

**Sol Aureus College Preparatory School**



*Prepare for college. Prepare for life.*

*Petition for Charter Renewal Submitted to  
Sacramento City Unified School District*

*on*

*September 8, 2017*

*Revision submitted on November 6, 2017 for*

*Charter Term: July 1, 2018 to June 30, 2023*

**Revisions to Petition Following the District's Preliminary Review**

<b>Item for Review</b>	<b>Page / Appendix in Charter</b>	<b>Comments</b>
<b><i>Significant Increase in Enrollment</i></b>		
Added table displaying targeted enrollment	Page 8	Information added
Added enrollment data	Page 49	Information added
Added targeted enrollment data	Page 92	Information added
<b><i>Consideration of Fiscal Performance</i></b>		
Budget	Submitted as attachment to Jack Kraemer	Submitted corrected budget. See letter for other comments/response.
<b><i>Governance</i></b>		
Conflict of Interest	Page 60	Information added
Contractual Language	Page 57	Information removed
Org Chart Updated	Page 58	Information removed
Table of Contents updated	Page 3	Information corrected

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## **Executive Summary**

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

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

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

**RESULTS TO DATE**

<b>School</b>	<b>2013 API</b>	<b>2013 API: African American</b>	<b>2013 API: Hispanic</b>	<b>2013 API: Socioec. Disadv.</b>	<b>2013 API: EL</b>	<b>2013 API: SPED</b>
<b>S.A.C. Prep</b>	<b>846</b>	<b>819</b>	<b>904</b>	<b>826</b>	<b>830</b>	<b>680</b>
Aspire Capitol Heights Academy	860	850	857	859	872	683
Bret Harte Elementary	712	677	679	712	688	526
Caroline Wenzel	775	699	766	750	754	725
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
PS7	856	852	853	840	801	663
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
Matsuyama Elementary	853	797	806	768	827	713
Genevieve Didion	903	850	858	851	887	753
Oak Park Prep	887	862	920	879	N/A	N/A
John Cabrillo	737	728	715	727	693	612
Yav Pem Suab	800	795	754	777	803	668

**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 S.A.C. Prep’s CAASPP results over the last two years of available data is provided below:

**Percentage of S.A.C. Prep Students Scoring in the Top Two Performance Bands (Standard Met & Standard Exceeded)**

	2014	2015	2016	2017
ELA (Grades 3-8)	NA	32%	40%	TBD
Math (Grades 3-8)	NA	33%	34%	TBD

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

- 1) **Close the Gap Sooner.** In order to effectively and comprehensively close the achievement gap, students need to be supported *sooner* in developing and acquiring strong academic and foundational skills such as reading, writing, and number sense.
- 2) **Intervene Sooner.** Identify students entering the primary grades with gaps in their knowledge and skills as well as students with learning differences in order to begin the intervention, remediation, and differentiation process sooner.

- 3) ***Develop Enrollment Pipeline Sooner.*** By beginning the enrollment process in the Primary Grades, S.A.C. Prep begins to establish its own pipeline of students sooner, that will feed the high performing high school in the Sacramento Area.
- 4) ***Become Permanent Identity.*** The move to K-8 has allowed the school to transition from its beginnings as an “intervention program” to a full service *school* that offers all students from variety of communities, particularly historically underserved communities, and the opportunity to prepare for college, careers, and life.
- 5) ***Stabilize Enrollment & Financial Viability.*** As enrollment is at the core of public school revenue in the current funding model, it is imperative as a stand-alone school that S.A.C. Prep have more control over its destiny through its ability to be able to recruit students sooner. As this happens, S.A.C. Prep is better poised to remain financially viable over time – with the intent to remain a small school, serving students who need the extra help and/or are aligned with the mission/vision of the school.

S.A.C. Prep is ready to continue to be successful and be the best school it can be with the renewal of its Charter. With the help of the District, S.A.C. Prep has been allowed to be the master of its own fate while continuing to provide fourteen years of a high quality education, incredible results, and a proven public school choice to some of our most at-risk students and desperate families. Accordingly, as shown in the following section, S.A.C. Prep has met the renewal criteria in Education Code Section 47607(b).

**Key Information / Assumptions & Assurances**

***Start Date***

If the Charter is renewed the plan is to continue the 2017-2018 school year with Kindergarten through 8<sup>th</sup> grades. Providing small class sizes and more academic time for students.

***Facilities***

Facilities will be a significant factor on the school’s ability to provide a quality education. Currently the school has a Proposition 39 agreement to reside at its current location at Bear Flag location. However, upon the District approving the charter renewal the school would want to continue to operate at the Bear Flag location and enter into discussions about S.A.C. Prep expanding its use of the facility acquiring the use of the additional kindergarten room, and seek renewal of the Facilities Use Agreement (FUA).

***Class Size***

The plan calls for 20-25 students per class in grades Kindergarten through 8<sup>th</sup> grades.

- Two Classes per grade (25 students per class).
- The projected total for FY2017-18, if at full capacity, would be between 350 - 375 students grades K -8.
- S.A.C. Prep will add 25 students per year for the next three years, bringing the total number of students attending S.A.C. Prep to 450 students. At which point S.A.C. Prep would limit its enroll to 450 to 460 students.
- The following table demonstrates the targeted growth in student population for S.A.C. Prep:

<b>2017/2018</b>	<b>2018/2019</b>	<b>2019/2020</b>	<b>2020/2021</b>	<b>2021/2022</b>	<b>2022/2023</b>
375	400	425	450	450	450
<b>Targeted Enrollment by Grade</b>					
	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>K</b>	50	50	50	50	50
<b>1</b>	50	50	50	50	50
<b>2</b>	50	50	50	50	50
<b>3</b>	50	50	50	50	50
<b>4</b>	50	50	50	50	50
<b>5</b>	50	50	50	50	50
<b>6</b>	50	50	50	50	50
<b>7</b>	25	50	50	50	50
<b>8</b>	25	25	50	50	50
	<b>400</b>	<b>425</b>	<b>450</b>	<b>450</b>	<b>450</b>

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



***District Services***

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

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

## Charter Renewal Requirements

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

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

***S.A.C. Prep has met this criterion.*** *S.A.C. Prep's API was 846 in 2013 with a weighted 3-year average of 850. In 2013 our API was 814 for Black or African American students, 900 for Hispanic Students, and 830 for Socioeconomically disadvantaged students*

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

***S.A.C. Prep has met this criterion.*** *S.A.C. Prep was ranked 3 in FY2008 and is now ranked 7 FY2013.*

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

***S.A.C. Prep has met this requirement.*** *In FY2013 S.A.C. Prep received a similar school ranking of 10.*

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

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

**Sol Aureus College Preparatory (S.A.C. Prep, Sol Aureus, 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 S.A.C. Prep 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]

## **ELEMENT A: EDUCATIONAL PROGRAM**

Sol Aureus College Preparatory (S.A.C. Prep) is a tuition-free, college preparatory school currently serving grades kindergarten through eight. S.A.C. Prep is in its fifteenth year of operation and in year five of its current charter (expires in June 2018). S.A.C. Prep has already graduated over 300 students and will graduate its twelfth class in June 2018. The first cohort of 5<sup>th</sup> graders (the Class of 2011, the year they enter college) have become college graduates, and have entered various careers.

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

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

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

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

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

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

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

As a result, the school has made significant gains since the charter was renewed. In the fall of 2008, the CST results demonstrated that SCUSD’s decision to renew the charter was a good one.

