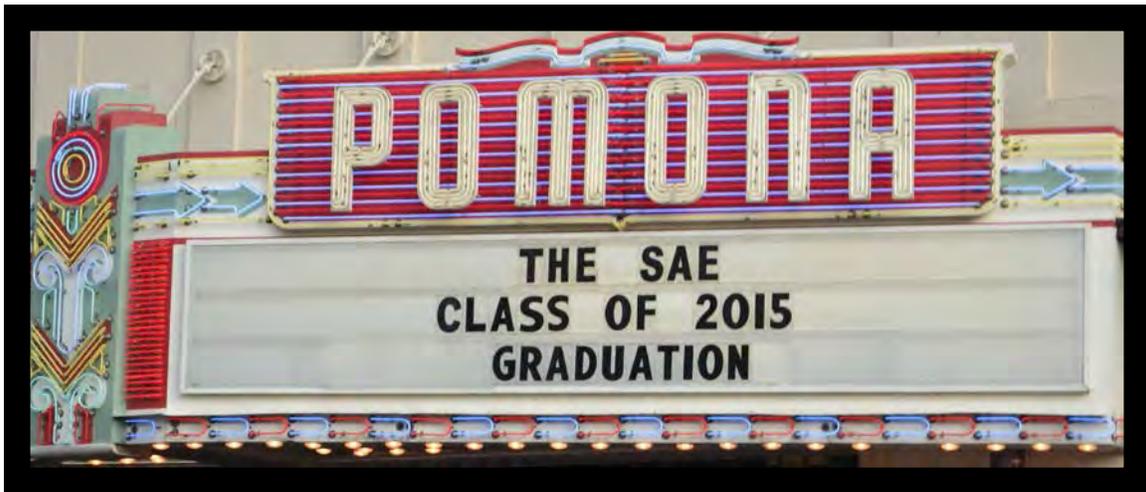


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**PETITION FOR
CHARTER RENEWAL
FOR
THE SCHOOL OF ARTS AND ENTERPRISE**



SUBMITTED TO
POMONA UNIFIED SCHOOL DISTRICT
AND AS NECESSARY TO THE
STATE BOARD OF EDUCATION

BY
Lucille Berger, Lead Petitioner

Submitted October 6, 2015
For the term July 1, 2016 through June 30, 2021

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AFFIRMATIONS/ASSURANCES

The School of Arts and Enterprise (“The SAE” 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 Sections 60605 and 60851, 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 shall be deemed the exclusive public school employer of the employees of The SAE for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- 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, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- 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 is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege 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 educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable 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), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA").
- 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 number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

INTRODUCTION

***“Being at this school is the greatest thing that’s ever happened to me.
Everyone is so friendly and nice to each other.
There is no bullying or fighting because everyone here understand each other.” – SAE Freshman***

The School of Arts and Enterprise is a start-up charter middle and high school that is located in the Arts Colony in downtown Pomona, California, within the boundaries of Pomona Unified School District (“PUSD” or the “District”). In this introduction we address the genesis of this charter, the accomplishments of the last term of the charter, and the academic threshold requirements for charter renewal.

This renewal charter seeks to renew the charter for five (5) years beginning July 1, 2016.

The Genesis of the Charter

This project was initiated by leaders of the Arts Colony in downtown Pomona, CA, in response to the results of a needs assessment survey for an educational focus for the Arts Colony. Nearly thirteen years ago at a community meeting, the downtown Pomona Arts Association, which was comprised of community artists and parents, expressed overwhelming support for the concept of an Arts High School to be located in Pomona’s Arts Colony which would focus on both the arts and entrepreneurship, a combination which would lead to self-sustaining artists who could work professionally in their chosen field. Planning Board members gathered the names, addresses, ages and names of children of parents and teachers who supported the school. Experts of project-based curriculum and school development participated in helping develop a charter school based on a model of academically rigorous, project-based, education. The resulting plan for “The School of Arts and Enterprise” was presented as a model community-adapted educational plan in which the new charter school was intended to become an important stimulus to local community economic development. The school was proposed for start-up and full implementation by August, 2003. A planning group for this charter was formed and began work on developing the school in October, 2000. The planning team consisted of a high school administrator and former art teacher, two university faculty members, an educational consultant, artists from the community, a high school teacher, a parent, and an urban planner who is a business leader and major downtown property owner.

The School opened in September of 2003 with 135 freshmen. Currently the school offers grades 6-12 and serves approximately 430 high school students, expanding over this term to include an additional approximately 330 students in grades 6-8. The School has fulfilled the intent of the Planning Board to stimulate local community economic development.

Why Pomona and the Arts Colony?

The City of Pomona, in a 1994 ordinance backed by landowners and business leaders, committed its 20-block Downtown core to what is now a creative arts district dedicated to studios, galleries, related enterprises, and compatible housing. The area has become a leading community arts cluster for Southern California, with numerous public and private galleries that represent about 1500 artists, including many who are professors and teachers of art. About 200 artists are currently in residence downtown, many in live-work “loft” spaces in converted commercial buildings. There are numerous arts-related retail establishments, and about 20 “back office” creative content companies in fields such as graphic arts, architecture and entertainment media. The Arts Colony now has an infrastructure equivalent to that of a College of Art of a major university, with current growth in areas of media production and performing arts. Additional lofts and storefront business spaces, and hundreds of housing units mainly intended for educators are under development in the Downtown area, some next to “The SAE Downtown Center” (a gallery, theater, offices and computer labs in an attractive, restructured former bank building.)

For years, there has been a shared sense in the Pomona Arts Colony of a need for a school of the arts to serve as a focus for community-based activities and as a vehicle for public service. This original vision for The SAE was born out in a needs assessment survey conducted by community organizers in 1998. The school remains needed as a local source of supply of entry-level arts and media workers and as an attraction to bring mid-level creative employees to live and/or work here, a new alternative to Westside L.A., the beach, and San Fernando Valley. Some professional families working in the arts have children of middle and high school age they may wish to place in what amounts to a professional prep school for creative arts industries. The School of Arts and Enterprise as well as the surrounding Arts Colony community develops our students as adults and young professionals familiar with the arts and job opportunities within the arts as soon as they are ready and prove themselves capable.

Additional information on the history and community of Pomona is attached as Appendix A.

Accomplishments from Prior Term

WASC Accreditation

The SAE earned full accreditation for three years on the initial accreditation in 2006. The SAE earned the maximum, a full six-year accreditation, by the Western Association of Schools and Colleges (“WASC”) in 2009 and 2015. Attached as Appendix B, please find documentation of the WASC accreditation.

Fiscal Audits/ Fiscal Viability

The SAE has maintained fiscal viability for all years of operation. The SAE has never had an audit exception or deficiency.

SAE Student and School Accomplishments

- Average Graduation Rate is 99% (non cohort) (Cohort Graduation Rate, plus list of colleges and universities where students have been attached as Appendix C).
 - Average College Acceptance Rate is 99%
 - 100% of academic teachers are fully credentialed
 - 100% of arts teachers are fully credentialed or completing credentials
 - Restorative Justice Program Implementation
 - 79.8% Suspension Reduction (high school)
 - 6 year WASC Accreditation 2015
 - 6 year WASC Accreditation 2009
 - 3 year WASC Accreditation 2006 (Initial Visit)

 - **School Culture**
 - Continue to celebrate diversity and create a safe space for all students
 - Bully – Free Zone for all students
- 
- **Facilities**
 - Purchased, renovated and opened new middle school campus in December 2014 with full complement of students
 - Hosted 2 middle school Grand Opening Events for parents and community with sponsorship from Wells Fargo
 - Renovated the Studio Theatre
 - Completed full wall mural on the Garey Avenue Campus by renowned international artist, Andre Miripolsky, Pop Artist
 - Completed video on mural symbolism and process posted on website
 - Secured full curation of the Second Street SAE Gallery
 - Completed a full building mural at the middle school campus by A. Miripolsky

 - **Fundraising**
 - \$68,000 raised from City of Pomona, Bulletin Display, Inc., Superior Markets and Williams & Weis to complete a full building mural by Andre Miripolsky on the Middle School.
 - \$46,000 Grant Award from The Ahmanson Foundation to upgrade computer labs.
 - \$20,000 in Grant Awards from Wells Fargo for the Arts Program and Middle School Grand Opening
 - \$150,000 fundraising from Chinese Cultural Exchange Program annually

 - **Summer Programs**
 - Developed Community Arts Camp for Elementary and Middle School Students
 - Developed Arts Camp for High School Students
 - Created an Academic Academy - Grades 2-6
 - Produced Community Musical Production for High School Students
 - Developed SAE/Claremont Graduate University Pre-Intern Program
 - Developed Chinese Cultural Exchange Program

- Created Science, Technology, Engineering, and Mathematics (“STEM”) Program - Grades 6 and 9 (Bridge Program)
- **Academic Program**
 - All students have access to our rigorous, college prep program complete with UC, UCCI adopted, and AP courses
 - All junior students are enrolled in AP Environmental Science
 - Adopted Mastery Learning schoolwide
 - Aligned all curriculum to Common Core State Standards (“CCSS”)
 - Adopted schoolwide literacy practices to support CCSS
 - Completed 6-12 articulation for all academic subjects
 - All students in grades 8, 10, 12 assemble and defend a portfolio (grades 10/12 modeled after Envision Schools College Success Portfolio)
 - Strengthened our English Learner (“EL”) Program
 - Reclassified Fluent English Proficient (“RFEP”)
 - 22.4% in 2013-14, 20.7% in 2014-15
 - Expect 38% in 2015-16
 - EL support courses
 - Increased Specially Designed Academic Instruction in English (“SDAIE”) strategies in all classes
 - Complex Instruction
 - Increased technology integration in grades 6 -12
 - Attached as Appendix D, please find The SAE’s List of Semester-Long Projects
- **Arts/Business Program**
 - Adopted 6-12 Business curriculum
 - Completed 6-12 articulation for Business
 - Adopted 9-12 Arts Majors
 - Completed 6-12 articulation for Arts Core
 - Increased Arts Faculty
 - Building a 9-12 Business and Enterprise Pathway
- **Governance**
 - Increased Governing Board membership to include Wells Fargo Pomona Branch Manager, Pomona College Math Professor, and Los Angeles Unified School District (“LAUSD”) Director of Secondary Instruction
 - Developed and expanded *Friends of The SAE* (separate, supporting nonprofit corporation with 501(c)(3) tax exempt status) for fundraising
 - Developed Pomona Community Facilities, LLC to hold property to be leased to The SAE
- **Community Partnerships**
 - SAE staff appointed to dA Center for the Arts Board of Directors
 - SAE staff is an Optimist Club member
 - SAE staff is a Rotary Club member
 - SAE staff is a member of the Youth and Family Master Plan Committee

- SAE staff appointed as Pomona City Arts Commissioner
- SAE/American Museum of Ceramic Arts (“AMOCA”) collaboration
- City of Pomona used The SAE campus to host Read Across America week-long events
- Participated in numerous other City events by providing entertainment

