures.

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

PS7 functions as a drug, alcohol and tobacco free workplace.

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

PS7 is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race or ethnicity, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or any other basis protected by federal, state, local law, ordinance, or regulation. SHPS has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at PS7 (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and is addressed in SHPS’s Employee Handbook located in Appendix F.

### **Food Service Program**



PS7 will maintain its own Child Nutrition Program and has obtained its own LEA status from the State and Federal Child Nutrition Program. Eligible students will be provided meals for free or at a reduced rate in accordance with the Federal Lunch Act.

### **Asbestos Management**

PS7 shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act ("AHERA"), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

### **Additional Trainings**

The Charter School, as needed since this is not required of charter schools in California, will provide or ensure in-service training to all personnel who provide HIV prevention and education pursuant to Education Code Section 51935.

Staff will attend a presentation which will include information regarding health insurance notifications, oral health assessments, and school entry health examination requirements.

The Charter School will comply with Education Code Section 49414 and provide emergency epinephrine auto-injectors to personnel who have volunteered and been appropriately trained regarding the storage and emergency use of an epinephrine auto-injector.

## ELEMENT G: RACIAL AND ETHNIC BALANCE

*Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

### **Recruitment Plan**

Through various efforts, PS7 has and will continue to strive to recruit and enroll a student population which reflects that of the general population residing in the District. In order to recruit such student population, the Charter School will annually examine the general population of the district and compare it to the enrollment of PS7. Following this comparison, under and over represented student subgroups will be noted, and recruitment efforts will be adjusted to correct the imbalances observed. For example, if a certain group of students is found to be underrepresented at PS7, recruitment efforts will be adjusted to increase outreach to that subgroup with the desired result being increased applications and eventually increased enrollment of that subgroup at the charter school.

Recruitment efforts are focused on accessibility and outreach, both of which are discussed below. The impact of these efforts has increased the diversity at PS7. The population of English Learners has more than quadrupled since the 2008-09 school year when there were only 8 English Learners attending PS7. In that same time the population of Hispanic students has also increased dramatically. In addition, PS7 served over seventeen times as many special education students in 2015-16 as compared to 2009-10 school year when there were just four students with IEPs.

In regards to accessibility, PS7 has made strides to ensure that enrollment in the Charter School is available to all who are interested. These practices are especially effective at attracting economically disadvantaged students as the Charter School has found that removing obstacles and making the enrollment process more accessible has greatly assisted families in applying. PS7 publishes its enrollment policy, included in Appendix H, in English and Spanish. The policy can also be made available in other languages as needed. This policy can be found on the Charter School's website as well as at each of the SHPS schools. In addition, PS7 has divided the admissions process into two steps to allow all families the opportunity to enroll.

The first step consists of an admissions drawing (lottery) application. An example of the 2016-17 version of the lottery application is located in Appendix H in both English and Spanish, and will be made available in other languages as needed. This admissions lottery application is available online and in paper form as needed. The lottery application requires no supporting documentation, thus allowing any interested student or family to fill one out wherever they may be, such as at an enrollment fair, a community event or any other activity where SHPS may be recruiting students. Completing this form ensures that a student will have a place in the admissions lottery based on the admissions preferences, which are located on the application, in the enrollment policy, and listed in Element H of this petition.

Once students are admitted, through a drawing if needed, they complete the second step of the admissions process by completing an enrollment packet and submitting all required documentation. A checklist of required documentation is also provided to families.

In addition to making the PS7 program accessible for all students, SHPS will also continue its outreach efforts to inform as many families as possible about the PS7 program. SHPS employs a student admissions team, including who are bilingual in English and Spanish. This team is complemented by seasonal admissions interns, who often are Sac High students and alumni. These additions provide increased capacity for the admissions team and ensure that recruitment efforts will be comprehensive.

As a TK-8 charter school, SHPS and PS7 focus the majority of PS7 recruitment efforts on grades TK and Kindergarten. In addition, because grades 6, 7 and 8 are currently located at the Sac High campus, and thus afforded additional space, the recruitment of additional 6<sup>th</sup> graders is necessary.