S.A.C. Prep has also achieved other goals of the plan including limiting the number of new students taken off of the wait list in grades 7 and 8 to no more than 10 overall for the past three years. S.A.C. Prep has a 95% teacher retention rate. The student induction process has meant that more students are retained for the entire school year. And finally, the formative assessment program adopted by the school has empowered the faculty and students to show continued improvement and mastery of the state standards and curriculum. The controlled growth in enrollment for the upper grades has led to a more positive learning environment but an overall decline in

enrollment over the last three years as S.A.C. Prep has gone from having two classes of 8th graders to just one class for the past three years.

### **MISSION AND VISION**

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

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

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

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

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



**MEANS TO ACHIEVE MISSION AND VISION**

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

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

The key components of the school's program are summed up in KIPP's motto,

**“THERE ARE NO SHORTCUTS”**

words that apply to administration, faculty, students, and parents alike. S.A.C. Prep uses both internal and external accountability measures and indicators to constantly ask if it is, indeed, doing all it can to serve students and families and is achieving the goals spelled out explicitly in the mission.

## **Partnerships**

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

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

***SCUSD*** – The District has provided support and guidance by way of approval and renewal of the charter, Special Education Services, and Nutrition Services. Through three superintendents and numerous changes on the Board, SCUSD has continued to champion the school and its successes. The Board Members, and SCUSD staff have visited the school and attended special events such as the Open House, the first day of school. Darrell Woo, the Board representative for the Pocket/Greenhaven community has been a consistent advocate for the school. SCUSD staff have also helped out with grants, CELDT testing and other topics as they have come up. SCUSD and S.A.C. Prep have partnered with a community organization, New Hope Community Development Corp., on an ASES grant that allows S.A.C. Prep students to get additional tutoring and enrichment after school a vital service to S.A.C. Prep students and parents.

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

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

***Christian Brothers, St. Francis, Jesuit, and Cristo Rey High Schools*** – These private high schools have been extraordinarily generous to our students and families – everything from granting admission and financial aid support to doing school visits

and providing scholarships for their summer programs and fee waivers for application fees.

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

### **STUDENTS**

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

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

#### **Kindergarten**

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

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

Students arrive between 7:30 a.m. and 8:00 a.m. Breakfast is served at 7:30 a.m. Instruction begins at 8:00 a.m. with DEAR Time (Drop Everything And Read) for 15 minutes in their self-contained classrooms. At 8:15 a.m. Responsive Classroom protocols for "Morning Meeting" begin. At 8:45 a.m. core instruction begins with 2 core classes in the morning with a recess break in between, followed by lunch at 11:30 am. At 12:00 Noon the afternoon session of core classes takes place with an afternoon recess. The regular school day ends at 3:00 pm. Students then attend Jumpstart from 3:00 to 6:00 pm for snack, homework support and academic intervention, and end the period with enrichment activities. Students can be signed out between 4:30 and 6:00 by their parent or guardian.

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

Follow the same schedule as the 1<sup>st</sup>-4<sup>th</sup> graders. 5<sup>th</sup> and 6<sup>th</sup> graders continue Responsive Classroom Protocols for their "morning meeting", while the 7<sup>th</sup> and 8<sup>th</sup> graders engage in CPR (Circle of Power and Respect) morning protocols for their

morning meeting. Another difference is that 5<sup>th</sup>-8<sup>th</sup> grade students move between two teachers instead of one self-contained classroom – one teacher for math and science and one teacher for English Language Arts and Social Studies.

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

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

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

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

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

S.A.C. PREP 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.

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

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

Therefore, instructional practices and the structure of the day will allow as much as possible for more time for core classes such as English Language Arts and Math – subjects that are interwoven through all content areas. English and Math courses are expected to be 80 minutes. Allowing time for “effective practice” within the classroom setting is critical as teachers can monitor student understanding while the knowledge is still being formed. It also will allow for time within the core instructional time to differentiate instruction with a mix of small groups, group work, and the utilization of technology to get real time feedback on how students are progressing. For example, students will be able to use handheld devices linked to the teachers computer and linked into Moby Max so that when students are asked a question in class by the teacher using Moby Max to check for understanding, the device will register every individual students response and provide that data instantly for the teacher and class to view and analyze.

S.A.C. Prep will generally use state adopted textbooks and supporting materials to help deliver instruction in K-6<sup>th</sup> grades: 1) ELA, Benchmark Advance, 2) Go Houghton-Mifflin 3) Science, MacMillan McGraw Hill, and 4) Social Studies, MacMillan McGraw-Hill. All textbook materials are adapted to the Common Core State Standards.

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

### **Typical Class Examples**

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

### **College Prep Features**

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

- UC Davis
- Julliard
- University of Nevada, Reno
- University of San Francisco
- Tuskegee
- Michigan State
- UC Berkeley
- UC Irvine
- Stanford
- UC San Diego
- UCLA
- CSU, Stanislaus
- Sacramento State

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

**College Friday** – Students are encouraged to wear “college gear” on Fridays such as college t-shirts and sweatshirts instead of their uniform tops and sweatshirts.

### **Promotional Standards**

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

The program design of Sol Aureus is to ensure that all children succeed. Sol Aureus continuously examines the success of the program and makes changes to improve its design from time to time. For example, the extended day is intended to provide teachers with the time needed to do remediation work when necessary. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern. Students who continue to struggle are provided with a specific plan with their teachers where there is a concern, along with a checklist parents can use to help support their children at home. The finals in each subject are aligned to California Standards.

### **Schedule and Academic Calendar**

More time on task is central to the success of Sol Aureus students. Students attend school Monday through Friday from 8:00 a.m. to 3:00 p.m. – and until 6:00 pm for Jumpstart. Nine hours each weekday, and two extra weeks in August at the beginning of the school year enables Sol Aureus College Preparatory students to achieve remarkable academic and social progress. *(For Bell Schedule see Appendix M)*

#### **7:15 a.m. (Doors Open)**

If warranted Teachers will offer morning tutoring hours for students who need additional help.

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

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

#### **7:50 – 8:00 a.m. (Homeroom)**

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

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

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

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

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

Kindergarten - 8<sup>th</sup> grade students begin Jumpstart Study Hall and an Enrichment Period in which they receive a daily snack and have the option of working on homework; receiving individualized tutoring from teachers, or participating in group projects. Students who are not performing up to academic expectations forego the enrichment period. Instead, these students receive remedial instruction and study hall during this period. Students in the primary grades take part in a variety of fun and engaging enrichment activities – from art projects to learning games on computers. Fifth through 8<sup>th</sup> grade students who are in good academic and behavioral standing engage in a variety of extracurricular activities such as basketball, guitar, chess, Spanish and art, dance, and service projects.

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

S.A.C. Prep believes that an educated person in the 21st 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 S.A.C. Prep to enable students to become self-motivated, competent, lifelong learners.

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



- I. Students possess a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of language arts, math, science, and history.
- II. Students gain exposure to and begin preliminary preparation for careers and additional post-secondary educational options.
- III. Students develop basic computer literacy.
- IV. Students develop a combination of habits of intellect and character to guide them in making decisions and using good judgment in future endeavors.
- V. A love for reading for pleasure and knowledge are encouraged and supported.
- VI. Students give their time and support to help others in the greater community.
- VII. Students develop fundamental financial skills such as basic accounting, financial budgeting, and financial investing.

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

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

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 S.A.C. Prep 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.

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

The content of the S.A.C. Prep curriculum focuses on the necessary remediation of basic skills, when applicable coupled with an emphasis on higher order thinking

processes in all content areas. In accordance with state regulations, S.A.C. Prep provides standard, age-appropriate curriculum for Mathematics, Science, English-Language Arts, History-Social Science, Physical Education, and Visual-Performing Arts at each grade level.