- **College University Partnerships**
 - Appointment of SAE Staff to Board of Directors at Citrus Community College
 - Developed SAE/Claremont Graduate University Pre Intern Program with Master Teachers as a part of summer credit recovery program
 - Increased SAE/Cal Poly Pomona collaboration with Business, Music and Theater Departments
 - 11th grade Music Project College Mentoring
 - 12th grade Practicum Challenge Project College Mentoring and presentation at Cal Poly Pomona state of the art business presentation facility
 - Collaboration with Theater Department to loan equipment and provide expertise when needed
 - The SAE/University of La Verne collaboration to use small theater space for vocal performances.
 - Cal State LA Marriage/Family/Child Counseling interns--personal counseling for SAE students

- **Teacher Leadership Opportunities & Awards**
 - Established the School Site Leadership Team (“SSLT”)
 - Redefined Roles of Grade Level Team Leaders and Department Chairs
 - Provided teaching opportunities for teachers in China through cultural exchange program
 - Provided leadership exchange program with Australian administrators. Teachers were presenters
 - Provided paid opportunities for teachers to present at conferences
 - Administrator and teacher presentation at Oxford University titled “Arts as a Safe Haven”
 - Teacher presentation at Journal of Language and Literacy Education Conference (“JOLLE”) titled “Transformational reading comprehension strategies: Bridging paper to online assessments”
 - Special Education teacher named “Teacher of the Year” from Senator Gloria Negrete McLoud

- **Student Awards**
 - **Dance**
 - Sharp International Competition- Claremont High School Nov. 2014

- 1st Place overall
- 1st Place Jr. High Hip Hop
- 1st Place Open
- 1st Place Trio/Duet
- Sharp International Competition - La Puente High School Dec. 2013
 - 1st Place Jr. High Hip Hop
 - 1st Place Overall
 - Judges' Choreography Award
- Street Dance USA- 24th Annual Competition Feb 2014
 - 1st Place Jr. High Street Dance Duet/Trio
 - 1st Place Jr. High Coed
 - 2nd Place Jr. High Open-Small
- Miss Dance Drill Team ("MDDT") - 2014 Junior MDDT USA Competition
 - 2nd Place Duet/Trio Junior High
 - 2nd Place Junior High Open
 - 2nd Place Medium Open Dance Junior High
- Claremont Festival of Champions 2014 - Claremont High School
 - 1st Place Jr. High/MS Character
 - 1st Place Medium Female Hip Hop
- United Spirit Association ("USA") Nationals
 - Top 10 Open Division Small Hip Hop
- USA Regionals
 - 1st Place MS Jazz
 - 1st Place MS Hip Hop
 - Top 5 HS Hip Hop

Visual Arts

- 2014 Pomona Chalk Art Festival
 - Professional Level Award (2 students)
- 2014 Pomona Chalk Art Festival
 - Best Art Team Award
- 2015 Pomona Arts Commission Watercolor Contest
 - Finalist (3 students)
- 2015 Pomona Arts Commission Watercolor Contest
 - Semi-finalist (1 student)
- 2015 Pomona Arts Commission Watercolor Contest
 - Honorable Mention (3 students)
- Costanoan Rumsen Carmel Tribe Art Contest
 - 1st Place
 - 2nd Place

Music

- Rotary Club - Dan Stover Music Award
 - 1st Place
 - 2nd Place
 - 3rd Place

Slam Poetry

- Slam Team International Brave New Voices Poetry Slam
 - Finalists (3 students) competed in Atlanta, July 2015

Digital Media Arts

- Power Ranger Student Alliance 2014-2015
 - For the first time ever, permission was granted from Saban Capital Group and Saban Brands for students of The SAE to portray, and use the likeness and demonstrate the core values of the characters of the Mighty Morphin Power Rangers Franchise. Officially recognized as The School of Arts and Enterprise Power Rangers Student Alliance.
- The Walt Disney Company 2015
 - Students from The SAE were selected as the only school to exhibit at the D23 Exposition in Anaheim, CA. Students will be able to demonstrate their abilities within the Arts and Enterprise to individuals that are making a difference within the arts and entertainment sector along with a presentation of the students' work to commemorate Walt Disney's Animated Classic, Sleeping Beauty from the Digital Media Arts Program.
- Code.org 2014-2015
 - Students participated in coding and using programming language to create video games of different platforms
- Digital Media Arts California Media Festival 2014-2015
 - Entries in Photography
 - Entries in Graphic Design
 - Entries in Filmmaking

Oratorical

- Optimist Club Oratorical Contest 2014-2015
 - 1st Place - Boys
 - 2nd Place - Boys
 - 2nd Place - Girls
 - 3rd Place - Girls
- Rotary 4 Way Speech Contest 2014-2015
 - 1st Place
 - 2nd Place
- Lion's Club Student Speaker Contest 2014-2015
 - 1st Place

Essay

- Optimist Club Essay Contest 2014-2015
 - 1st Place
 - 2nd Place

- Optimist Club Essay Scholarship Contest 2015
 - Winner

Student Leadership

- Rotary Youth Leadership Award (“RYLA”) 2015
 - Winner
- Rotary Student of the Month 2014-2015
 - 10 students awarded
- Center Theatre Group at Los Angeles Music Center
 - Student selected as member of Advisory Group 3 out of 4 years

Business

- REACH Summer Business Camp, University of La Verne
 - 7 students selected to attend

Other Community Awards

- Pomona Holiday Lane Parade
 - Best Community Float
- YMCA Annual Fundraiser Event
 - Best Table
- Staff Award - Proud Partner Award from the Pomona Police Department’s Great Campout

Meeting the Intent of the Legislature

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

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The SAE meets the intent of the Legislature as follows:

- **Improve Pupil Learning:** The SAE has rigorous educational program, combining the best of the arts, entrepreneurship, and CCSS. Students are instructed utilizing project-management techniques in a professional arts community. Focus students are selected and monitored by teachers to ensure that all student needs are being met. Students are mentored by business and arts professionals as well as university faculty and students.
- **Increasing Learning Opportunities:** The SAE is the only arts and entrepreneurship focused school in the San Gabriel and Inland Valleys. Over 70% of the students currently enrolled in The SAE meet the guidelines for Free and Reduced Lunch; The SAE provides a well-rounded tuition-free visual arts and performing arts education.
- **Encourage the Use of Different and Innovative Teaching Methods:** The SAE utilizes Project-Based or “Hands On” learning with culminations and student presentations within the professional arts and business community. Our teaching methods utilize a collaborative community which immerses students in the academic, arts, and business curriculum. The curriculum is integrated and projects are designed to ensure all State Content Standards are met. The SAE teaches students to be self-evaluative and instructs students in leadership and creative and critical thinking. As stated above, students are mentored by business and arts professionals as well as university faculty and students. Additionally, many of The SAE teachers are artists and business professionals outside of their classrooms.
- **Create new professional opportunities for teachers,** including the opportunity to be responsible for the learning program at the school site.
- **Teachers develop curriculum, lesson plans, and pacing guides.** The curriculum is driven by functionally integrated projects which the teachers design. Teachers are also responsible for the development and implementation of student achievements plans. Monthly staff meetings, content meetings, and grade level team meetings are all effective ways that The SAE uses to regularly examine student growth and success. Additional, support classes and after school tutoring help ensure that students’ academic needs are being met. Teachers are members of the School as the Whole (“SAW”), serve on the SSLT, and chair many school-level committees, which is an integral piece of the

governance of the School. The SAE commits to ongoing professional development opportunities for its teachers, with a minimum of thirteen dedicated days.

- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system: As noted above, The SAE is the only arts and entrepreneurship focused school in the San Gabriel and Inland Valleys.
- Accountability to Pupil Outcomes: The SAE has adopted and complies with its LCAP and is committed to ongoing assessment of student achievement.
- Vigorous Competition within the Public School System: Since the creation of SAE, the District has initiated several reform measures, including the approval of one dependent charter school, and the creation of specialized learning programs. Furthermore, the District has seen increases in standardized test scores.

The manner in which the legislative intent is met by The SAE is further demonstrated throughout the sixteen (16) elements required by law and described in this Charter document.

Charter Renewal Criteria

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

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

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

The following shall serve as documentation confirming that the Charter School exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (also see Appendix E: CDE DataQuest Reports, 2011-2013):

- The Charter School has attained its most recent (2013) API growth target, both school wide and for all groups of pupils served by the charter school, exceeding the requirement of Education Code Section 47607(b)(1).
- The Charter School has achieved a statewide API rank of 4 or higher in the last year, meeting the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).
- The Charter School has achieved a similar schools API rank of 4 or higher in the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(3).

Over the prior charter term, The SAE had the following API scores:

2011-2014 API Scores					
Year	API Statewide Ranking	API Similar Schools Ranking	API Growth Scores	API Growth Target (Actual Growth)	Met School Growth Target?
2014-2015	State testing and API calculation suspended; no data reported*				
2013-2014	5	4	State testing and API calculation suspended; no data reported*		
2012-2013	3	4	744	5 (+42)	Yes
2011-2012	3	9	702	5 (+1)	No
Source: CDE DataQuest, accessed August 19, 2015.					

*Note on 2013-14 and 2014-15 Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

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

The SAE clearly meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” as allowed per Education Code Section 52052(e)(4)(A).

The California Department of Education (“CDE”) published the following chart,¹ which summarizes available state level API data in order to analyze “the most recent API calculation,” including data for charter schools subject to renewal in the 2015-16 school year and how such data shall be used in charter renewal determinations pursuant to Education Code Section 47607(b).

Year	API Growth	Assessment Data	School Rankings
2015-16 School Year	No 2015 Growth API; use 2013 Growth API as most recent, 3-year average API (2011/2012/2013), or alternative measures	Use 2015 SBAC scores for math and ELA; can compare results with local schools	No 2014 rankings; use 2012 and 2013 rankings for 2 of last 3 years.

Analysis of Charter Renewal Criteria – Schoolwide

As seen in the CDE chart above, in the 2015-2016 school year (the year that The SAE’s charter renewal petition will be considered), the CDE directs us to evaluate The SAE’s “2013 Growth API as most recent,” and “use 2012 and 2013 rankings for 2 of last 3 years.”

The SAE’s API growth score in 2013 was 8 times higher than its performance target from the prior year. In 2013, the API growth score was 744, increasing 42 points from the school’s Base Year in 2012. Moreover, The SAE had a statewide API rank of 5 in 2013, and a similar schools rank of 4 in 2013. Therefore, The SAE has exceeded the charter renewal standards of Education Code Section 47607(b) by meeting not just one, but three of the charter renewal criteria, and should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

¹ See CDE Charter Renewals FAQs, Section 11, *Academic Performance Determinations for Charter Renewal*, available at: <http://www.cde.ca.gov/sp/cs/re/csfaqsect11.asp>.

The Charter School’s numerically significant student subgroups are Hispanic/Latino, Socioeconomically Disadvantaged, and English Learner students. Numerically significant student subgroup API performance data is demonstrated in the tables below:

2012-2013 API Growth Scores: Significant Student Subgroups				
Subgroup	Numerically Significant in Both Years?	2013 API Growth	API Growth Target (Actual Growth)	Met Student Group’s Growth Target?
Hispanic or Latino	Yes	749	6 (+60)	Yes
Socioeconomically Disadvantaged	Yes	718	6 (+31)	Yes
English Learners	Yes	643	9 (+17)	Yes
Source: CDE DataQuest, accessed August 19, 2015.				