In order to recruit TK students and Kindergartners, PS7 conducts outreach to various programs serving young children. This has included practices such as providing every preschool in the Oak Park neighborhood with recruitment materials, sending direct mail to approximately 300 households in the neighborhood who have young children and hosting multiple Kindergarten information sessions at PS7. These sessions are provided in multiple languages as needed. In addition, since PS7 is located in Oak Park the school is a convenient option for residents in Oak Park and surrounding neighborhoods in South Sacramento. A large number of students in this area lack access to resources in higher income areas and do not enter school at the same level as their peers. While students starting kindergarten may not be considered academically low achieving, especially if they have not been assessed prior to enrollment, a majority of students enrolling at PS7, especially in grades TK and Kindergarten, are performing below grade level as is frequently the case with students from under-resourced communities.

In addition to PS7, SHPS operates other school programs including Triumph Center for Early Childhood Education (Triumph). Triumph has an intentional focus on enrolling and education students with special needs. Many of these students matriculate on to PS7 and Triumph students have a preference in PS7's random drawing to ensure all students, including those with exceptional needs, have the choice of transitioning from Triumph to PS7.

In addition to recruiting new students in TK, Kindergarten and 6<sup>th</sup> grade, PS7 sometimes has vacancies in other grade levels due to class sizes expanding or attrition. Efforts to recruit students for all grade levels, in addition to those listed above, include a variety of outreach strategies. Interested families are invited to tour the Charter School, and, if needed, potential students can be given the opportunity to shadow a current PS7 student. Information about PS7 is made available at a wide range of locations, many of which are listed in the table below. Families and siblings of current students and other SHPS schools are contacted regarding enrollment, and steps are taken to market the school to a wide range of audiences.

PS7 has recruitment materials which will be published in English, Spanish and other languages as needed to communicate the mission and educational program of PS7. Publishing all materials in Spanish has greatly increased accessibility to the Hispanic population residing in Sacramento, including those households where Spanish is the first language. This has resulted in an increase in the charter school's Hispanic enrollment and in the number of Spanish speaking English learners attending PS7. A sample of recruitment materials in multiple languages is provided in Appendix G. In addition, and as needed, marketing materials may be delivered to businesses, community centers and other public locations in the targeted communities, and presentations and flyer distribution will be conducted at community meetings and events, also in multiple languages if needed. Recruitment materials also emphasize that all students are welcome at PS7, including those with disabilities. While students are not required

to submit an IEP prior to enrollment, they are strongly encourage to do so in order for the Special Education team and PS7 to have the most time possible to set up support services and ensure the student is successful upon enrollment.

Finally, information has been provided at local community centers, churches and after school programs to ensure parents residing in the targeted neighborhoods are informed about enrollment at PS7. The Charter School has also recruited through the media using newspaper and radio ads, websites, social media, mailings and other methods by which potential students and families can be contacted. Examples of specific student recruitment efforts and organizations SHPS will reach out to for recruitment purposes include, but are not limited to the following list.

<b>Sample of Recruitment Efforts</b>	
<b>Location</b>	<b>Efforts</b>
Targeted Mailings	Postcards sent to families residing in Oak Park and the neighboring communities on mailing lists with children ages 3 to 13 for PS7.
Targeted Outreach to Families with EL students	Neighborhood canvassing with translators, flyers in Spanish and Hmong, flyer distribution and presentations at cultural centers (i.e.: La Familia). Media outlets tailored to the EL community (i.e. Sacramento Hmong Journal, APA news and Review, Telemundo)
Program Locations (ex. Boys and Girls Club, Salvation Army, Community Centers, Sacramento Food Bank)	Information session and flyer distribution
Having a presence at...	Cultural festivals, neighborhood block parties and community fairs such as: Sacramento Jazz Festival, California State Fair, Sacramento County Fair, Festival de la Familia, Sacramento Jazz Jubilee, Meadowview Jazz and Cultural Festival, Crocker Block Party, Gold Rush Days, Sacramento Heritage Festival, Sacramento Arts Festival, Sacramento World Music and Dance Festival, Sac MoFo events, Latino Community Fair, Fiesta en la Calle, Pacific Rim Street Festival
Community Resources (including but not limited to the list below): <ul style="list-style-type: none"> <li>- Oak Park Neighborhood Association</li> <li>- Oak Park Business Association</li> <li>- Little Saigon community groups</li> <li>- Stockton Blvd. Community groups</li> <li>- Franklin Blvd. community groups</li> <li>- Oak Park Farmer's Market</li> <li>- Sacramento Area Congregations Together -ACT</li> </ul>	Information session (if feasible), flyer distribution