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

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

### **Curriculum and Content**

S.A.C. Prep commits to promote students from S.A.C. Prep 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, S.A.C. Prep will provide all students with the following:

### **Academic Standards**

S.A.C. Prep 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**

S.A.C. Prep 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**

S.A.C. Prep 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. S.A.C. Prep'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.

S.A.C. Prep 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. S.A.C. Prep's curriculum may be revised, as needed and as resources become available to align with applicable standards and to best meet student needs.

### **Additional Resources**

S.A.C. Prep believes strongly in the need to enhance learning through a variety of means inside and outside of the classroom. The S.A.C. Prep curriculum is and will

be enhanced by library and technology resources that are readily available to all students:

Library Resources: Each S.A.C. Prep 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, S.A.C. Prep middle school students have access to a library.

Technology Resources: S.A.C. Prep is working to become a 1to1 school, where every student will have a laptop or Chromebook for their use during school hours. Currently, S.A.C. Prep has several laptop carts that are shared between classrooms. As we proceed through the school year additional laptops will be purchased for student use. 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. S.A.C. Prep 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, S.A.C. Prep 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 PowerSchool, S.A.C. Prep’s student information system, from anywhere they can get online. This system provides real time updates on student performance and attendance. Each teacher at S.A.C. Prep has a projector and a document camera to utilize during instruction.

Other resources: All S.A.C. Prep students participate in a PE program that emphasizes health and wellness. Other electives are available as well, including Spanish and Music. Other opportunities include school run clubs (Anime, Basketball, Chess, Judo, and Step) and a free after school program run in conjunction with the District.

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

Small class sizes will be in effect in all S.A.C. PREP classrooms. Class sizes are currently limited to enrollment of 25 students per class. Lower student-teacher ratios will remain in place when fiscally feasible as class sizes have typically been lower for S.A.C. Prep'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, S.A.C. Prep 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**

S.A.C. Prep utilizes a variety of differentiated instructional strategies aimed at reaching every student at their ability level. Specifically, instruction at S.A.C. Prep 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 or optional challenge classes offered by teachers during lunch or after school. Students who are struggling will receive targeted support in one-on-one or small group settings during specific times in the day and week with their Teacher or Intervention Teacher.

### **Extended Day and Year**

A core pillar of the S.A.C. Prep model is "More Time." S.A.C. PREP understands that students need more time than the minimum amount of instructional minutes set by the State in order to achieve grade level proficiency.

S.A.C. Prep provides a lengthened, structured program for students through its extended day. All students start school at 8:00 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*.

In addition to a longer school day, S.A.C. Prep has an After School Education and Safety (ASES) grant in partnership with the District 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 S.A.C. Prep students enter high school, and with a large majority of them attending Various SCUSD High Schools, an increasing number of S.A.C. Prep alumni are able to return to serve as tutors and mentors, providing an additional level of support to struggling students.

S.A.C. PREP has also adopted a modified-traditional 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. S.A.C. Prep'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 or after school. 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.

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.

#### **Special Populations**

S.A.C. Prep 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

S.A.C. Prep recognizes that students will come to the Charter School with varying needs and accommodations. S.A.C. Prep has been purposeful in creating a school that values and supports every child who enrolls, regardless of disability. Staff at S.A.C. Prep 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 S.A.C. Prep's inclusion model, staff utilizes various 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. S.A.C. Prep offers extra time for students to complete assignments and tests and allow multiple opportunities to retake tests and redo assignments. S.A.C. Prep has offered tutoring afterschool. The Charter School will continue to look at opportunities for offering support, including partnering with the afterschool provider contracted at S.A.C. Prep. 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. S.A.C. PREP 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.

S.A.C. Prep's staff provides students with disabilities with a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE). S.A.C. Prep 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).

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

The District currently collects an encroachment from the S.A.C. Prep. The charter school's encroachment contribution is expected to be equal to the percentage of



general funds encroached by the District to support the Special Education Program for the prior fiscal year for the grades served by Sol Aureus. The annual encroachment percentage collected from S.A.C. Prep is expected to vary from year to year depending on the District's internal encroachment.

Sol Aureus College Preparatory and the District annually review the fee for services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). Sol Aureus and the District establishes and documents the specific terms of this relationship in an annual fee for service contract and memorandum of understanding. Under the Charter Schools Act, however, S.A.C. Prep has the right to review its participation in the current SELPA and consider becoming an LEA for special education purposes, but has no current plans to do so. The basic framework of the school day is expected to continue to break down as follows:

### **Search and Serve**

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

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

### **Referral for Assessment**

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

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

### **Assessment**

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

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

Sol Aureus College Preparatory follows the following assessment guidelines:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Multiple assessments are delivered by a qualified professional to measure the student's strengths and needs;

- Assessments are delivered without cultural, racial or gender bias;
- Assessments are delivered in the student's primary language, unless a qualified interpreter is provided;
- Assessments are adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team is assembled to assess the student, including a teacher knowledgeable in the disability.

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

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

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

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

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

Others familiar with the student are invited as needed. For example, if a student or family is receiving additional counseling and support services from an outside agency, with the parent's request and consent, this agency can send a representative to the meeting Sol Aureus views the parent as a key stakeholder in these meetings and will

make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school provides an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school ensures his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP is given to the parent.

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

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

IEP meetings are held according to the following schedule:

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

### **IEP Review**

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

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

### **Reporting**

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

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

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

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

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

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

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

### **Complaint Procedures**

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

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

Sol Aureus College Preparatory complies with the federal mandate of the “least restrictive environment”, meaning that the school will make every attempt to educate special education students along with their non-disabled peers. Sol Aureus mainstreams all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through ’s extended day and year. Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP are built around the student’s needs and how these fit within the general educational program of the school. The instruction outlined in each student’s IEP are delivered by personnel qualified to do so.

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

### **Annual School Calendar**

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

### **Early Start**

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

Work in the summer is divided into two components. The first segment contains a two-week long staff development program that provides Sol Aureus teachers with an

opportunity to design their goals, objectives, and curriculum for the upcoming school year. Home visits are also scheduled beginning in the spring of the previous year, commencing again in August and going through the fall.

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

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

### **English Language Learners**

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

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

Sol Aureus has historically served between a 3% and 10% ELL student population and expects that somewhere between 5%-30% of its students will continue to be classified as English Language Learners. The discrepancy in numbers between Sol Aureus and other neighborhood schools seems to be that a higher percentage of African American students attend Sol Aureus at a rate of 3 and 4 to one percentage wise. About a third to half of the Latino population of Sol Aureus has been assessed through the CELDT. That data is collected annually. Because the goal is to help these students with an exceptional education and transitioning them into English Proficiency as soon as possible an emphasis on vocabulary development and reading comprehension is implemented, not only for ELL students, but all S.A.C. Prep students. Their student progress is tracked through their grades, CAASPP test results, CELDT results, and teacher meetings to discuss progress of specific students.

Some of the classroom library books are in Spanish to continue to develop their literacy skills in their native language to help to continue to assist in acquisition of English language skills. S.A.C. Prep also recognizes the importance of valuing students' native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the school's core curriculum, enrichment programs, and life-skills curriculum.

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

Students who enter the school with an ELL label are tutored during study hall or the enrichment period. Immersion in the regular classroom is the preferred model for mastering the English language. In addition to immersion in the regular classroom, Sol Aureus has instituted the Imagine Learning English (ILE) project to develop the language, vocabulary, and literacy of our ELL students. ILE employs first language support, gradually withdrawing that support as students become increasingly proficient in English. Research indicates that English learners must master academic vocabulary, not just basic interpersonal communication skills.