2011-2012 API Growth Scores: Significant Student Subgroups				
Subgroup	Numerically Significant in Both Years?	2013 API Growth	API Growth Target (Actual Growth)	Met Student Group’s Growth Target?
Hispanic or Latino	Yes	689	6 (+13)	Yes
Socioeconomically Disadvantaged	Yes	686	6 (+3)	No
English Learners	Yes	626	11 (+36)	Yes
Source: CDE DataQuest, accessed August 19, 2015.				

2012-2013 API Growth Scores: Significant Student Subgroups				
Subgroup	Numerically Significant in Both Years?	2013 API Growth	API Growth Target (Actual Growth)	Met Student Group’s Growth Target?
Hispanic or Latino	Yes	680	9 (+58)	Yes
Socioeconomically Disadvantaged	Yes	686	9 (+61)	Yes
English Learners	Yes	591	12 (+28)	Yes
Source: CDE DataQuest, accessed August 19, 2015.				

All three of the Charter School’s student subgroups have experienced annual increases in academic performance, and only one subgroup in one year missed its growth target – by 3 points.

Thus, The SAE's outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a)(3).

SAE Student Entry for Pomona Chalk Art Festival



ELEMENT A
EDUCATIONAL PROGRAM

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

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

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

“When I used to work in groups, I would do all the work. Here students find creative ways to contribute even if it’s not in the usual way.”
-SAE Transfer Student

Mission and Vision Statements

Mission

To create accomplished life-long learners, the SAE’s standards-aligned, college-preparatory middle and high school program emphasizes arts and business through innovative project-based learning.

Vision

The SAE will be recognized in the community and in particular amongst feeder schools as the top choice in college preparatory public middle and high schools offering a focus in the arts and business. Students at The SAE will understand their options in post-secondary education, and be prepared for the option of their choice.

The SAE will maintain its focus on state academic standards and student academic success, while continuing to innovate and create unique and barrier-breaking course work in the arts and business through its project-based learning methodology.

The SAE will assist students and their families to overcome their individual obstacles to success. The SAE provides a safe and healthy environment for its students and in turn SAE students are leaders in making positive change in their communities.

Whom The School Is Attempting To Educate - Target Student Population and Enrollment

The SAE is targeting middle and high school students with an interest in the arts and business/entrepreneurship who choose to learn through project-based learning which better prepares them for college and the careers of their choice.

Outreach is done throughout the geographic boundaries of the Pomona Unified School District. Our students reflect the racial and ethnic distribution of the District.

Approximately 75% of The SAE students qualify for free and reduced lunch which is reflective of the District.

The majority of our students come from homes where Spanish is the primary language spoken. 29% of our students are English Learners. Both the free and reduced and English Learner population has increased significantly over the last term. Over half of the parents at The SAE have not graduated from high school based upon demographic data reported to the State.

Based upon incoming student placement tests, incoming students are generally performing below grade level.

Emerging Artists

Many SAE students have the soul of an artist and have struggled in traditional environments that have not tapped into their creative mind-set and talents. For example, some students are referred by law enforcement after “tagging” public and private property. As The SAE approaches learning through projects in the arts and business, the innate artist in each of these students is supported and becomes the vehicle for the student’s academic success.

Community of Respect

Many of The SAE students choose The SAE because it focuses and breeds a community of respect for the diversity of learners that it serves, which includes race, gender, gender identity, gender expression, nationality, ability, disability, and sexual orientation. Students at The SAE work together on projects from their first day of School and thus operate as a caring, respectful family of learners. Students who struggle in a traditional comprehensive middle or high school blossom within the environment of The SAE.

Enrollment

The School of Arts and Enterprise is a site-based program that serves grades 6 through 12, enrolling approximately 770 students total, approximately 330 in grades 6-8 and approximately 440 in grades 9-12.

Over the next 5 years, we also hope to provide seamless K-12 instruction in the arts, and eventually launch additional sites to establish an elementary school to serve Pomona students. The opening of our middle school campus has a greater emphasis on math and science, with the incorporation of our STEAM PBL projects.

New Middle School Program

As indicated immediately above, the School expanded by adding middle school grades starting in the 2013-14 school year. Since its inception, The School of Arts and Enterprise has committed to provide a rigorous and innovative learning environment in order to create accomplished life-long learners grades 6-12. Our standards-aligned, college-preparatory program emphasizes arts and business through innovative project-based learning. The SAE is the only charter school of its kind in the Pomona area. The School has had great success in serving its population, enjoying a 96% 12th grade graduation rate and a 98% college-going rate for graduates; in 2011, the School experienced a 59-point gain in its API score, scoring a 704. While these are outstanding achievements, the School still faces many challenges in meeting its mission and vision for all students.

In order to counter these challenges, The SAE seeks to expand the School to include grades six through eight into the span. The School will accomplish this by opening grade levels six through eight in the fall of 2013. The goal of this expansion was to create a bridge for students entering the high school so that they are prepared for rigorous college preparatory curriculum that is delivered through real-world, inquiry-based projects.

Additionally, the middle school provides exposure to arts fundamentals to younger students, across the genres of performing, visual, and digital media arts. This will allow students to choose an arts career pathway upon entering the ninth grade, allowing for more rigor and in-depth study in one area in order to compile a portfolio for college and career.

What It Means To Be An Educated Person In The 21st Century

21st Century Learning Goals

Understand Diversity.

Understand the opportunities and challenges of diversity on a local and global scale.

- model respect for all human diversity
- understand environmental, historical, and global trends
- assume responsibility for your actions

Never give up on excellence.

Never give up on excellence--rethink, revise, refine.

- commit to high-quality craftsmanship and excellence through reflection and revision
- critique your work using established workplace criteria

Learn to problem-solve.

Learn to problem-solve through creativity and critical thinking.

- seek out innovation and expert resources to analyze, evaluate, and synthesize
- hypothesize creative solutions and complete rigorous experiments to test them
- use data to drive decision-making

Open yourself to collaboration.

Open yourself to allow for effective collaboration.

- practice active listening and reflective dialogue
- abide by community norms
- solve problems in teams using roles and expectations to set and monitor goals

Communicate clearly.

Communicate your ideas and opinions clearly using 21st century tools.

- use precise questions to drive your investigations
- critically use a variety of media formats to express ideas clearly, creatively, and concisely

Know how to market.

Know how to market your talents using 21st Century skills.

- use social media with an understanding of the risks and power inherent in them
- understand and use the elements of discourse in the Information Age to effectively market your ideas
- analyze opportunities and challenges in order set and achieve life goals



The SAE Graduate

Academically Competent
Creative Innovators
Collaborative Leaders
Reflective and Adaptive
Natural Navigators
Open Minded
Entrepreneurs
Effective Communicators
Inquisitive Lifelong Learners
Respectful, Diversity
Accountable

How Learning Best Occurs – Curriculum and Instructional Design

Overview

The SAE believes that learning best occurs when all students participate in a rigorous, relevant, and coherent standards based curriculum by following the Project-Based Learning (“PBL”) philosophy of education utilizing semester long projects that integrate the California State standards in a real-life arts and business experience.

The SAE offers an educational program which enables students to become self-motivated, competent lifelong learners by creating a school environment wherein every student learns the required knowledge and skills and can transfer them as needed to advance to the next grade level, essentially creating the foundation for which knowledge can build upon knowledge.

The SAE has a school-wide commitment to high student achievement. Its successful educational mode includes:

- Educational goals that are designed for student success.
- A school design that incorporates best practices that implement the mission and best serves the students described herein.
- Teaching and learning that is focused on inquiry.
- Teaching and learning that fosters self-direction.
- Teaching and learning that occurs in multiple settings or contexts.
- Teaching and learning through students' diverse life contexts.
- Teaching and learning that uses "houses" or interdependent group structures so students can learn from each other.
- Classroom and off-site activities that prepares students to work with the people, tools, and technologies encountered in the modern workplace.
- Teachers who are motivated and fully engaged in the educational process, with a high expectation for professional growth.
- Teachers who possess real-life experience in the arts and/or business in addition to a teaching credential.
- Parents and extended family who, regardless of their English language abilities, are involved in the educational process.
- Additional learning opportunities.
- Community partners who are actively involved in the school environment and decision-making.
- Stakeholders that participate in governance and curriculum development.
- A nurturing educational setting (small school size/small class size) that allows for more focused and individualized attention.
- Teacher expertise in providing academic support to second language learners (i.e. scaffolding and ELD strategies to access content).

Project-Based Learning

Semester-long projects provide the best opportunity to engage our students and maximize student achievement. These projects adhere to state curriculum standards and frameworks, California Challenge Standards for Business Education and California Career and Technical Education ("CTE") standards; they also integrate academic content, require collaboration, encourage inquiry learning and incorporate the use of technology.

The SAE has coined the phrase "functional project based learning." We've combined functional content-area integration with the semester long projects in which a deep understanding of content standards is essential for the completion of the project. For example, the *Poachella* 11th grade

Project requires students to create musical performances and produce a music and arts festival. The project incorporates the following content areas that require teachers to collaborate toward the final project as follows:

- In English, students read and write about the music industry, including the completion of a formal research paper on the history of music in the United States.
- In history, students research the historical influences on American music of the past, and write and perform original music influenced by US History standards.
- In science, students write and perform music based on chemical reactions.
- In math, students learn the logarithmic nature of music to produce original music based on logarithmic functions.

An integrated curriculum project is thought of as a problem-solving environment that features a great deal of social and professional interaction among students. Teachers plan and consciously develop these projects to integrate state standards, maximize student interaction and practice of essential skills. These projects culminate in a capstone event where students demonstrate, present, or perform their learning. Further debriefing and reflection after the culmination event allows students to rethink the essential question of the project to measure what they have learned.

The SAE students produce content through research, analysis and the production of creative project results. Classroom time is spent in small project groups of three to five students under the facilitation of teachers. Students at The SAE thrive in this format. Project Based Learning at The SAE produces valuable social bonding and mutual understanding, as well as technical skills needed for the productive employment of the individual and the survival of the group.

As part of projects, students are provide many opportunities for field study including but not limited to the following examples:

Fashion Institute of Design & Merchandising	Petersen Car Museum	Body Works at the Los Angeles County Fair
California Science Center	Pantages Theatre	Orange County Performing Arts Center
Tide Pools & county Parks	College Campuses and College Arts Centers	Local Galleries

Instruction and Assessment

All teachers are required to use proven research-based instruction and assessment strategies in their lessons including, but not limited to, Differentiated Instruction, Complex Instruction, instructional strategies of Robert Marzano and other leading instructional authorities, and data-driven assessment. Professional growth workshops on differentiated instruction ensure that teachers are engaging The SAE’s diverse student population and providing multiple pathways for learning. Complex instruction workshops instruct teachers on effective student group structure that holds every student accountable to specific roles in their group. Teachers are also in-serviced on Robert Marzano’s instructional strategies to increase students’ ability to learn, retain, and

apply content. Teacher lessons are monitored by content chairs to maintain a consistent level of effective teaching in every classroom. Assessment data is managed and monitored through The SAE's data management system.