<ul style="list-style-type: none"> <li>- California Hispanic Resource Council</li> <li>- Latino Coalition for a Healthy California</li> <li>- Sacramento Hispanic Chamber of Congress</li> <li>- Hmong/Mien/Lao Community Action Network – HMLCAN</li> <li>- The Sacramento Chinese Community Service Center</li> <li>- Hmong Women’s Heritage Association</li> <li>- My Sister’s House</li> <li>- Sacramento Asian-Pacific Chamber of Commerce</li> <li>- The United Lu-Mien Community, Inc.</li> <li>- St. John’s Program for Real Change</li> <li>- Next Move</li> </ul>	
Sacramento HUD Housing Corporation	Information session, flyer distribution
Faith-based organizations	Information session, flyer distribution
PS7 Elementary and Middle School campuses	<ul style="list-style-type: none"> <li>- Kindergarten Info Session in English and Spanish</li> <li>- Middle School Info Session in English and Spanish</li> <li>- Shadow days with current students</li> </ul>
SHPS Events	Information session, flyer distribution
Libraries, stores and other local businesses.	Information session, flyer distribution
Supermarkets and Shopping Centers	Flyer distribution
Sacramento Community and Recreation Centers	Information session, flyer distribution
Advertisements	Advertisements in newspapers, radio, billboards, bus tails and other media
Press Releases	Press releases to newspapers, radio, and television stations

## ELEMENT H: ADMISSIONS REQUIREMENTS

*Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).*

### **Admission Policy**

PS7 will admit all pupils who wish to attend the Charter School as outlined in Education Code Section 47605(d)(2)(A).

### **Admissions Requirements and Assurances**

There are no specific admission requirements for PS7 aside from residence in the state of California. The Charter School will not admit, nor deny admission to students based on the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). PS7 will be non-sectarian in its programs, curriculum, and operations and will not charge tuition. PS7 will adhere to all state and federal laws regarding the minimum age of students.

No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The Charter School shall require students who wish to attend the Charter School to complete an application. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student demographic information
2. Proof of age and grade appropriate immunizations
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

### **Recruitment of Academically Low-achieving and Economically Disadvantaged Students**

PS7 is open to all students residing in California, but will continue to focus student recruitment in the immediate and surrounding neighborhoods of Oak Park to ensure recruitment of traditionally low-achieving and economically disadvantaged students.

## **Public Random Drawing**

Should the number of students who wish to attend PS7 exceed the Charter School's capacity, a public random drawing ("lottery") will take place to determine admission to the Charter School per Education Code Section 47605(d)(2)(B). Preference will be given to students as listed in this section. Existing students will be exempt from the public random drawing and will be guaranteed admission for the following year.

The lottery, if needed, will be held at the Charter School. The conclusion of the open enrollment period will generally align with the District, and the exact dates will be published annually as part of the admission's policy. A copy of the current PS7 admissions policy can be found in Appendix H. The admissions policy will also identify how long families have to submit their enrollment packet and required documents once they have been notified of admission to PS7. All students will be drawn in the lottery, and a waiting list will be created once capacity is reached. The Charter School will contact the parents/guardians of students who have been admitted to PS7 from the waiting list. All lottery procedures and waiting list priorities will be available at the Charter School to ensure all interested parties are informed of procedures. PS7 will keep a file documenting the fair execution of lottery procedures. PS7 has in the past and may in the future utilize a computer generated lottery system.