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

Each ELL student will spend 30 minutes of the daily English Language Arts class period in the computer lab working with our English Language Development teacher on Imagine Learning English (ILE). The ILE program provides each student with their own individualized program. Sol Aureus ensures that all ELL students have access to the core content.

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

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

- All students are given a Home Language Survey upon enrolling identifying potential ELL students;
- Students whose first language is not English will be assessed through the Language Assessment Scales (LAS);



- Students will be identified through their history at S.A.C. Prep and their cumulative file upon transfer
- Once designated, students will be scheduled to take the CELDT test in the early fall with results reported to state and District officials

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

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

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

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

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

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

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

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

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

- Monthly meetings will review and discuss data such as grades, assessments scores, benchmark data, and behavior.
- If progress appears to be too slow or impeded, parents will be brought into the process to alert them of the nature of the challenge.

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

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

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

ELL students will be supported in our immersion approach with additional ELD standards within the context of their English classes. It will be taught in small groups and based on student need. In addition to the SDIAE approaches mentioned previously, students will receive specific ELD instruction as outlined in the California Department of Education. These standards specify proven strategies that are effective as well as state what students need to know to show proficiency. For Kindergartners, this instruction will take place for designated students for 30 minutes a day within the classroom. For 1<sup>st</sup>-4<sup>th</sup> graders, this instruction will occur regularly within English class period, as part of DEAR, and in Jumpstart during academic support time.

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

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

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

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

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

We will also embed Tiered Thinking Across Stages of Second Language Acquisition Approach in our curriculum using Bloom's Taxonomy to identify and evaluate what students should know at different levels of their English language development: Preproduction, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency. Using these strategies, teachers will be better able to modify their instruction to meet the needs of our ELL students, meeting them where they are in their English Language development. Teachers will also use best practices such as supporting students to continue their literacy in their native language, modifying assessment questions removing "jargony" language that could confuse the meaning of what is being asked rather than decoding the meaning, using culturally relevant material as appropriate, and using common Latin roots, suffixes, and prefixes that might have a similar meaning in their native language or help them de-code other common words.

Additionally, staff will be encouraged to develop these common approaches

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

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

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

The goal will be to have all of our ELL student's progress to be reclassified to Fluent English Learners through their CELDT Assessments, attaining the Meet or Exceeds level on the English Language Arts CAASP, schoolwide benchmark assessments, their writing as compared to RUBRICS, and their English grades. We will adhere to all state and federal recommendations and guidelines pursuant to English Language Learners as well as meeting reporting deadlines to the District, the state, and mandated timelines to notify parents.

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

Sol Aureus College Preparatory offers an accelerated program for all students in that high expectations are held for all students. This will mean different things for different

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

### **Parental Involvement**

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

The Commitment to Excellence Form outlines the ways in which Sol Aureus expects and needs parents to support the educational mission of the school (see *Appendix D*). The commitments for parental support include helping with homework each night,

reading with their child each night, ensuring that homework is completed every night, assisting their child in contacting the teacher regarding any problem or question on an assignment, providing a quiet place with light for their child to study at home, and being available to meet with the teachers at home or at school if the need arises.

### **Community Involvement**

Building strong links with the local community is critically important to Sol Aureus College Preparatory's success. S.A.C. Prep has partnered with individuals and organizations in the community that are dedicated to helping students obtain their academic goals. Sol Aureus has partnered with organizations such as the Sam Pannell Community Center Extended Day Program, the Martin Luther King, Jr. Branch Library, Capitol Heights Academy, Crocker Art Museum, the Girls Scouts, and various community organizations in Sacramento. S.A.C. Prep continues to reach out to a wide range of organizations like these throughout the charter development process and enlist participation on several start-up committees.

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

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

### **Professional Development**

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

During the school year, staff development continues through professional development days, whole staff meetings, content area meetings, and grade level team meetings. S.A.C. Prep teachers will receive two weeks of in-service during which they are trained to function effectively within the parameters of the school and to meet the goals outlined in the accountability agreement. Teachers receive ongoing training in their discipline area, communication strategies, and diversity training. They are also informally and formally observed and evaluated by the school leader, lead teachers,

board members, community members, district officials, visitors, and each other, receiving regular feedback on their performance, goals, and growth. Staff development involves not only structured whole staff and small group practices, but is also individualized to best serve each teacher's needs. Every moment of staff development is maximized and aligned with the school's goals.

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

### **Staff Evaluation Plan**

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

The performance criteria for teacher performance reviews of S.A.C. Prep faculty also include:

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

Tools used in the evaluation process include:

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

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



Enrollment data as submitted via S.A.C. Prep's APR

Student Service	2015-16	2016-17	2017-18	2017-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18	17-18		
Total #	Total #	Total #	Total %	K #	K %	1 #	1%	2 #	2%	3 #	3%	4 #	4%	5 #	5%	6 #	6%	7 #	7%	8 #	8%	
Total Enrollment	303	330	360	100	50	0.14	50	0.14	50	0.14	50	0.14	50	0.14	50	0.14	22	0.06	20	0.06	18	0.05
In District	258	291	302	83.9	44	0.08	42	0.04	43	0.06	43	0.06	45	0.09	43	0.08	16	0.02	12	0.04	14	0.02
Out of District	45	39	58	16.1	6	0.12	8	0.16	7	0.14	7	0.14	5	0.1	7	0.14	4	0.08	8	0.16	6	0.12
EL	59	65	71	18.7	31	0.62	13	0.26	7	0.14	5	0.1	5	0.1	4	0.08	3	0.06	2	0.04	1	0.02
IFED	38	36	40	11.1	3	0.06	4	0.08	5	0.1	3	0.06	6	0.12	6	0.12	8	0.16	3	0.08	2	0.04
FRFM	212	234	259	71.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Foster Youth	1	2	1	0.002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Homeless	1	2	1	0.002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
African American	119	132	144	40	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian or Alaska Native	1	3	3	0.008	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	32	38	41	11.4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Filipino	7	6	6	1.7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	94	97	105	29.2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pacific Islander	3	3	3	0.008	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	28	28	30	8.3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or More Races	14	18	19	5.2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Reported	7	5	3	0.008	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Enrollment from 2016-17:

2016-17	Total #	Total %	K #	K %	1 #	1%	2 #	2%	3 #	3%	4 #	4%	5 #	5%	6 #	6%	7 #	7%	8 #	8%
330	330	100	49	100	48	100	49	100	49	100	47	100	24	100	24	100	22	100	18	100
291	291	88.2	41	84	42	88	42	86	45	92	43	91.5	20	83.3	22	92	20	90.9	16	89
39	39	11.8	8	16	6	13	7	14	4	8.2	4	8.51	4	16.7	2	8.3	2	9.09	2	11
65	65	19.7	14	29	12	25	9	18	9	18	7	14.9	6	25	3	13	3	13.6	2	11
36	36	10.9	3	6	3	6.3	5	10	7	14	4	8.51	6	25	5	21	2	9.09	1	5.6
234	234	70.9	42	86	41	85	30	61	32	65	33	70.2	12	50	14	58	16	72.7	14	78
2	2	0.6	0	0	0	0	0	0	0	0	1	2.13	0	0	0	0	1	4.55	0	0
2	2	0.6	0	0	0	0	0	0	0	0	1	2.13	0	0	0	0	1	4.55	0	0
132	132	40.0	22	45	18	38	19	39	14	29	22	46.8	13	54.2	6	25	11	50	7	39
3	3	0.9	0	0	0	0	0	0	0	0	0	0	0	1	4.2	1	4.55	1	5.6	
38	38	11.5	7	14	3	6.3	5	10	4	8.2	8	17	1	4.17	4	17	3	13.6	3	17
6	6	1.8	2	4	0	0	1	2	0	0	0	0	1	4.17	2	8.3	0	0	0	0
97	97	29.4	9	18	17	35	15	31	19	39	12	25.5	6	25	8	33	5	22.7	6	33
3	3	0.9	0	0	2	4.2	0	0	1	2	0	0	0	0	0	0	0	0	0	0
28	28	8.5	4	8	7	15	2	4.1	6	12	0	2	8.33	3	13	1	4.55	1	5.6	
18	18	5.5	3	6	0	0	5	10	5	10	3	6.38	1	4.17	0	0	1	4.55	0	0