Regular professional growth workshops are provided to in-service teachers on using data to drive curriculum and instruction. Illuminate is The SAE's current data management system. Department chairs are trained in Illuminate to create benchmark tests and create reports on benchmarks, CCSS, and other assessments. Content chairs are responsible for training department teachers on effective use of Illuminate, including the creation and administration of benchmark assessments, analyzing data by subgroups, and creating reports. Illuminate manages data from standardized assessments including the CCSS, CST (Science), CAHSEE (pending), California English Language Development Test ("CELDT"), and benchmark tests. Data is charted from Illuminate to monitor student performance and drive course curriculum and instruction.

Teachers meet at least monthly by department to analyze assessment data, adjust pacing guides, and support the implementation of strategic instructional strategies. Results from department data analysis is used to determine the most effective differentiated instructional strategies, complex instructional strategies, and Marzano's instructional strategies to improve student performance. Department Chairs monitor the administration of benchmark assessments, teacher pacing guides, and the use of effective instructional strategies.

Mastery Learning and Standards-Based Grading

Mastery Learning is an instructional approach that is designed to help all students improve their learning. Some key aspects of mastery learning include:

- Learning objectives will be transparent from the first day of a unit and on each assignment.
- Students will have opportunities to track and reflect on their progress on the standards.
- Formative assessments are opportunities for students to practice the standards.
- Summative assessments are the primary factor in academic grades.
- Multiple summative assessments that address various learning styles will be used.
- Grades are based solely on academic achievement.

Standards-based Grading

- The SAE has adopted the Mastery Learning model of standards-based grading. Students are evaluated based solely on specific academic standards and learning goals. Students will no longer be given "points" for simply completing work or participating. Student must demonstrate their knowledge and abilities on a variety of assessment types (quizzes, oral quizzes, discussions, tests, essays, reports, speeches, projects, presentations, portfolios).
- Students are evaluated on a 4-point rubric:

- This allows students to easily see which concepts they understand and can put to use, and on which they need more practice and instruction.
- For the purpose of Mastery Learning, it is important to recognize the difference between “summative” and “formative” assessments.

Differentiated Instruction Defined

Differentiation is responsive teaching rather than one size fits all teaching (Tomlinson, 2005). Teachers proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they will show what they have learned in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible (Tomlinson, 2003).

The Differentiated Instruction Model is composed of several key components:

- High-Quality Curriculum
- Continual Assessment
- Respectful Tasks
- Building Community
- Flexible Grouping
- Teaching Up

At The SAE, professional growth workshops on differentiated instruction ensure that teachers are engaging The SAE’s diverse student population and providing multiple pathways for learning. Students experience learning through multiple modalities –working in small groups with a partner, individually, and as a whole group. Curriculum, instruction, and assessment are tiered to meet the specific needs of individual learners. Complementary courses are provided such as Math and English intervention for struggling students and UC approved honors courses for advanced students. All teachers are in-serviced regularly on strategies to tier instruction and assessment.

Complex Instruction

Complex Instruction evolved from over 20 years of research by Elizabeth Cohen, Rachel Lotan, and their colleagues at the Stanford School of Education. The goal of this instruction is to provide academic access and success for *all* students in heterogeneous classrooms.

Complex Instruction (CI) has four major components:

- 1) Multiple ability curricula are designed to foster the development of higher-order thinking skills through group work activities organized around a central concept or big idea. The tasks are open-ended, requiring students to work interdependently to solve problems. Most importantly, the tasks require a wide array of intellectual abilities so that students from diverse backgrounds and different levels of academic proficiency can make meaningful contributions to the group task. Research has documented significant achievement gains in classrooms using such curricula.
- 2) Using special instructional strategies, the teacher trains the students to use cooperative norms and specific roles to manage their own groups. The teacher is free to observe

groups carefully, to provide specific feedback, and to treat status problems which cause unequal participation among group members.

- 3) To ensure equal access to learning, teachers learn to recognize and treat status problems. Sociological research demonstrates that in CI, the more that students talk and work together, the more they learn. However, students who are social isolates or students who are seen as lacking academic skills often fail to participate and thus learn less than they would if they were more active in the groups. In CI, teachers use status treatments to broaden students' perceptions of what it means to be smart, and to convince students that they each have important intellectual contributions to make to the multiple-ability task.
- 4) In teaching how to use collaborative groups to take advantage of multiple intelligences, Complex Instruction addresses the issues of: the nature of group tasks; new roles for persons working in groups; problems of unequal participation in group work; integration of group work and other modes of instruction (such as labs and whole class discussion); and performance assessment in groups.

Many teachers in classrooms across the U.S., in Europe, and in Israel use Complex Instruction. Professors at the California State University system work collaboratively with the program bringing CI to pre-service teachers. *Working for Equity in Heterogeneous Classrooms: Sociological Theory in Action* (Teachers College Press, 1997), edited by Cohen & Lotan, is a definitive review of the research base of the program. At the present time, program staff are investigating ways to scale up the program while maintaining its effectiveness.

Marzano's Strategies

Robert Marzano, Debra Pickering, and Jane Pollock reviewed hundreds of studies on instructional practices that have proven to affect student achievement based on a theory of instruction derived from the research of human learning. Critical to the implementation of these strategies is the theory (ITIP model developed by Madeline Hunter) that the teacher is the key to effective instruction. The theory was developed on the premise that teaching is decision making, not a "recipe" to be followed rigidly. This model identifies the decisions that all teachers make, supplies teachers with a repertoire of research-based skills and strategies (processes), and encourages teachers to select those processes which are appropriate (given existing conditions in content, teacher, student and situation) in order to increase the probability of learning.

To support teachers in selecting appropriate processes, The SAE provides regular professional development on the nine Marzano strategies that research has shown best affects student achievement:

1. **Identifying similarities and differences:** Identifying similarities and/or differences between two or more items being considered
2. **Summarizing and note taking:** Recording information that is considered important and requiring students to provide a brief summary of content
3. **Effort and recognition:** Reinforcing and tracking student effort and providing recognition for achievement
4. **Homework and Practice:** Massed and distributed practice on a specific skill, strategy, or process and providing students with opportunities to increase their understanding through assignments completed outside of class

5. **Nonlinguistic representations:** Providing a representation of knowledge without words (e.g., a graphic representation or physical model)
6. **Cooperative learning:** Students working together in small groups
7. **Setting goals/objectives:** Identifying a learning goal or objective regarding a topic being considered in class
8. **Generating and testing hypothesis:** System analysis, Problem-solving, invention, inquiry.
9. **Cues, questions, and advance organizers:** Using hints and questions to activate prior knowledge and deepen student understanding, and providing students with a preview of new content.

Focus on Literacy

Beginning in the Fall of 2013, the SAE implemented schoolwide practices to support literacy and CCSS. All teachers use a reading strategy of annotating the text. We have adopted a common marking system for teaching and using annotation. In addition, all teachers are expected to reinforce academic vocabulary with word walls and classroom discussions and activities where students are expected to utilize academic language. Finally, to support writing, The SAE uses the S.E.E. Method where students are required to make a claim, support it with evidence, and explain/evaluate the evidence and how it supports the claim. The SAE continues to support teachers with professional development on CCSS literacy.

Content Literacy

Content literacy is the ability to acquire knowledge in a given field of study. Content literacy entails the foundational concepts vocabulary, reading, writing, and study strategies necessary to comprehend, retain, and react to instructional materials (e.g. textbook chapters, novels, maps, lab directions) in a given subject area at a given grade level or ability level.

The SAE student is a content literate student who is a focused, strategic and text-wise reader with a heightened awareness of the use of organization and structure of distinct texts in diverse fields of study. The SAE student is able to effectively identify, comprehend, study and apply new subject matter.

The guiding principle of content literacy is that effective readers engage their minds actively with the text before, during, and after a reading task. Thus, The SAE has adopted a standard content literacy strategy of pre-reading, during reading, and post-reading activities.

Pre-reading is the warm up portion of a reading task. It builds or assesses student's prior knowledge, can be motivational or preparatory, and includes effective vocabulary study. During reading activities engage student's minds with texts, requires a set of skills that all students must be taught explicitly, requires time to become proficient, and requires textual interaction through annotation, note taking, or graphic organizers. Post-reading activities makes a connection between learning the information read and applying the content to a task. It includes self monitoring, relates to pre-reading goals and questions, requires synthesis or evaluation of the content read.

Houses

The specialized structure of The School of Arts and Enterprise as a project based school consequently places each student in a “House” class that is at the core of The SAE philosophy. Students travel to each core academic class in their respective “houses,” creating both a sense of community and competition. This sense of community and competition binds the student to the school as well as to their participation in each semester-long, standards-infused, “House”-based project. Likewise, each core academic class integrates the project components into their respective curriculum, guaranteeing an unparalleled depth of study as well as delineating a specific 4-year course of study for each student.

An 8-period, rotating block schedule assures maximum flexibility for both student and faculty allowing for full student access to all academic core and arts core classes offered by The SAE. This unique school day allows full access for all students to the breadth of courses offered by The SAE as well as challenging the student to extend themselves beyond average expectations.

Community Service/ Service Learning

Community service is an essential component of The School of Arts and Enterprise curriculum and school philosophy. The promotion of social, political, and moral understanding and respect for others is fundamental to students’ maturity. Students need to be made aware of problems and needs outside of their personal world. Exposure to such issues will help students to become conscientious contributors of their communities. Students will benefit from participation in community service activities, examples include:

- Internships with artists and local businesses
- Neighborhood beautification
- Informational health programs for the community

Portfolio

The SAE implemented a new portfolio assessment in the 2013-14 school year. This assessment requires 8th, 10th, and 12th grade students to compile and orally defend a portfolio of their work. The portfolio assessment is modeled after Envision Schools College Success Portfolio, which was designed in collaboration with Stanford Center for Assessment, Learning, and Equity (“SCALE”). Portfolio artifacts include specific tasks that may be achieved across content areas. These tasks demonstrate college and career readiness and require students to connect their learning to UNLOCK, our 21st Century learning goals. Students are required to demonstrate proficiency on each task before their advisors deem it portfolio worthy. Each Spring, our entire SAE community participates in the portfolio defenses.

Arts Majors

As part of our effort to encourage depth of knowledge, The SAE developed Arts Majors. The Arts Majors are specifically designed to be of pre-professional, pre-university level rigor and training for our artists. In grades 6-8, students will experience all of the arts that The SAE offers.

All 6th Graders will take an “arts rotation” course, offering them a quarter each of: Dance, General Music, Theatre Arts and Visual Arts, to provide a proper introduction to all majors. 7th and 8th Graders will be able to take up to two Visual and Performing Arts classes per semester. The SAE Middle School Arts specialist will work within the academic classrooms to integrate both the California State VAPA Standards and The National Art Standards across the curriculum.