## **Lottery Process Communication**

The Charter School will designate an open enrollment period and only applications received prior to the deadline will be considered for the public random drawing. Public notice will be posted in a public location regarding the date and time of the public drawing once the deadline has passed. The lottery will be conducted at a time at which a maximum number of families and interested parties can attend, however attendance is not required. On the application, parents/guardians have the opportunity to indicate any admissions preference that applies to their child as indicated below, such as being a sibling of a current or admitted PS7 student or residing within the SCUSD boundaries.

## **Fair Lottery Procedures**

PS7 will use a neutral proctor and/or a computer generated lottery system to ensure the lottery procedures are fairly executed. In addition, families are not required to attend the lottery to be accepted.

## **Admission Preferences**

Students who currently attend PS7 in grades K through 7 will automatically be granted admission for the next school year, and will be exempt from any lottery. Additionally, students who are currently attending the Charter School and are retained in the same grade level are also exempt from the lottery and will be automatically enrolled the next school year. After existing students, admissions preference for new students is granted in the following order:

1. Siblings (defined as sharing at least one biological, foster, or adoptive parent) of existing PS7 students, or of students attending or who have been admitted to Oak Park Prep. In addition, on an annual basis PS7 may determine to include a preference for siblings of students who, at the time of the random drawing, are attending Sac High.
2. Children of St. HOPE Public School employees and board members (this preference is limited to 10% of the total school enrollment).

3. Students placed by the Charter School on a wait list, and not admitted, the previous year.
4. Students who attended Triumph the previous year (only applies to TK and Kindergarten).
5. Students who did not gain admission to Oak Park Prep through its lottery (only applies to 7<sup>th</sup> and 8<sup>th</sup> grade).
6. Students who reside within the boundaries of the Sacramento City Unified School District (“in-district students”).
7. All other students residing within the State of California.

A copy of the current PS7 Admission’s Policy can be found in Appendix H along with a sample application. It is important to note that the current policy submitted with this petition contains admissions preferences different compared to those described above. The preferences listed in the policy provided in Appendix H align to the current, valid PS7 charter which is in place through the end of the 2016-17 school year. As such, the preferences listed above will go into effect for the 2017-18 school year and will be reflected in the admissions policy going forward. All documents are provided in English and Spanish and can be provided in additional languages as needed.

### **Waiting List**

A waiting list will be developed from the new applications that do not receive admission each year and students on the waiting list are considered in the order they were drawn and placed on the waiting list, should a vacancy occur during the year. PS7 will contact the parents/guardians of students who have been offered a spot off the waiting list and inform parents/guardians of the timeline in which they must respond by



## ELEMENT I: FINANCIAL AUDIT

*Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).*

### **Independent Charter Status**

PS7 is a fiscally independent, directly funded charter school that is operated by St. HOPE Public Schools.

Each fiscal year, a California certified independent auditor verifies the accuracy of the school financial statements, attendance, and enrollment accounting practices, and internal controls. A list of recommended audit firms from the District may be used by the SHPS Board of Directors in selecting an auditor. The Board may select the auditor through a request for proposal. An auditor is chosen on experience with charter school finance, auditing experience, approved by the State Controller on its published list as an educational audit provider and cost. The Board selecting the auditor does not have a direct, financial stake in matters audited.

PS7 and SHPS have and will continue to develop and implement controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements.

### **Financial Audits**

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. That audit will cover each of SHPS's schools. Because St. HOPE Public Schools is one legal entity, only one set of audited financial statements will be produced for SHPS, but those financial statements will include supplementary information showing school-by-school results.

SHPS's Board, in conjunction with SHPS staff, is responsible for contracting with an independent auditor. SHPS staff is responsible for overseeing the independent audit. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. SHPS shall transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District, the State Controller, and the CDE by December 15 of each year. Audit exceptions and deficiencies will be resolved in conference with the auditor. PS7, through SHPS Home Office Staff, will resolve any outstanding issues prior to the completion of the auditor's final report. SHPS is confident this relationship with the district will be maintained and resolve any audit exceptions and deficiencies, if they so arise, to the satisfaction of the District. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of PS7 is public record to be provided to the public upon request.