**ELEMENT B: MEASURABLE PUPIL OUTCOMES &  
ELEMENT C: MEASURES TO ASSESS PUPIL PROGRESS TOWARD  
MEETING OUTCOMES**

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

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 S.A.C. PREP's website at [www.sacprep.org](http://www.sacprep.org)

In addition to the goals listed in the current LCAP (*Appendix L*), S.A.C. Prep 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**

S.A.C. PREP 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 S.A.C. PREP'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.

S.A.C. PREP currently utilizes a well-known data and assessment tool, NWEA Measure of Growth and Performance, into which all student data acquired for analysis and planning. A sample output report may be found in *Appendix E*.

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 PowerSchool.

Pupil achievement data is regularly reported to staff and used to evaluate the efficacy of S.A.C. PREP's educational program. For 2017-18, S.A.C. PREP has built in over 20 days of professional development as well as weekly meetings to analyze data and inform our program.

In addition to what is described above, S.A.C. PREP 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, S.A.C. PREP 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 S.A.C. Prep.

Below is a breakdown of how S.A.C. PREP 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>
3rd	<u>34%</u>	<u>45%</u>
4th	<u>44%</u>	<u>32%</u>
5th	<u>48%</u>	<u>21%</u>
6th	<u>26%</u>	<u>31%</u>
7th	<u>47%</u>	<u>31%</u>
8th	<u>46%</u>	<u>27%</u>

<b><i>SBAC ELA</i></b>	Number of Students Tested 2016-17	% Standard Met/Exceeded 2016-17 Difference from 2015-16	% Standard Met/Exceeded 2014-15	% Standard Met/Exceeded 2015-16	% Standard Met/Exceeded 2016-17
<b>Status as of: (Insert date here)</b>	Preliminary	Preliminary	Official	Official	
- Site	174	(\	32	40	
- African American	57		36	33	19
- Asian	19		35	47	63
- Hispanic or Latino	43		19	33	40
- White	17		0	36	40
- Male	92		19	29	30
- Female	82		42	50	31
- EL	28		7	16	
- SPED	4		0	Not Reported	
- FRPM	110		24	38	
- Foster Youth	0		0	0	
- Homeless	0		0	0	
Grade 3	48	48	52	34	
Grade 4	48	18	38	44	
Grade 5	22	32	8	48	
Grade 6	19	42	35	26	
Grade 7	21	33	21	47	
Grade 8	16	35	36	46	
<b><i>SBAC Math</i></b>	Number of Students Tested 2016-17	% Standard Met/Exceeded 2016-17 Difference from 2015-16	% Standard Met/Exceeded 2014-15	% Standard Met/Exceeded 2015-16	% Standard Met/Exceeded 2016-17
<b>Status as of: (Insert date here)</b>	Preliminary	Preliminary	Official	Official	Preliminary
- Site	174		33	34	
- African American	57		36	34	
- Asian	19		24	43	
- Hispanic or Latino	43		30	30	
- White	17		0	18	
- Male	92	25	27	24	
- Female	82	36	39	42	
- EL			14	8	
- SPED			0	Not Reported	
- FRPM			26	31	
- Foster Youth	0		0	0	
- Homeless	0		0	0	

Grade 3	48	26	52	45	
Grade 4	48	25	33	32	
Grade 5	22	28	8	21	
Grade 6	19	37	34	31	
Grade 7	21	43	29	31	
Grade 8	16	40	41	27	

<b><u>CST Science</u></b>	Number of Students Tested for Pilot Year 2016-17	Standard Met/Exceeded 2015-16 Difference from 2014-15	% Standard Met/Exceeded 2013-14	% Standard Met/Exceeded 2014-15	% Standard Met/Exceeded 2015-16
Grade 5	25		48		<b>58</b>
Grade 8	16		51		<b>41</b>

<b><u>CELDT</u></b>	2016-17	2015-16	2014-15		
Number Tested	32	27	57		
Reclassified (Number of students)	4	11	21		
Advanced (Number of students)	0	3	3		
Early Advanced (Number of students)	7	7	15		
Intermediate (Number of students)	13	10	9		
Early Intermediate (Number of students)	7	5	6		
Beginning (Number of students)	1	0	1		

<b><u>API</u></b>	2013-14	2012-13	2011-12	2010-11	
API	849	846	864	834	
Ranking	7	7	8	8	
Similar Schools	10	10	10	N/A	

<b><u>SBAC ELA</u></b>	Number of Students Tested 2016-17	% Standard Met/Exceeded 2016-17 Difference from 2015-16	% Standard Met/Exceeded 2014-15	% Standard Met/Exceeded 2015-16	% : Me 20
<b>Status as of: (Insert date here)</b>	Preliminary	Preliminary	Official	Official	
- Site	174	(\	32	40	
- African American	57		36	33	19
- Asian	19		35	47	63
- Hispanic or Latino	43		19	33	40
- White	17		0	36	40
- Male	92		19	29	30
- Female	82		42	50	31

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- EL	28		7	16	
- SPED	4		0	Not Reported	
- FRPM	110		24	38	
- Foster Youth	0		0	0	
- Homeless	0		0	0	
Grade 3	48	48	52	34	
Grade 4	48	18	38	44	
Grade 5	22	32	8	48	
Grade 6	19	42	35	26	
Grade 7	21	33	21	47	
Grade 8	16	35	36	46	
<b><u>SBAC Math</u></b>					
	Number of Students Tested 2016-17	% Standard Met/Exceeded 2016-17 Difference from 2015-16	% Standard Met/Exceeded 2014-15	% Standard Met/Exceeded 2015-16	% : Me 20
<b>Status as of: (Insert date here)</b>	Preliminary	Preliminary	Official	Official	Pre
- Site	174		33	34	
- African American	57		36	34	
- Asian	19		24	43	
- Hispanic or Latino	43		30	30	
- White	17		0	18	
- Male	92	25	27	24	
- Female	82	36	39	42	
- EL			14	8	
- SPED			0	Not Reported	
- FRPM			26	31	
- Foster Youth	0		0	0	
- Homeless	0		0	0	
Grade 3	48	26	52	45	
Grade 4	48	25	33	32	
Grade 5	22	28	8	21	
Grade 6	19	37	34	31	
Grade 7	21	43	29	31	
Grade 8	16	40	41	27	
<b><u>CST Science</u></b>					
	Number of Students Tested for Pilot Year 2016-17	Standard Met/Exceeded 2015-16 Difference from 2014-15	% Standard Met/Exceeded 2013-14	% Standard Met/Exceeded 2014-15	% : Me 20
Grade 5	25		48		<b>58</b>