- ***The SAE Middle School Voices: A Community Performance Group*** will be created to provide all 6th-8th graders a fun and educational performance opportunity.
- The Visual Arts students of **The SAE Middle School** will present bi-monthly show in The Lucille H. Berger Gallery, housed on the campus of The School of Arts & Enterprise Middle School.
- **The SAE Middle School** Theatre Arts students will present two full productions in the newly renovated, The Studio Theatre at the Downtown Center.
- **The SAE Middle School** will continue to be home to the nationally award winning, Middle School Dance Team.
- The redesigned General Music Program at **The SAE Middle School** will introduce students to the basic fundamentals of Music Theory, Vocal Performance, Rhythm Instruments and Brass Instruments.
- **The SAE Middle School** Visual Arts students will focus on Arts Fundamentals, 2-D and 3-D Designs and introductions into clay, plaster, markers, paint, graphite pencils and watercolors.
- Physical Education for all 6th-8th grader at **The SAE Middle School** will be comprised of Dance and/or Musical Theatre.

Highlights of The School of Arts & Enterprise High School Redesigned Visual and Performing Arts Programs

All students at the high school will select an Arts Major at the beginning of their 9th grade year. A rigorous exploration in this specific discipline and pre-professional arts training in a small ensemble/group setting will follow within their selected major until their graduation from The School of Arts & Enterprise.

The high school offers the following majors - Dance, Music-Vocal Performance, Music-Instrumental Performance, Theatre Arts, & Visual Arts. A redesigned Digital Media Arts Major will be launched during the 2016-17 school year.

Performing Arts

Performing Arts students will have the opportunity to audition for and gain acceptance into high level discipline specific performing groups to include - The SAE Acting Ensemble, The SAE Dance Ensemble, The SAE Vocal Ensemble and The SAE Tour Band.

The newly redesigned Instrumental Music Major will offer student professional quality training in both Rhythm and Brass performance instruments, as well as Music History and Theory. All Music Majors (both Instrumental and Vocal Performance) will have the opportunity to take AP Music Theory upon completion of their 4 year course of study, for applicable college credit. Theatre Arts Majors are the resident company of the newly renovated - The Studio Theatre at the Downtown Center. In addition to the performance portion of the Theatre Arts Major, students may also select to be a member of The Program of Performing Arts Management (at the beginning of their Sophomore Year) - a college preparatory, pre-professional training program focusing on Stage Management and Production Management.

Visual Arts

The Visual Arts Major is specifically designed to be of pre-professional, pre-university level rigor and training for our Artists. All Visual Art Majors will have the opportunity to take AP Studio Art upon completion of their 4 year course of study, for applicable college credit. All Visual Art Majors will supplement their course work with additional learning opportunities through local and national art shows and festivals. Visual Arts Majors will present work and assist in the curation and management of The Gallery at the Downtown Center, the largest professional Art Gallery in the historic Pomona Arts Colony.

Curriculum

English

The English department at The SAE consists of seven one-year courses from grades six through twelve. Through each course, students are expected to demonstrate understanding of the principles of English as outlined in the Common Core State Standards for each grade level. They will also increase their composition skills through a variety of writing experiences. Through Socratic seminars, students will engage in academic discussion to share their analyses of literary and nonfiction works. In each course, students are given the opportunity to explore identity through various mediums. In grades 7-11, students experience Expository Reading and Writing Course (“ERWC”) curriculum and strategies and in 12th grade, students take ERWC.

Initially, when students begin their journey at The SAE in the sixth grade, students become exposed to identity by analyzing texts that present themes regarding responsibility and leadership. The sixth grade English course also requires students to practice self-reflection, as they compare and contrast their own identities to those of the characters in literary texts, as well as their opinions when presented with informational texts.

Beginning in the seventh grade, students are exposed to ERWC curriculum. Students also analyze identity by reflecting on how their own decisions can affect their future. Through the use of literature and nonfiction texts, students join a discussion regarding the possible consequences one can face as a result of his or her actions.

When students enter the eighth grade, they begin to identify and explain their personal roles within society. They analyze how the expectations set by culture within society shape their point of views, and how their knowledge and roles in the world can help them advocate for change.

In ninth grade, students begin to examine identity in regard to the environment around them, specifically concentrating on how the environment around them can either corrupt or strengthen their personal identities. In addition, students consider how they affect the environment, contemplating the differences between individual identities and societal identities.

In the tenth grade, students compare and contrast the ideas of conformity versus individuality. Through a combination of informational and literary works, students evaluate such topics in classic fiction, as well as pieces on current events.

In the eleventh grade, students are expected to examine and express themselves as individuals, and as active participants in a democratic society. Beginning with their preconceived notions of self, they use the same critical lens on other figures in fiction and nonfiction in order to shed light on how different writers and artists negotiate individual and group identity.

By grade twelve, students focus heavily on their future, as they develop their plans to further their education beyond high school. The course gives students an opportunity to reflect on their entire experience at The SAE, concentrating on the value of life and individual agency before entering the workforce.

Mathematics

The School of Arts and Enterprise will use the following Mathematical Practices to determine whether a student has knowledge and mastery of the CCSS:

Mathematical Practices

1. **Make sense of problems and persevere in solving them.** – Proficient students explain to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
2. **Reason abstractly and quantitatively.** – Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships. They attend to the meaning of quantities, not just how to compute them; and they purposefully and flexibly using different properties of operations and objects.
3. **Construct viable arguments and critique the reasoning of others.** – Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical

progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases and can recognize and use counterexamples. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4. **Model with mathematics.** – Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. Mathematically proficient students can apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions.
5. **Use appropriate tools strategically.** – Mathematically proficient students consider the available tools when solving a mathematical problem. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems.
6. **Attend to precision.** – Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other.
7. **Look for and make use of structure.** – Mathematically proficient students look closely to discern a pattern or structure. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects.
8. **Look for and express regularity in repeated reasoning.** – Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

In grade 6, instruction is focused in four critical areas: (1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

In grade 7, instruction is focused in four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

In grade 8, instruction is focused in three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Integrated Mathematics I

The fundamental purpose of the Integrated Mathematics I course is to formalize and extend the mathematics that students learned in the middle grades. Instructional time is focused on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

Integrated Mathematics II

The focus of the Integrated Mathematics II course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I. Instructional time is concentrated in five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

Integrated Mathematics III

It is in the Integrated Mathematics III course that students integrate and apply the mathematics they have learned from their earlier courses. Instructional time is concentrated in four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.

Pre-calculus

This course combines the trigonometric, geometric, and algebraic concepts learned in prior courses needed to prepare students for the study of Calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. The

main topics in the course are complex numbers, rational functions, trigonometric functions and their inverses, inverse functions, vectors and matrices, and parametric and polar curves.

Calculus

This course is presented with the same level of depth and rigor as are entry-level college and university calculus courses. The standards that are taught outline a complete college curriculum in one-variable calculus. The course is concentrated in the following areas of study: (1) understanding of both the formal definition and the graphical interpretation of limit of values of functions; (2) understanding of both the formal definition and the graphical interpretation of continuity of a function; (3) understanding of the application of the intermediate value theorem and the extreme value theorem. (4) understanding of the formal definition of the derivative of a function at a point and the notion of differentiability; (5) can apply the chain rule and its proof and applications to the calculation of the derivative of a variety of composite functions; (6) understanding of how to find the derivatives of parametrically defined functions and use implicit differentiation in a wide variety of problems in physics, chemistry, economics, and so forth; (7) understand the application of Rolle's Theorem, the mean value theorem, and L'Hôpital's rule; (8) Students use differentiation to sketch, by hand, graphs of functions. They can identify maxima, minima, inflection points, and intervals in which the function is increasing and decreasing.

Science

The Science Department of the School of Arts and Enterprise emphasizes project-based learning through inquiry-based and exploratory practices. We utilize the NGSS, CCSS, and ELD standards to prepare our students to become critical thinkers and SAE citizens (by emphasizing the UNLOCK standards). Students take Earth and Space Science, Life Science, and Physical Science in Middle School to set the foundation for their high school classes. In high school, they explore biology, physics, and AP environmental science. We emphasize the importance of evidence-based claims as well as well-constructed arguments.

Social Science

Our history courses are aligned to the History–Social Science Content Standards for California Public Schools, and the CCSS Literacy Standards. The curriculum is designed to support the school's mission to foster life-long learners through innovative project based learning. We provide to our students a social understanding that includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical environments and cultural settings, and the emerging trends that appear likely to shape the future in an interdependent world. Each year students will learn and build upon their critical thinking skills to reconstruct and interpret the events of the past through a series of history courses. The goal of our curriculum progression is to develop students' analytical and communication skills necessary for them to assume the responsibilities of a global citizenship in our ever-changing world.

Attached, as Appendix F, please find The SAE 2015-16 Course Catalog which describes the middle and high school curriculum offered at The SAE.

Attached, as Appendix G, please find a summary of the research and philosophy in support of instruction and the educational program at The SAE.

Attached as Appendix H, please find the 2015-16 school calendar and bell schedule.

Below, please find a graphical representation of how students progress academically through The SAE.



6th Grade

- Advisory/ House
- English Language Arts 6
- Core Connections I Math
- Physical Science
- Social Science - Ancient Civilization
- *Performing Art or Visual Arts*
- *SAE - Support Class*
- Projects
 - STEM
 - Humanities



7th Grade

- Advisory/ House
- English Language Arts 7
- Core Connections II Math
- Life Science
- Social Science - Medieval World
- *Performing Art or Visual Arts*
- *SAE - Support Class*
- Projects
 - STEM
 - Humanities



8th Grade

- Advisory/ House
- English Language Arts 8
- Core Connections III Math
- Earth and Space Science
- Social Science - U.S. History
- *Performing Art or Visual Arts*
- Projects
 - STEM
 - Humanities



9th Grade

- Advisory/ House
- English Language Arts 9
- Integrated Math I
- Biology
- Media /Digital Design
- Performing Arts, Visual Arts, or Digital Media Arts Major*
- Projects
 - STEM
 - Humanities
- Spanish I or II
- Physical Education



10th Grade

- Advisory/ House
- English Language Arts 10
- Integrated Math II
- Physics
- World History
- Performing Arts, Visual Arts, or Digital Media Arts Major*
- Marketing Model (2016-17)
- Projects
- Spanish II/ III/ AP
- Physical Education



11th Grade

- Advisory/ House
- English Language Arts 11
- Integrated Math III
- U.S. History
- AP Environmental Science
- Social Media Marketing (2016-17)
- Performing Arts, Visual Arts, or Digital Media Arts Major*
- Spanish II/III/AP



12th Grade

- Advisory/ House
- English Language Arts 12
- Pre-Calculus
- Calculus
- Government
- Economics
- Business
- Entrepreneurship
- Performing Arts, Visual Arts, or Digital Media Arts Major*
- Practical Experience
- Challenge Project
- Business Project
- Spanish II/III/AP

Transferability of Courses

The SAE will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements in the student/parent/staff handbook that is distributed annually to all students at the Charter School.

Unique Populations

1) English Learners

Overview

The SAE meets all applicable legal requirements for English Learners (“EL”) as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

Home Language Survey

The SAE administers the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

Any students who indicate that their home language is other than English as determined by the home language survey will be CELDT tested within thirty days of initial enrollment² and students who are designated as English Learners from the results of the CELDT test will continue with CELDT testing at least annually thereafter between July 1 and October 31st until re-designated as fully English proficient.