### **Reporting Requirements**

PS7 will promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, and will consult with the District regarding any inquiries.

### **Supporting Documents**

Additional documents have been included in Appendix I to provide further information regarding the past financial performance of PS7 and SHPS. These documents include:

- SHPS Audits for the following fiscal years:
  - o 12-13
  - o 13-14
  - o 14-15
- Declaration of Insurance for SHPS

### **Federal Compliance**

To the extent that PS7 is a recipient of federal funds, including federal Title I, Part A funds, PS7 agrees to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESSA) and other applicable federal grant programs. PS7 agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the ESEA and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of ESEA include, but are not the limited to, the following:

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

PS7 also understands that as part of its oversight of the Charter School, the District may conduct programmatic reviews of federal and state compliance issues.

## ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES

*Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

SHPS has high standards for academic achievement and student conduct that are clearly defined, quantitatively measurable, and do not allow for excuses based on the background of students. All adults and students on the PS7 campus share the responsibility for creating and preserving a school environment that is safe, orderly, and exemplifies St. HOPE's five pillars. Students are expected to be responsible for their own behavior where appropriate clear and consistent consequences are strictly applied and enforced. This includes disciplinary action up to and including suspension and expulsion. The purposes of discipline at PS7 are as follows:

- Promote genuine pupil development;
- Increase respect for authority;
- Assist in the growth of self-discipline; and
- Provide an orderly atmosphere conducive to learning and to promote character training.

Students who do not embrace these principles and who through their actions violate PS7's code of conduct will be subject to disciplinary measures. Following the approval of an expulsion recommendation by the SHPS Board of Directors for an in-district student, all expulsion documents for the student, along with the student's cumulative file, will be forwarded to the District Director of Student Hearing and Placement.

In addition, PS7's focus is on educating students and the Charter School understands students do not arrive perfect and that they will make mistakes. Most often, mistakes should be seen as learning opportunities, whether they are made with a math problem or in regards to behavior. As such, it is PS7's desire to avoid suspension or expulsion whenever possible. If student behavior can be corrected through means other than removal from the classroom or school setting, whether temporary or permanent, then those steps will be attempted. Expulsion is the harshest consequence that can be assigned a student and PS7, along with the SHPS board of directors, takes that responsibility seriously. As such, it is only for the most egregious offenses that a student will be considered for expulsion. While there are a few mandatory offenses that require staff to recommend a student for expulsion, as listed below, almost every other act can be addressed with means other than permanent removal from campus. In fact, it is only when staff determines that a student poses a danger on campus, or will be a disruption of the learning environment that they can extend a student's suspension pending an expulsion hearing. This high threshold is rarely crossed by students or used by staff, and is only applied after a major offense or repeated high level offenses that create an unsafe or disruptive environment. While there is no clear set of offenses that qualify a student for expulsion, the low number of students receiving this consequence point to the policy and processes behind it ensuring that only the highest level offenses receive this consequence. Ultimately, the Charter School determines whether a student should be suspended or expelled on a case-by-case basis, primarily based on the severity and/or frequency of the student's actions that give rise to potential suspension or expulsion.

### **Suspension and Expulsion Policy and Procedure**

This policy shall serve as the Charter School's policy and procedures for student suspension

and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing 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.*

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 any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

## **B. Enumerated Offenses**

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

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

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

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, 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.
- 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 officer<sup>8</sup>. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be

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<sup>8</sup> 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.

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.<sup>9</sup>

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.

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.

Pursuant to Education Code section 47605(d)(3) if a pupil is expelled the Charter School will notify the school district of the pupil's last known address within thirty days and provide a cumulative file upon request. Furthermore, in the event the pupil expelled resides within the District, such written notice will be provided within two business days following the pupil's expulsion from the Charter School. This written notice shall include the pupil's name and the

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<sup>9</sup> See footnote 1, supra.

specific expellable offense.