Grade 8	16		51		41
<b><u>CELDI</u></b>	2016-17	2015-16	2014-15		
Number Tested	32	27	57		
Reclassified (Number of students)	4	11	21		
Advanced (Number of students)	0	3	3		
Early Advanced (Number of students)	7	7	15		
Intermediate (Number of students)	13	10	9		
Early Intermediate (Number of students)	7	5	6		
Beginning (Number of students)	1	0	1		
<b><u>API</u></b>	2013-14	2012-13	2011-12	2010-11	
API	849	846	864	834	
Ranking	7	7	8	8	
Similar Schools	10	10	10	N/A	



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

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

### **LEGAL STRUCTURE**

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

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

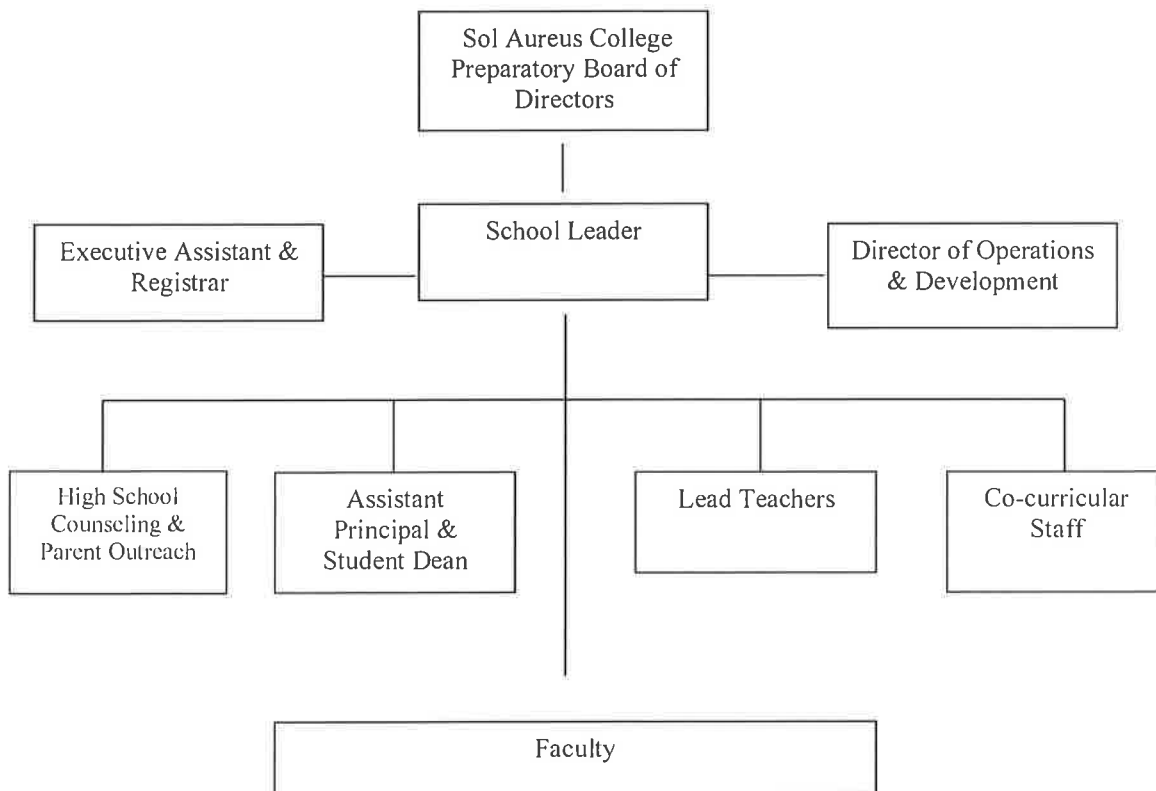
The school complies with all applicable federal, state and local laws. It retains its own legal counsel when necessary. It has purchased and maintained, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies in accordance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

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

**GOVERNANCE**

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

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



**Board of Directors**

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

Aureus is responsible for governance and policy-making. The school maintains D & O insurance.

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

The Board is comprised of board officers and the following committees (with additional committees to be added as determined by the Board): Finance Committee, Audit Committee, Board Selection Committee, Facilities Committee, and Fund Development Committee. The Sol Aureus Board meets monthly with the Board President/Chairperson of the Board presiding over the meetings. Sol Aureus Board meetings follow the Brown Act as a matter of policy under this petition. The Principal has also received training on compliance of the Brown Act from the Charter School Development Center. [assume that not every committee meeting is subject to Brown Act]

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

### **Recruitment, Selection, and Development of S.A.C. PREP Board Members**

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

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

- Specific knowledge, experience, and/or interest in at least one element of governance for Sol Aureus College Preparatory.
- Board members are to require sign a conflict of interest of statement annually.
- Governance training occurs as needed at a Board retreat held annually.

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

Please see *Appendix G* for the Board Roster of current Board Members.

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

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

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

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

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

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

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

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

Alton Nelson, Founder & Principal for Sol Aureus College Preparatory

Mr. Nelson was the initial founder of Sol Aureus College Preparatory, successfully completing the yearlong KIPP School Leader Fellowship before opening and leading the school through its first five years beginning in August 2003. Before founding the school, Mr. Nelson worked in education for more than twelve years in a variety of capacities, including seven years of teaching experience. In addition to his classroom teaching experience, he has worked as a program officer at a Chicago foundation, served as the Chair of the History Department at The Branson School (an independent, college preparatory high school), co-directed and was mentor teacher of the *Making Waves* tutorial program (a Summerbridge program), coached basketball, and was a intern and afterschool coordinator at an east Oakland middle school through the East Bay Conservation Corps. Mr. Nelson received his B.A in History from the University of California, Los Angeles and his Masters in Education from Harvard University.

## **ELEMENT E: EMPLOYEE QUALIFICATIONS**

### **STAFFING ASSIGNMENTS**

Sol Aureus College Preparatory currently employs 18 full-time teachers, one full-time executive assistant, one full-time registrar, three para-educators, one full-time intervention teacher, and independent contractors for accounting services, grant-writing, and extra-curriculars. Sol Aureus will hire more full-time teachers and administrative staff as necessary to be aligned with school growth. The current plan for growth would call for having two classes per grade level with no more than 25 students per class.

### **QUALIFICATIONS**

#### **Certification**

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

#### **Commitment**

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

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

All of the faculty of Sol Aureus commit to:

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

### **HIRING PROCEDURE**

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

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

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



**COMPENSATION**

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

As of date: (Use the most current date)			
-			
<b><u>Teachers:</u></b>	Number of teachers	Number of credentials current	Number of appropriate assignments
K	2	2	2
1	2	2	2
2	2	2	2
3	2	2	2
4	2	2	2
5	2	2	2
6	2	2	2
7	2	2	2
8	2	2	2
9			
10			
11			
12			
Totals			

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

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

Sol Aureus has adopted a set of emergency procedures that give specific detail regarding steps to be undertaken during emergencies that threaten the health of students and staff. Some of these items are included in the Parent/Student Handbook (see full 2017-18 Handbook) and a separate Sol Aureus Emergency Procedures Manual.