The SAE will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Serving English Learners

A significant number of The SAE students live in homes where English is not the primary language. Currently, nearly 40% of SAE students are English Learners. Our faculty is dedicated to providing EL students with an exceptional education, with an aim of transitioning them into English proficiency as soon as possible. We also recognize the importance of valuing students’ native languages and cultures, and will reinforce an appreciation for the cultures, customs, and languages of all its students through the school’s core curriculum.

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Enrichment opportunities for EL students will be offered at a variety of times outside of the traditional school day. Student progress will be monitored by teachers and qualified staff. Multiple qualitative and quantitative assessments will be used to monitor student progress and mastery of the curriculum. Additional assistance and interventions will be offered to EL students when necessary.

To ensure that our English learners receive a supportive program that encourages their academic development through in-class participation in Project-Based Learning and other enriched curricular activities, The School of Arts and Enterprise ensures that all students are appropriately credentialed to serve English Learners with CLAD, BCLAD, or an alternative California Commission on Teacher Credentialing recognized certification. The School of Arts and Enterprise will be knowledgeable about implementing Specifically Designed Academic Instruction in English (SDAIE) to provide access to content area curriculum. Our teachers will receive ongoing professional support to acquire strong effective methods of teaching and assessing ELs.

Continuous collaboration with the whole school community and ongoing professional support through research and staff training, will greatly assist The SAE to provide our students with the best educational opportunities to help in their global education.

Reclassification of English Learners to Fluent English Proficient (FEP)

Reclassification criteria shall include the following:

- (1) An over-all score on the CELDT of “Early Advanced” or “Advanced” with the Listening/Speaking, Reading and Writing sub-test scores all at or above “Intermediate.”
- (2) Teacher evaluation of the student’s English language mastery as at least “satisfactory” for mainstream English classroom performance in all core subjects.
- (3) Objective data on academic performance in English, including a scale score on the California Standards Test of 325 or higher in English Language Arts.

Parental notification and consultation shall occur prior to final reclassification to FEP. The SAE shall be responsible for monitoring the achievement of reclassified students for two years after the date of reclassification.

2) Independent Study / Virtual Coursework

In the interest of maintaining individual student academic progress and minimizing disruption to the educational program as a result of an extended student absence, The SAE will consider, on a case-by-case basis, the use of short-term independent study contracts for students who receive prior approval for absences due to travel or extended illness, of three or more days in duration. Any such use of independent study will be limited to occasional, incidental instances of extended absences, and will be fully compliant with all applicable independent study laws and regulations. The SAE governing board shall develop board policies and master agreements in accordance

with Education Code Section 51745 et seq. and implementing regulations, and shall ensure, through consultation with The SAE's auditors and legal counsel, that all forms and procedures are in conformance with independent study law requirements.

The SAE also utilizes virtual coursework, on-site under the direct supervision of a credentialed employee, for students who require credit recovery. The SAE has recognized that some students have a credit deficit when entering our school. We have piloted a credit recovery program through Primavera Learning, an online high school. This program has allowed students to remain enrolled with The SAE by taking supervised online interactive classes during the morning and completing other classes and electives during the afternoon. Of the students that participated in this program during the 2009-2010 school year, 94% completed their classes, allowing the seniors to graduate on time.

3) Plan for Students Who are Academically Low-Achieving

To meet our goals for ensuring equal access to academically low-achieving students and students underrepresented in college admissions, The SAE is committed to the following:

- Enroll all students in a rigorous academic program that prepares them for success in post-secondary education, career and adult life without the need for remediation.
- Provide a curriculum that values diversity and provides greater cultural contexts so students make valuable learning connections between course content and real-life experiences.
- Require parent/guardian conferences for students who drop below a C average.
- Support existing programs while developing additional programs to meet a variety of student needs and interests.
- Expand on-site vocational and California Technical Education (“CTE”) to engage students who need alternatives to achieve success and demonstrate proficiency in state curricular content standards; build industry and community partnerships to assist in developing these programs.
- Provide for flexible scheduling that targets interventions without taking away opportunities for all students to access the core curriculum
- Increase the number of available intervention programs in the 6th through 9th grades in order to lower the number of students repeating classes during the junior and senior year
- Increase the number of underrepresented students taking upper level mathematics and science courses.
- Provide immediate intervention for students who need extra assistance in passing the

CAHSEE (pending).

- Provide on-going professional development that helps teachers understand the needs of diverse learners, and empower departments to address these concerns. (Attached as Appendix I, please find The SAE's Professional Development Plan.)
- The SAE offers a summer bridge program for students transitioning from the 8th to the 9th grade.
- Students in grades 6-8 will be assigned required after-school intervention classes as necessary until they meet academic outcomes for the grade-level. This will help assure readiness for high school curriculum.

The SAE will expand enrichment and intervention opportunities for students during this next charter term. The school day has been extended to provide targeted interventions. After school tutoring opportunities provide students the means to obtain necessary help in all core subjects.

Summer school programs will offer a range of options for students, allowing for both enrichment classes and subject area remediation.

The SAE recognizes the fundamental role parents and guardians play in student achievement and will continue to improve parent and community relations. The SAE will consistently engage in dialogue with staff, students, and the community regarding student achievement and the achievement gap.

The School of Arts and Enterprise also recognizes that not all children perform academically at grade level. This will be addressed through several strategies:

- First, Project Based Learning provides both peer tutoring and role modeling. This is one of the successes of the approach;
- Second, differentiated instruction is utilized as described above.
- Third, regular assessments of students (as explained in the charter under the section addressing assessment) will provide early identification of students who are not at grade level or cannot meet the content standards so that teachers can plan and strategize effective interventions or tailor the PBL projects to address deficiencies;
- Fourth, there is a joint teacher planning time built into the schedule for this purpose; and
- Fifth, SAE will have academically oriented after school programs in a safe environment for students to complete homework and receive tutoring.

Student Study Team

The Charter School is committed to working with students who are achieving below grade level to help them achieve at expected levels; and to those students who are performing above grade level and needing additional challenge. The Charter School will identify students who are performing below or above grade level, or those students otherwise having behavior issues, and utilize a Student Study Team ("SST") process to develop a plan to address their individual needs.

A SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. A SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement. The meeting is designed to bring out the best in the people involved.

The Charter School 12 SST meeting steps shall include:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

After implementation of a SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

4) Plan for Students Who are Academically High Achieving

The School of Arts and Enterprise supports a gifted and talented program for all students, however, high achieving students may be eligible for additional enrichment activities and differentiated instruction. The following are examples of additional enrichment activities:

- Summer Business Leadership Academy
- Scholarship Programs
- Leadership Camps (Rotary)
- Arts and University Summer Programs
- Honors and A.P. Courses in a variety of academic core and Art subjects

5) Special Education

Overview

The School of Arts and Enterprise is a member of the El Dorado County Special Education Local Plan Area (“SELPA”). We have been deemed a Local Education Agency (“LEA”) and sit on the steering and CEO councils. Special education services are provided through a combination of internal staffing and contracts with appropriately licensed non-public agencies as needed to fulfill the requirements of student IEPs. Our staff benefits from quarterly staff development activities centered on special education. We remain in compliance with all State and Federal regulations pertaining to students with disabilities. The SAE participates with the Special Education Information System (“SEIS”).

As an LEA pursuant to Education Code Section 47641(a), The SAE is solely responsible for the identification, assessment, development of IEPs, and IEP implementation, of special education students enrolled in the SAE in accordance with State and Federal law and the local SELPA plan, policies and procedures.

Staffing

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

The SAE will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. Documentation of qualifications shall be maintained on site for inspection.

Response to Requests

The SAE shall promptly address all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process, whether these requests are verbal or in writing.

Identification and Referral

The SAE shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will adopt and implement policies and procedures to align with SELPA policies and procedures to ensure timely identification and referral of

students who have, or may have, such exceptional needs. A pupil shall be referred by the Charter School for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

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

Assessments

The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The SAE shall work to obtain parent/guardian consent to assess Charter School students when it suspects the student may have a qualifying disability under the IDEA.

IEP Meetings

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

IEP Development

The SAE understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the IEP Team's exclusively. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The SAE shall be responsible for implementation of IEPs and supervision of services. The Charter School shall provide the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information. The Charter

School shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations.

Interim and Initial Placements of New Charter School Students

For students who enroll during the school year in the Charter School from another school district outside of the SELPA with a current IEP, the Charter School shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the Charter School shall implement the existing IEP at the Charter School, to the extent practicable or as otherwise agreed between the Charter School and parent/guardian.

Non-Public Placements/Non-Public Agencies

The SAE shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall immediately address all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

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

Parent/Guardian Concerns and Complaints

The SAE shall adopt policies and procedures in alignment with SELPA policies as they apply to responding to parental concerns or complaints related to special education services.

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

The SAE shall timely schedule meetings with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The SAE, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints. The Charter School shall respond to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights or any other agency.

Due Process Hearings

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

School shall defend the case. In the event that the Charter School determines that legal representation is needed, it shall select appropriate legal counsel.

SELPA Representation

The SAE shall represent itself at all SELPA meetings.

6) Section 504 of the Rehabilitation Act

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

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

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

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

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

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

Project Groups at work



ELEMENTS B AND C
MEASURABLE STUDENT OUTCOMES AND METHODS OF
MEASUREMENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the Charter School. “Pupil outcomes,” for purpose 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 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)

**“At The SAE, art is a passion that is brought into your work so it makes it interesting;
It’s not like work.” – SAE Student**

The Charter School affirms that, 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.

Student Outcomes in the State Priorities

MEASURABLE PUPIL OUTCOMES
CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES
<p>Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School’s outcomes that align with the state priorities and the Charter School’s goals and actions to achieve the state priorities, as identified in Element 1 of the charter.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>
<p><u>STATE PRIORITY #1— BASIC SERVICES</u></p> <p><i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and</i></p>

<i>school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUBPRIORITY A – TEACHER'S	
GOAL TO ACHIEVE SUBPRIORITY	All core academic teachers hold valid CA Credentials.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Administration (AP Curriculum and Instruction) will guide teachers through credentialing process.
MEASURABLE OUTCOME	All core academic teachers will hold a valid CA Teacher credential. Within two years of employment, all Arts teachers will hold a CTE Designated Subject credential or CA teacher credential (CTC).
SUBGROUP OUTCOME: HISPANIC OR LATINO	All core academic teachers will hold a valid CA Teacher credential. Within two years of employment, all Arts teachers will hold a CTE Designated Subject credential or CA teacher credential (CTC).
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	All core academic teachers will hold a valid CA Teacher credential. Within two years of employment, all Arts teachers will hold a CTE Designated Subject credential or CA teacher credential (CTC).
SUBGROUP OUTCOME: ENGLISH LEARNERS	All core academic teachers will hold a valid CA Teacher credential. Within two years of employment, all Arts teachers will hold a CTE Designated Subject credential or CA teacher credential (CTC).
METHODS OF MEASUREMENT	CTC/CTE documentation yearly to verify current credentials in designated teaching areas.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	Increase technology capacity and units for student and faculty access. Increase curriculum resources for students and teachers to meet Common Core standards instruction.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> New computers/ Chromebooks/ Ipads for students. Purchase additional textbooks and other instructional resources needed for students learning.
MEASURABLE OUTCOME	Student have access to 3 computer labs, 4 laptop carts, 1 ipad cart, 1 Chromebook cart.
SUBGROUP OUTCOME: HISPANIC OR LATINO	All students will have access to all instructional resources, textbooks, technology and other materials needed to meet the academic needs.
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	All students will have access to all instructional resources, textbooks, technology and other materials needed to meet the academic needs.
SUBGROUP OUTCOME: ENGLISH LEARNERS	All students will have access to all instructional resources, textbooks, technology and other materials needed to meet the academic needs.
METHODS OF MEASUREMENT	Benchmarks, SBAC test results, report cards, inventory control records for all student resources and classroom supplies.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Provide safe and clean facilities on all school campuses.

ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Operations Request form available to staff and a spread sheet checked weekly and prioritized by importance, with student safety first. • Quarterly Facilities review. • Create a Facility maintenance schedule to be complete weekly, monthly, yearly.
MEASURABLE OUTCOME	Facilities will be safe, clean and maintained.
SUBGROUP OUTCOME: HISPANIC OR LATINO	Facilities will be safe, clean and maintained.
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	Facilities will be safe, clean and maintained.
SUBGROUP OUTCOME: ENGLISH LEARNERS	Facilities will be safe, clean and maintained.
METHODS OF MEASUREMENT	Yearly and monthly inspections. Daily assessments of the school operations request forms, and daily walk through.
<u>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u>	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	All courses will support Common Core State Standards with fully aligned pacing guides, course maps, and projects.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Teachers will participate in Professional Growth on Common Core implementation. • Teacher observations and feedback via Administration, Instruction Team, Peers, and Department Chairs. • Curriculum and project review by grade level teams, departments, and the AP of Curriculum and Instruction.
MEASURABLE OUTCOME	Course maps, instruction, and projects fully aligned to CCSS.
SUBGROUP OUTCOME: HISPANIC OR LATINO	Course maps, instruction, and projects fully aligned to CCSS.
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	Course maps, instruction, and projects fully aligned to CCSS.
SUBGROUP OUTCOME: ENGLISH LEARNERS	Course maps, instruction, and projects fully aligned to CCSS.
METHODS OF MEASUREMENT	Development of course maps, instruction, and projects fully aligned to CCSS.

SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	All courses will support Common Core State Standards with fully aligned pacing guides, course maps, and projects.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Teachers will participate in Professional Growth on Common Core implementation. • Teacher observations and feedback via Administration, Instruction Team, Peers, and Department Chairs. • Curriculum and project review by grade level teams, departments, and the AP of Curriculum and Instruction.
MEASURABLE OUTCOME	Course maps, instruction, and projects fully aligned to CCSS.
SUBGROUP OUTCOME: HISPANIC OR LATINO	Course maps, instruction, and projects fully aligned to CCSS.
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	Course maps, instruction, and projects fully aligned to CCSS.
SUBGROUP OUTCOME: ENGLISH LEARNERS	Course maps, instruction, and projects fully aligned to CCSS.
METHODS OF MEASUREMENT	Development of course maps, instruction, and projects fully aligned to CCSS.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	All courses will support Common Core State Standards with fully aligned pacing guides, course maps, and projects.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Teachers will participate in Professional Growth on Common Core implementation. • Teacher observations and feedback via Administration, Instruction Team, Peers, and Department Chairs. • Curriculum and project review by grade level teams, departments, and the AP of Curriculum and Instruction
MEASURABLE OUTCOME	Course maps, instruction, and projects fully aligned to CCSS.
SUBGROUP OUTCOME: HISPANIC OR LATINO	Course maps, instruction, and projects fully aligned to CCSS.
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	Course maps, instruction, and projects fully aligned to CCSS.
SUBGROUP OUTCOME: ENGLISH LEARNERS	Course maps, instruction, and projects fully aligned to CCSS.
METHODS OF MEASUREMENT	Development of course maps, instruction, and projects fully aligned to CCSS.
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u>	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	

SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Increase parent involvement in school activities, events, performances and meetings.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Mailing with calendars, upcoming events, OneCall parents notification system. Parent Orientation Meeting for new stakeholders, project culmination. ● Access to Parent portal (SIS) for bulletin, classroom announcements and student attendance/grades. ● Parent / student participate in School as a Whole meetings (SAW) and Coffee with the Directors.
MEASURABLE OUTCOME	Increase parent/student attendance by 10% from baseline year (2014-15)
SUBGROUP OUTCOME: HISPANIC OR LATINO	Increase parent/student attendance by 10% from baseline year (2014-15)
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	Increase parent/student attendance by 10% from baseline year (2014-15)
SUBGROUP OUTCOME: ENGLISH LEARNERS	Increase parent/student attendance by 10% from baseline year (2014-15)
METHODS OF MEASUREMENT	Sign in sheets, parent/student surveys, event attendance/ticket sales reports.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Increase parent and community involvement in THE SAE planning and development.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● All stakeholders; students, parents, teachers, administrators, support staff and community ● representatives will meet quarterly to make recommendations to the Executive Director and School Site Leadership Team related to school culture, student/parent needs, technology, communication and student success that focuses on the mission and vision of The SAE. ● Summer parent orientation meeting to discuss the school’s resources and plan for student academic support. ● Parent Training sessions for School Information System Parent Portal usage and College-on-Track each semester. ● Re-Introduce Parent-Student-Teacher Compact to define student support system. ● Parent meetings to increase communications regarding the school’s goals for parent involvement and discuss issues and concerns as needed. ● Utilize the web-page as a vehicle for communications between all stakeholders; including information on all meetings, activities and events in relation to the school and related venues. It is also an means for continual communication between teachers, students and parents.

	<ul style="list-style-type: none"> • Use of One Call Now - parent telephone communication system for all teachers and staff to update parents and students. Access for parents and students to school's Student Information System bulletin page. • EL Coordinator and Administration develop ELAC (English Learner Advisory Committee-Title 3 funds) and meetings to suggest school needs based on current data and relevant to the LCAP.
MEASURABLE OUTCOME	Increase parent/student attendance by 10% from baseline year (2014-15)
SUBGROUP OUTCOME: HISPANIC OR LATINO	Increase parent/student attendance by 10% from baseline year (2014-15)
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	Increase parent/student attendance by 10% from baseline year (2014-15)
SUBGROUP OUTCOME: ENGLISH LEARNERS	Increase parent/student attendance by 10% from baseline year (2014-15)
METHODS OF MEASUREMENT	Sign up attendance sheets and parent survey
<p><u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u></p> <p><i>Pupil achievement, as measured by all of the following, as applicable:</i></p> <p>A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment</p> <p>B. The Academic Performance Index (API)</p> <p>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</p> <p>D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT and/or ELPAC</p> <p>E. EL reclassification rate</p> <p>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</p> <p>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</p>	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students will show growth on formative CCSS assessment throughout the year.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • CCSS Benchmarks will be given 2 times per year. • Data will be analyzed and pacing guides adjusted to drive instruction. • Use of CAASP portal for resources, test practice and additional training.
MEASURABLE OUTCOME	Students will demonstrate growth across benchmark assessments.
SUBGROUP OUTCOME: HISPANIC OR LATINO	Students will demonstrate growth across benchmark assessments.

SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	Students will demonstrate growth across benchmark assessments.
SUBGROUP OUTCOME: ENGLISH LEARNERS	Students will demonstrate growth across benchmark assessments.
METHODS OF MEASUREMENT	Benchmark data, SBAC test results, Report Cards, Data collected from CAASP,
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
SUBGROUP OUTCOME: HISPANIC OR LATINO	
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	
SUBGROUP OUTCOME: ENGLISH LEARNERS	
METHODS OF MEASUREMENT	
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	All 9-12 students will be provided access to UC approved courses. Students will be engaged in rigorous, college and career preparatory coursework in the arts, business and culminating projects.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Meeting with students to develop 4-year class schedules to meet UC/CSU requirements. ● Monitor students progress to meet graduation requirements for UC/CSU.
MEASURABLE OUTCOME	Graduation plan, grade reports, tracking college applications and acceptance.
SUBGROUP OUTCOME: HISPANIC OR LATINO	Graduation plan, grade reports, tracking college applications and acceptance
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	Graduation plan, grade reports, tracking college applications and acceptance
SUBGROUP OUTCOME: ENGLISH LEARNERS	Graduation plan, grade reports, tracking college applications and acceptance

METHODS OF MEASUREMENT	Benchmark data, SBAC test results, Report Cards, Data collected from CAASP, College Acceptance Letters.
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Learner students will advance each year on the CELDT and additional internal assessments.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Teachers will participate in Professional Development on working with EL students. • EL support classes will be offered for qualifying students. • All teachers will incorporate school wide literacy strategies and Complex Instruction into instruction.
MEASURABLE OUTCOME	An increase by one CELDT level
SUBGROUP OUTCOME: HISPANIC OR LATINO	An increase by one CELDT level
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	An increase by one CELDT level
SUBGROUP OUTCOME: ENGLISH LEARNERS	EL students will advance one level on CELDT or RFEP.
METHODS OF MEASUREMENT	CELDT Tests, Students grades, SBAC test results
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Learner students will advance each year on the CELDT and additional internal assessments.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Teachers will participate in Professional Development on working with EL students. • EL support classes will be offered for qualifying students. • All teachers will incorporate school wide literacy strategies and Complex Instruction into instruction.
MEASURABLE OUTCOME	Students will demonstrate growth toward becoming RFEP eligible.
SUBGROUP OUTCOME: HISPANIC OR LATINO	Students will demonstrate growth toward becoming RFEP eligible.
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	Students will demonstrate growth toward becoming RFEP eligible.
SUBGROUP OUTCOME: ENGLISH LEARNERS	Students will demonstrate growth toward becoming RFEP eligible.
METHODS OF MEASUREMENT	RFEP reclassification rates, CELDT Testing results
SUBPRIORITY F – AP EXAM PASSAGE RATE	

GOAL TO ACHIEVE SUBPRIORITY	All students will be provided access to AP courses in selected academics and arts courses.
ACTIONS TO ACHIEVE GOAL	Develop course catalog to include AP courses. Increase the number of academic and arts AP course offerings.
MEASURABLE OUTCOME	AP scores and Portfolio Assessments
SUBGROUP OUTCOME: HISPANIC OR LATINO	AP scores and Portfolio Assessments
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	AP scores and Portfolio Assessments
SUBGROUP OUTCOME: ENGLISH LEARNERS	AP scores and Portfolio Assessments
METHODS OF MEASUREMENT	AP test results
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Students demonstrate college and career readiness.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Teachers will participate in Professional Development in order to provide rigorous, college preparatory instruction. ● Students will engage in rigorous, college and career preparatory coursework and projects with culminations. ● Monitor A-G course completion status for grades 9-12. ● All students will have access to AP course offerings ● Students maintain a 94% attendance rate
MEASURABLE OUTCOME	90% of students of 8, 10, 12 grade students successfully complete and defend a portfolio.
SUBGROUP OUTCOME: HISPANIC OR LATINO	90% of students of 8, 10, 12 grade students successfully complete and defend a portfolio.
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	90% of students of 8, 10, 12 grade students successfully complete and defend a portfolio.
SUBGROUP OUTCOME: ENGLISH LEARNERS	90% of students of 8, 10, 12 grade students successfully complete and defend a portfolio.
METHODS OF MEASUREMENT	Grade reports, scoring rubrics, student portfolios and defenses
<p><u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u></p> <p><i>Pupil engagement, as measured by all of the following, as applicable:</i></p> <p>A. School attendance rates</p> <p>B. Chronic absenteeism rates</p> <p>C. Middle school dropout rates (EC §52052.1(a)(3))</p>	