#### **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 IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

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

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

## ELEMENT K: RETIREMENT SYSTEMS

*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

### **Assurances**

PS7 will make any contribution that is legally required of the employer, which may include the State Teachers' Retirement System ("STRS"), Social Security, and unemployment insurance. Appropriate staff, are responsible for ensuring that all mandatory contributions and deductions are made for all SHPS employees.

### **Non-certificated Employees**

All non-certificated employees are not eligible to participate in the Public Employees Retirement System ("PERS"). All non-certificated employees will participate in the federal social security program and are eligible to participate in a 401(k) retirement Program.

### **Certificated Employees**

PS7 certificated teachers and eligible administrators shall be a part of the State Teachers' Retirement System. Employees will accumulate service credit years in the same manner as all other members of STRS. The District shall cooperate as necessary to forward any required payroll deduction reports as required by Education Code Section 47611.3(a).

Certificated employees of SHPS participate in STRS and a 401(k) retirement program.

## ELEMENT L: ATTENDANCE ALTERNATIVES

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).*

PS7 is a school of choice and, as such, no student may be required to attend the Charter School. Pupils who choose not to attend PS7 may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district. If a student decides to transfer from PS7, the Charter School will provide that student with a copy of their most recent report card and current grades at the time of disenrollment.

Parents or guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of any local educational agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

Moreover, if a pupil is expelled or leaves PS7 without graduating or completing the school year for any reason, PS7 shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Cal Ed. Code Section 47605(d)(3).

Furthermore, in the event the pupil leaving the Charter School resides within the District, such written notice will be provided with all reasonable speed following the pupil's withdrawal from the Charter School. This written notice shall include the pupil's name and the specific reason for withdrawal from the Charter School, if the reason is made known to PS7.

## ELEMENT M: EMPLOYEE RETURN RIGHTS

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

No public school district employee shall be required to work at the Charter School. Employees of the District, or other LEAs, who choose to leave their place of employment to work at PS7 shall have no automatic rights of return after employment at the Charter School unless specifically granted by the District or LEA they left through a leave of absence or other agreement or policy. PS7 employees have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. PS7 is an independent charter school and as such employees are not under the district collective bargaining contract and sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. SHPS has its own sick and vacation policy for employees which can be found in the SHPS Employee Handbook located in Appendix F. Employees of SHPS are considered "at will" employees. Exempt employees are paid a salary and non-exempt employees are paid on an hourly basis. SHPS offers employees a complete and comprehensive benefit package which includes medical, dental, vision, and retirement benefits. Furthermore, SHPS is responsible for the payment of social security and other applicable taxes for PS7 employees.

Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

## ELEMENT N: DISPUTE RESOLUTION

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

### **Dispute Resolution Procedure**

The staff and governing board members of SHPS agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, SHPS and PS7 request that this shall be noted in the Written Notification, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

During its more than fourteen years of operation, SHPS has not been faced with a dispute relating to the provisions of its existing charters with the District that could not be resolved informally. SHPS and its staff appreciate the relationship they share with the District and desire that all disputes, if any, in regards to PS7 be resolved in a similar informal manner. With that said, however, should a dispute arise between PS7 and the District over the provisions of the charter that cannot be resolved informally, the following modified and streamlined procedures are suggested until resolution is reached:

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

*To Charter School:*

2315 34<sup>th</sup> Street  
Sacramento, CA 95817  
Facsimile: (916) 277-7105

*To Entity Granting Charter:*

Superintendent  
Sacramento City Unified School District  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824  
Facsimile: (916) 643-9480

2. A written response ("Written Response") shall be tendered to the other party within ten (10) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue ("Issue Conference"). The Issue Conference shall take place within ten (10) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3. If the Issue Conference is not successful, then the parties agree to settle the controversy claim, or dispute by mediation conducted by a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The mediation session shall be held within thirty (30) days of the issue conference date. If both parties are in agreement of mediation, the costs shall be equally split between the District and Charter School. If mediation does not resolve the dispute, then either party may pursue any other remedy available under the law.
4. Any party who fails or refuses to submit to mediation shall bear all costs and expenses incurred by such other party in compelling mediation of any controversy, claim, or dispute.
5. All language in this section may be revised upon mutual written agreement of the District and Charter School.