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

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

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

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

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

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

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

	2016-17	2016-17	2016-17	2015-16	2015-16	2015-16
<b><u>Student Population</u></b>	<b><u>Site: %</u></b>	<b><u>District: %</u></b>	<b><u>District: #</u></b>	<b><u>Site: %</u></b>	<b><u>District: %</u></b>	<b><u>District: #</u></b>
<b>Status as of: (Insert date here)</b>		Official	Official	Official	Official	Official
- Total Enrollment	100	100	41,085		100	41,028
- EL	8.5	19.8	8,143	10.2	15.4	6,305
- SPED	1.2	13.3	5,455	1.9	13.7	5,601
- FRPM	69.7	70.3	28,876	68.7	72.6	29,772
- Foster Youth	.3	< 1.0	261	0	< 1.0	276
- Homeless	0	0.8	367	0	1.5	611
- African American	40	14.2	5,818	39.3	14.8	6,083
- American Indian	.9	0.6	251	.3	0.6	262
- Asian	11.5	17.6	7,219	10.6	17.8	7,290
- Filipino	1.8	1.5	604	2.3	1.4	590
- Hispanic	29.4	39.3	16,136	31	38.7	15,889
- Pacific Islander	.9	2.2	891	1	2.0	803
- White	8.5	18.2	7,476	8.6	18.5	7,600
- Two or More Races	5.5	6.5	2,690	4.6	6.1	2,501
- No Race Indicated	1.5	unavailable	unavailable	2.3	< 1.0	10

## **ELEMENT H: ADMISSIONS REQUIREMENTS**

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

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

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

- Filling out enrollment application (*Appendix P*) forms that include pertinent family contact information, emergency contact information, a language survey, a survey of special needs, Parent and Student "contract (Commitment to Excellence forms – CTE's), general parent survey, enrollment form, and request to transfer cumulative file form.
- Attending an orientation for new students/families which are held monthly beginning in January through August.
- Scheduling a home visit to meet with parents to discuss their goals for their student.
- Meeting with the Principal to discuss any further questions or concerns about the program.

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

**Admission Preferences:**

1. Siblings (defined as sharing at least one biological, foster, or adoptive parent of existing students).
2. Children of Sol Aureus employees (limited to 10% of total enrollment).
3. Students placed on the waitlist, and not admitted the previous year.
4. Students residing within the boundaries of SCUSD.
5. All other students residing within the state of California.

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

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

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

S.A.C. Prep is a fiscally independent, directly funded independent charter school.

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 S.A.C. Prep 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.

S.A.C. Prep 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 (GAAP), 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.

S.A.C. Prep's Board, in conjunction with S.A.C. Prep staff, is responsible for contracting with an independent auditor. S.A.C. Prep 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. S.A.C. Prep 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. S.A.C. Prep, through S.A.C. Prep Staff, will resolve any outstanding issues prior to the completion of the auditor's final report. S.A.C. Prep 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 S.A.C. Prep is public record to be provided to the public upon request.

### **Reporting Requirements**

S.A.C. Prep 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 (Audit Reports) have been included in (*Appendix J*) to provide further information regarding the past financial performance of S.A.C. Prep. These documents include:

- S.A.C. Prep Audits for the following fiscal years:
  - o 12-13
  - o 13-14
  - o 14-15
  - o 15-16

### **Federal Compliance**

To the extent that S.A.C. Prep is a recipient of federal funds, including federal Title I, Part A funds, S.A.C. Prep 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. S.A.C. Prep 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 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.

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



<b>***Independent Charters Only***</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>
Annual Revenues:	\$2,911,723.52	\$2,570,422.09	\$2,110,435.82	\$1,800,647.32	\$1,477,055.64
Annual Expenses	\$2,464,350.94	\$2,130,283.30	\$1,704,875.14	\$1,408,425.25	\$1,224,855.57
Beginning Cash Balance:	\$1,454,498.17	\$949,039.42	\$549,649.68	\$19,219.61	\$34,939.72
Ending Cash Balance:	\$1,689,149.68	\$1,454,498.17	\$949,039.42	\$549,649.68	\$19,219.61
Independent Negative Cashflow Months:	\$-	\$-	\$-	\$-	\$-
Outstanding Receivables	\$-	\$-	\$-	\$-	\$-
Outstanding Payables	\$430,526.09	\$342,258.30	\$323,131.19	\$136,531.17	\$317,817.44
Beginning Fund Balance	\$1,559,813.02	\$1,119,674.23	\$753,713.55	\$361,491.48	\$157,164.41
Ending Fund Balance	\$2,007,185.60	\$1,559,813.02	\$1,119,674.23	\$753,713.55	\$361,491.48
Board Approved Audit Firm:	Mann, Urrutia, Nelson, CPA's & Associates, LLP	Mann, Urrutia, Nelson, CPA's & Associates, LLP	Mann, Urrutia, Nelson, CPA's & Associates, LLP	Mann, Urrutia, Nelson, CPA's & Associates, LLP	Mann, Urrutia, Nelson, CPA's & Associates, LLP
Number of Outstanding Audit Resolutions:	0	0	0	0	0

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

### **STUDENT DISCIPLINE**

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

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

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

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

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

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

Adherence to the *S.A.C. Prep* Values

- Preparation
- Responsibility
- Respect
- Community
- Excellence

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

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

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

- Additional assignments to be completed at home and/or at school;
- Detention after school;
- Mandatory homework study hall after school;
- Loss of incentives and school trips; and
- Student Plans, where a plan is created to help the student by developing clear goals, clear measures for how their efforts in meeting the goals will be evaluated, and what the consequences will be if the goals are not met as well

as the incentives to be received if met. These plans are created with the input from both the student and the parent(s), and in some cases the school counselor. These plans are designed for both academic and behavioral intervention – as “failure” in either area can lead to discipline problems out of student frustration or unclear expectations by teachers or parents/guardians.

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

### **TRANSFERS**

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

### **SUSPENSIONS**

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

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

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

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

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

### **Suspensions**

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

Disciplinary Infractions include the following:

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

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

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

spoken by the parent(s) or guardian(s) and arrangements can be made for an interpreter to be present for informal conferences in the dominant language of the parent(s) of guardian(s).

## **EXPULSION**

### **Expulsions**

A student who is determined to have committed any of the infractions listed below shall be subject to expulsion and/or referral to law enforcement authorities.

Disciplinary infractions include the following:

- Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school.\*
- Commit, or attempt to commit arson on school property.
- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school-sponsored events.
- Assault any other student or staff member.
- Intentionally causes physical injury to another person, except when student's actions are reasonably necessary to protect him or herself from injury. Vandalize school property causing major damage.
- Commit any act that school officials reasonably conclude warrants an expulsion.

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

investigation by an impartial hearing officer – should occur within 30 school days of the initial formal recommendation by the Principal.

**Alternate Instruction**

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

**Due Process Procedures**

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses listed above. If a student with disabilities has an IEP that includes disciplinary guidelines, then that student will be disciplined according to those guidelines as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy listed above. A manifest determination meeting will be scheduled for students with an IEP to determine if any of the disciplinary infractions the student is cited for are the result of their identified learning difference – as described in their IEP.

**Student Discipline and IDEA**

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

<b><u>Student Population</u></b>	<b>Suspensions 2016-17</b>	<b>Suspension % 2016-17</b>	<b>Expulsions 2016-17</b>	<b>Expulsion % 2016-17</b>	<b>Suspensions 2015-16</b>	<b>Expulsions 2015-16</b>	<b>Suspensions 2014-15</b>	<b>Expulsions 2014-15</b>
- Total Enrollment								
- EL								
- SPED								
- FRPM								
- Foster Youth								
- Homeless								
- African American								
- American Indian								
- Asian								
- Filipino								
- Hispanic								
- Pacific Islander								
- White								
- Two or More Races								



**ELEMENT K: RETIREMENT SYSTEM**

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

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

**ELEMENT L: ATTENDANCE ALTERNATIVES**

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

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

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

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

### **EMPLOYEE RIGHTS**

#### **Organized Reserve Forces**

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

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

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

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

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

#### **Personnel Records**

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

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

**Grievance Procedure**

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

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

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

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

**HUMAN RIGHTS POLICY**

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

### **Harassment**

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

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

### **Sexual Harassment**

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

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

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

### **Response to Harassment**

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

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

As soon as possible, the adult notified will report to the Board of Directors and Principal. The Director or Board will notify the authorities, if necessary. The Director of Board will appoint a small group to investigate the matter in a swift and equitable manner. The group will bring a recommendation to the Board. The Board or Principal will communicate the final decision directly to the parties involved.

### LEAVING THE SCHOOL

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

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

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

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

### No Right of Return to District

Employees coming from any school district to work at Sol Aureus generally have no right to return to their former employer unless they come to the school under an "on loan" or similar agreement.

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

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

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

**DISPUTES**

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

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

- 1) Any controversy, claim, or dispute arising out of or relating to the charter agreement, of the breach thereof, must be submitted in writing ("Written Notification"). The Written Notification must identify the nature of the dispute. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such 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 Sol Aureus College Preparatory:

Sol Aureus College Preparatory, 6620 Gloria Dr, Sacramento, CA 95831, Attn: Norman G. Hernandez

To SCUSD Charter Oversight Staff Member:

Sacramento City Unified School District, 5735 47<sup>th</sup> Avenue, Sacramento, CA 95824 Attn: Jack Kraemer

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written

Notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

- 3) Prior to revocation, and in accordance with California Education Code Section 47607(d) and applicable regulations, the District will notify Sol Aureus College Preparatory School in writing of the specific violation, and give Sol Aureus College Preparatory School a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.



**ELEMENT O: LABOR RELATIONS**

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

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

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

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

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

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

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

## **SUPPLEMENTAL INFORMATION**

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

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

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

### **Finances**

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

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

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

**Current Assets**

Currently, Assets of Sol Aureus consist mainly of classroom furniture, office furniture, technology and classroom equipment (including computers), and miscellaneous marketing materials. Sol Aureus currently owns two modular rooms, and a restroom building that are currently in use on its current site.

**Estimated Revenues**

Sol Aureus's projected ADA revenue is based upon a student enrollment of 20-25 students per classroom and no more than 60 students per grade level.

Targeted enrollment:

2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
375	400	425	450	450	450

Targeted Enrollment by Grade					
	2018-19	2019-20	2020-21	2021-22	2022-23
<b>K</b>	50	50	50	50	50
<b>1</b>	50	50	50	50	50
<b>2</b>	50	50	50	50	50
<b>3</b>	50	50	50	50	50
<b>4</b>	50	50	50	50	50
<b>5</b>	50	50	50	50	50
<b>6</b>	50	50	50	50	50
<b>7</b>	25	50	50	50	50
<b>8</b>	25	25	50	50	50
	<b>400</b>	<b>425</b>	<b>450</b>	<b>450</b>	<b>450</b>

**Fund Raising**

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

Source	Award	Amount
Board Contributions	Board Giving	\$12,000

Faculty, Staff, and Parents	Community Investment	\$1,000
Private & Corporate Grants	Foundations & Corporations	\$40,000
Private Contributions	Individual Giving	\$5,000

#### Estimated Expenses

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

### Financial Planning Assumptions

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

- The school expects to operate for Grades K-8<sup>th</sup> Grade with between 375 and 450 students. It is expected that more than 50% of the students will qualify for the federal free and reduced lunch program as historically the number of students qualifying has been over 60%.
- The school employs full time employees consisting of a minimum of 18 teachers, an administrative assistant, Registrar, Office Clerk, Intervention Teacher, Para-educators, Dir. of Operations, Dir, of Curriculum, Development, and various part-time staff for counseling, coaching, meal service, and extra-curricular.
- The school receives revenues from the following sources: state ADA money and eligibility requirements, a categorical block grant, economic impact aid, and state lottery funds. The school will apply directly for funds not included in the charter school categorical block grant that are deemed eligible to Charter Schools, such as federal entitlement monies, staff development, deferred maintenance, and the After School Learning and the Safe Neighborhood Partnership Program.
- Pursuant to section 15417 of Chapter 14 of Division 1 of Title 5, for programs which the school cannot apply for directly and which are not included in the categorical block grant, Sol Aureus College Preparatory will engage SCUSD in securing its equitable share, based on its student population and eligibility of program funds. These funds include, but are not limited to, integration, transportation, forest preserve, sales and use taxes, parcel taxes, ad valorem taxes, and property taxes. Per section 47635 (a) of the California Education Code, SCUSD will transfer the appropriate percentage of funding in lieu of the local property taxes to the charter school by the 15th of the month.
- The budget worksheet lists the assumptions that are in line with state and federal guidelines. The expenditures reflect the school design plan and prevailing market costs for payroll costs including tax, retirement, and insurance costs. The estimates are based on SCUSD published information and successful operation of Sol Aureus for years 2018-2023.
- This long-term analysis includes inflation assumptions of 2% for revenues, 3% for expenditures, and 5% for salaries.
- Sol Aureus assumes that other expenditures will increase as the number of students grows and the school's facilities expand.

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

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

#### 1. Enrollment

Sol Aureus College Preparatory will recruit and enroll approximately 50 to 60 students for the 2018-2019 school year, K-8<sup>th</sup> grade classes would ideally have no more than 25 students per class. Based on enrollment patterns through the previous year, the school expects that the majority of students will reside within SCUSD (over 80%) with the remaining 5% to 20% residing out of SCUSD district boundaries.

#### 2. District Services

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

#### 3. Financial benefits

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

#### 4. Facilities

The future facility needs will be addressed by a Prop 39 request or facilities use agreement (FUA) between the District and S.A.C. Prep. S.A.C. Prep will have one facility located within the District boundaries. S.A.C. Prep currently has an agreement with the District to add additional modular rooms to account for the growing enrollment. The additional rooms that are being added to the site are being completed at no cost to the District.

#### 5. Special Education

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



## 6. Legal Structure

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

## 7. Liability and Indemnity

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

## 8. Supplies and Equipment

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

## **BUSINESS OPERATIONS PLAN**

Sol Aureus has successfully operated for the past 15 years. In this time it has independently conducted “clean” audits with no major findings. The School Leader has worked with on-site staff and consultants to insure proper financial accounting procedures, financial planning and reporting systems, budgets, producing monthly financial reports and designing a policy of internal controls to ensure fiscal responsibility. The School Leader(s) and the Sol Aureus Board have also effectively developed other policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, student information systems, and parental involvement.

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

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

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

### Attendance Accounting

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

### Tools Used for Tracking and Reporting Financial Matters

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

Sol Aureus has purchased a school database software package called PowerSchool, LLC to manage student data. The system has proven to be very robust allowing the staff to integrate student contact and enrollment status information, grades, and future

financial management capabilities. The portal, web-based system also allows parent to have access to their child's grades in each class 24 hours a day on the internet through the portal page.

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

#### Purchasing

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

#### Payroll

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

#### Budget Allocation and Vendor Selection

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

#### Audits

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

#### Potential Users of Financial Information

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

#### Transportation Services

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

#### Food Services

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

#### Insurance Coverage

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

#### Role of Authorizing Agency

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

**Facility**

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

**Conclusion**

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

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

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

Sol Aureus College Preparatory is excited and honored to apply for a renewal of a five year charter for the term of July 1, 2018 through June 30, 2023, and for the opportunity to continue working with the District to provide families the best educational opportunities possible.

**SOL AUREUS COLLEGE PREPARATORY  
LEAD PETIONER / REPRESENTATIVE SIGNATURE(S):**

Norman G. Hernandez  
**PRINT NAME**

November 8, 2017  
**DATE**

  
**SIGNATURE**

Director of operations/principal  
**TITLE**