### **Other Disputes**

Should a dispute arise between PS7 and an entity other than the District, SHPS has established policies for how these disputes are to be addressed and resolved. These policies can be found in Appendix N.

## ELEMENT O: CLOSURE PROCEDURES

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

### **Revocation**

The District may revoke the charter in accordance with the procedures and requirements specified in Education Code Section 47607 and the District's implementing regulations.

### **Closure Procedures**

The following are closing procedures that abide by California Education Code Section 47605(b)(5)(P) and the California Code of Regulations, Title 5, Section 11962, should the Charter School close for any reason. The decision to close PS7 either by the SHPS Board of Directors or by the District Board will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or not renewed by the District Board of Education or the SHPS Board votes to voluntarily close the Charter School. In the event of such a Closure Action, the Chair of the SHPS Board of Directors will be the responsible entity to conduct the closure related activities on behalf of the Charter School. Additionally, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of PS7 will be issued by the Charter School promptly following the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to the District within the same time frame.
  - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records, which shall be done in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g..
  - b. The process for transferring student records to the receiving schools shall be in accordance with the District procedures for students moving from one school to another.
  - c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, and completed coursework and credits that meet graduation requirements.
2. Written notification to the District of the list of returning students and their home schools, to be made promptly following the determination of the Closure Action.
3. Transfer of student records to the receiving schools, within seven calendar days from the date of the Closure Action.
4. Written notification to the California Department of Education and the Sacramento City Unified School District of the Closure Action shall be made by PS7 by registered mail promptly following the decision to Closure Action.



5. Written notification to the special education local plan area in which the Charter School participates as well as the retirement system in which the Charter School's employees participate.
6. All written notifications described above will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.
7. PS7 shall allow the District access, inspection and copying of all school records, including financial and attendance records, upon written request by the District.
8. PS7 will ask the District to store original records of PS7 students. All student records of PS7 shall be transferred to the District upon closure. If the District will not or cannot store the records, PS7 shall work with the County Office of Education to determine a suitable alternative location for storage.
9. A financial closeout audit of the Charter School will be paid for by PS7 to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by PS7 will be the responsibility of the Charter School and not the District. PS7 understands and acknowledges that it will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. PS7 understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the SELPA, and other categorical funds will be returned to the source of funds.
10. For six calendar months from the Closure Action or until the budget allows, whichever comes first, sufficient staff as deemed appropriate by the SHPS Board of Directors, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the Charter School and student transfers.
11. The SHPS Board of Directors shall adopt a plan for wind-down of the Charter School and, if applicable, the SHPS corporation, in accordance with the requirements of the Corporations Code.
12. On closure of PS7, all assets of PS7, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending PS7, remain the sole property of PS7 and, upon the dissolution of the SHPS non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation.
13. In addition to a final audit, PS7 will also submit any required year-end financial reports to the California Department of Education and the District in the form and time frame required, pursuant to Education Code Section 47604.33.
14. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

15. Assets of the corporation will remain assets of the corporation following a closure of PS7. Should SHPS, the corporation, dissolve, its wind-down procedures are governed by, as all California corporations are, its Articles of Incorporation filed with the California Secretary of State's office. The SHPS Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

16. As specified by the budget, PS7 will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## MISCELLANEOUS PROVISIONS

### **Budget and Financial Reporting**

*Governing Law: "The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation." Education Code Section 47605(g).*

### **Budget**

The PS7 budget was designed to identify the costs associated with the operation of a charter school serving a population of students in grades TK-8. This budget was completed based on published information on the state direct funding model and a school design that maximizes the revenue that is generated. In addition, since PS7 is operated by a larger non-profit, SHPS, revenue is transferred from the Charter School to SHPS to cover certain operating costs including legal services, reporting and other compliance related tasks that are more efficient when centralized within SHPS versus being completed by each individual school operated by SHPS.

### **Expenditures and Revenue Narrative**

The PS7 budget for the renewal term is provided in Appendix I. Also included in the budget are worksheets for cash flow. The five-year budget summary, located in Appendix I, details the expenditures and revenue for the renewal term. The annual budget includes estimated revenues and expenditures with reserves to accommodate cash flow. PS7 projections include revenue that exceeds expenditures during the five years following renewal of the Charter.

Included in the budget are ADA projections for each of the next five years. The Charter School used past enrollment history as well as projections taking into account demand for the Charter School's program, along with PS7's focus on improving student retention, to determine the estimated ADA for the budget. PS7's maximum proposed enrollment of 636 is only 15 students higher compared to the Charter School's highest enrollment of 621 in the 2014-15 school year.

Historically, the cadence at which St. HOPE Public Schools receives revenue (local, state and federal) does not fit perfectly with the schools' spending patterns. As a result, the organizational cash flow of St. HOPE Public Schools does reflect months where expenditures exceed net cash. SHPS is effective at predicting these periods in advance and plans for them accordingly. Expenditures are adjusted where possible. Where that does not solve the problem, PS7 has established close relationships with financial institutions and close partners (including SCUSD) that have provided bridge financing for the organization.

### **District Oversight Costs**

In accordance with Education Code Section 47613, the District may charge for the actual costs of supervisory oversight of PS7 not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of PS7 not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District.

## **Reporting**

The Charter School shall provide reports to the District as follows, in accordance with Education Code Section 47604.33, and may provide additional fiscal reports as requested by the District:

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

## **Insurance**

The Charter School has acquired and financed general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Evidence of the above insurance coverage is on file at the Charter School and available in Appendix I.

## **Administrative Services**

*Governing Law: "The manner in which administrative services of the school are to be provided." Education Code Section 47605(g).*

PS7 provides or procures most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School may be interested in discussing the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

## **Facilities**

*Governing Law: "The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate." Education Code Section 47605(g).*

PS7 is located at 5201 Strawberry Lane and 2315 34<sup>th</sup> Street in Sacramento.

PS7 is currently seeking, through Proposition 39 or alternate means such as a lease agreement, to occupy the entire campus located at 5201 Strawberry Lane and a portion of the campus located at 2315 34<sup>th</sup> Street, Sacramento, CA 95817.

If the District facilities are used during the term of this charter, PS7 shall abide by all the District policies relating to Maintenance and Operations Services.

### **Potential Civil Liability Effects**

*“Potential civil liability effects, if any, upon the school and upon the District.” Ed. Code § 47605(g)*

The Charter School is operated by SHPS, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. PS7 shall work diligently to assist the District in meeting any and all oversight obligations under the law, including authorizer-requested protocol to ensure the District shall not be liable for the operation of PS7’s charter.

Further, PS7 and the District shall renew an operational memorandum of understanding, wherein PS7 shall indemnify the District for the actions of PS7 under this charter.

The corporate bylaws of SHPS provide for indemnification of the SHPS’s Board, officers, agents, and employees, and SHPS has purchased general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks.

### **Transportation**

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student’s IEP.

### **Renewal Term**

Pursuant to Education Code Section 47607(a)(1), the term of this renewal charter shall be for a period of five years from July 1, 2017 through June 30, 2022.

## CONCLUSION

The California Charter Schools Act of 1992 was created to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a)** Improve pupil learning.
- (b)** Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c)** Encourage the use of different and innovative teaching methods.
- (d)** Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e)** Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f)** Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g)** Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

By renewing this charter, the Sacramento City Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 and following the directive of law that encourages the creation of charter schools.

The team at PS7 and St. HOPE Public Schools is honored by the opportunity to apply for a renewal of a five-year charter for the term July 1, 2017 through June 30, 2022, and for the opportunity that comes with such a charter to serve families in Sacramento and to work with the District to provide the best possible educational opportunities for all students.