<i>D. High school dropout rates</i>	
<i>E. High school graduation rates</i>	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will adhere to the 92% or higher attendance rate.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Monitor student daily attendance reports ● Perfect Attendance Certificates ● Counsel students with at risk attendance issues.
MEASURABLE OUTCOME	Increase student daily attendance to meet or exceed 92%.
SUBGROUP OUTCOME: HISPANIC OR LATINO	Increase student daily attendance to meet or exceed 92%.
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	Increase student daily attendance to meet or exceed 92%.
SUBGROUP OUTCOME: ENGLISH LEARNERS	Increase student daily attendance to meet or exceed 92%.
METHODS OF MEASUREMENT	Attendance reports, Student/Teacher Advisory meeting, Attendance contracts.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will adhere to the 92% or higher attendance rate.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Monitor student daily attendance reports. ● Counsel students with at risk attendance issues. ● Parent meetings with high risk students. ● Develop SARB support with local district
MEASURABLE OUTCOME	Increase attendance rates by 3% over 3 years.
SUBGROUP OUTCOME: HISPANIC OR LATINO	Increase attendance rates by 3% over 3 years.
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	Increase attendance rates by 3% over 3 years.
SUBGROUP OUTCOME: ENGLISH LEARNERS	Increase attendance rates by 3% over 3 years.
METHODS OF MEASUREMENT	Attendance reports, student attendance contracts, SARB log
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Develop a 4-year college/ career plan with Counselor with all 8th graders. 8th Grade Portfolio development and defense. 7th Grade college speaker to help reinforce the importance of college and

	career. 6th Grade promotes college culture through house classes and college centered projects.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● CCSS curriculum for all students. ● SAE class - tutoring and support for student academic success ● After school tutoring is available. ● Bridge Program to 9th Grade.
MEASURABLE OUTCOME	High School enrollment and 12 th grade graduation rates
SUBGROUP OUTCOME: HISPANIC OR LATINO	High School enrollment and 12 th grade graduation rates
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	High School enrollment and 12 th grade graduation rates
SUBGROUP OUTCOME: ENGLISH LEARNERS	High School enrollment and 12 th grade graduation rates
METHODS OF MEASUREMENT	Grade reports, Portfolio, Counselor log, Graduation Plan
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Develop a 4-year college/ career plan with Counselor with all high school students. 10th and 12th Grade Portfolio development and defense. College speakers to help reinforce the importance of college and career. Promotes college tours, on-campus college visits.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Meeting with inhouse college counselor several times throughout the student’s four year course work to review college and career plan. ● Portfolio rubric clearly explained and revisited by grade levels. All grade level opportunity to participate in observation of Portfolio defense. ● Organizing college tours and speakers for juniors and seniors.
MEASURABLE OUTCOME	Graduation Rate
SUBGROUP OUTCOME: HISPANIC OR LATINO	Graduation Rate
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	Graduation Rate
SUBGROUP OUTCOME: ENGLISH LEARNERS	Graduation Rate
METHODS OF MEASUREMENT	Student grades, college applications, attendance records, counseling logs, portfolios

SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a 90% graduation rate or higher.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Meeting with school academic counselor several times throughout the student’s four year course work to review graduation requirements. ● After school tutoring and support for student academic success. ● Student - Teacher Advisory meetings (in House) to help maintain academic success and attendance.
MEASURABLE OUTCOME	Grade reports, counselor’s log, graduation planner.
SUBGROUP OUTCOME: HISPANIC OR LATINO	Grade reports, counselor’s log, graduation planner.
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	Grade reports, counselor’s log, graduation planner.
SUBGROUP OUTCOME: ENGLISH LEARNERS	Grade reports, counselor’s log, graduation planner.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Calpads report ● Graduation Planner ● Student Transcript
<p><u>STATE PRIORITY #6— SCHOOL CLIMATE</u> <i>School climate, as measured by all of the following, as applicable:</i> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i></p>	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Reduce suspensions and behavioral incidents.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● School will implement professional development to train staff and faculty on behavior redirection and classroom management and conflict resolution. ● Students will receive behavioral and conflict management techniques in House Advisory classes. ● Counselors and teachers will implement restorative justice practices including circles with students.
MEASURABLE OUTCOME	Review data month to month, monitoring student behavioral progress through documentation of circles and the follow up sessions.
SUBGROUP OUTCOME: HISPANIC OR LATINO	Review data month to month, monitoring student behavioral progress through documentation of circles and the follow up sessions.
SUBGROUP OUTCOME: SOCIOECONOMICALLY	Review data month to month, monitoring student behavioral progress through documentation of circles and the follow up sessions.

DISADVANTAGED	
SUBGROUP OUTCOME: ENGLISH LEARNERS	Review data month to month, monitoring student behavioral progress through documentation of circles and the follow up sessions.
METHODS OF MEASUREMENT	Log entries, behavior/suspension logs, Restorative Justice logs, discipline policy.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Decrease the number of expulsions across grade levels
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Discipline Policy ● Implement Restorative justice across campuses. Train counselors and teachers on restorative justice. ● Educate stakeholders on the restorative justice ● Log restorative Justice circles ● Behavior contracts
MEASURABLE OUTCOME	Identify Students and Review and follow up counseling log, restorative justice log, student behavior contracts, and Power school log entries.
SUBGROUP OUTCOME: HISPANIC OR LATINO	Identify Students Review and follow up counseling log, restorative justice log, student behavior contracts, and Power school log entries.
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	Identify Students Review and follow up counseling log, restorative justice log, student behavior contracts, and Power school log entries.
SUBGROUP OUTCOME: ENGLISH LEARNERS	Identify Students Review and follow up counseling log, restorative justice log, student behavior contracts, and Power school log entries.
METHODS OF MEASUREMENT	Log entries, behavior/suspension logs, Restorative Justice logs, discipline policy.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Students will be involved in one or more school activity each year. Students, parents and staff will participate in yearly school survey Students, parents and staff will attend and participate in School As a Whole meetings.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Continued implementation of after school programs, summer bridge programs, and family outreach. ● Continued involvement of families in all key school operations and programs.
MEASURABLE OUTCOME	75% of students will participate in a club or school activity.
SUBGROUP OUTCOME: HISPANIC OR LATINO	75% of students will participate in a club or school activity.
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	75% of students will participate in a club or school activity.

SUBGROUP OUTCOME: ENGLISH LEARNERS	75% of students will participate in a club or school activity.
METHODS OF MEASUREMENT	Attendance logs at school events, SAW meetings and project culminations. Yearly School Survey and SAW meeting surveys.
<u>STATE PRIORITY #7— COURSE ACCESS</u>	
<i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i>	
<i>“Broad course of study” includes the following, as applicable:</i>	
<i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i>	
<i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
GOAL TO ACHIEVE SUBPRIORITY	Students enrolled in CCSS aligned coursework. Students enrolled in academic and arts classes for college preparatory acceptance.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ● Students will engage in rigorous, college and career preparatory coursework and projects with culminations. ● Monitoring students (grades 9-12) on meeting A-G Requirements. ● Curriculum and project review by grade level teams, departments, and AP curriculum and Instruction.
MEASURABLE OUTCOME	Course maps, instruction and projects fully aligned to CCSS. AP course enrollment.
SUBGROUP OUTCOME: HISPANIC OR LATINO	Course maps, instruction and projects fully aligned to CCSS. AP course enrollment.
SUBGROUP OUTCOME: SOCIOECONOMICALLY DISADVANTAGED	Course maps, instruction and projects fully aligned to CCSS. AP course enrollment.
SUBGROUP OUTCOME: ENGLISH LEARNERS	Course maps, instruction and projects fully aligned to CCSS. AP course enrollment.
METHODS OF MEASUREMENT	Course catalog, A-G UC/CSU approved classes, CCSS Aligned coursework.
<u>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</u>	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
NOT APPLICABLE	

Transition to Common Core Benchmark Assessments in 2015

Benchmarks Based on the 1997 California State Standards (2013-14)

- 1) 100% of standards assessed on the California Standards Tests (CST) will be assessed 3 times per year leading up to the Spring CSTs.
- 2) Benchmarks are aligned proportionally to the cluster areas identified on the CST Blueprints. Common Core 3-Part Benchmark Assessments (2014-2015 and beyond)
- 3) Multiple Choice Section – Consists of 20 – 30 Multiple Choice Questions
- 4) Free-Response – Writing Section asking higher-level Bloom’s, critical thinking questions. Students must include key-words that incorporate main ideas and concepts from their learning.
- 5) Cross-Curricular – The benchmark assessments must include a student demonstration of cross-curricular knowledge and learning through the production of a digital presentation or brochure that demonstrates synthesized content knowledge.

Use of Data to Improve Educational Program

Assessment data is managed and monitored through The SAE’s data management system.

Regular professional growth workshops are provided to in-service teachers on using data to drive curriculum and instruction. Illuminate is The SAE’s current data management system. Content chairs are trained in Illuminate to create benchmark tests and create reports on benchmarks, CST’s, and other assessments. Content chairs are responsible for training department teachers on effective use of Illuminate, including the creation and administration of benchmark assessments, analyzing data by subgroups, and creating reports. Illuminate manages data from standardized assessments including the CST (science), CAHSEE (pending), CELDT, and benchmark tests. Data is charted from Illuminate to monitor student performance and drive course curriculum and instruction.

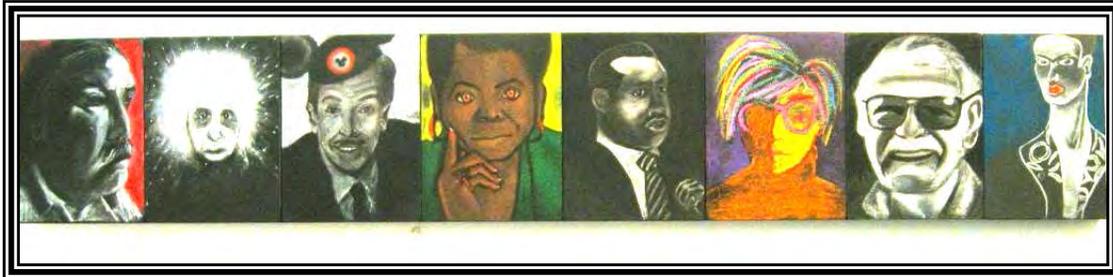
Teachers meet at least monthly by content area to analyze assessment data, adjust pacing guides, and support the implementation of strategic instructional strategies. Results from department data analysis is used to determine the most effective differentiated instructional strategies, complex instructional strategies, and Marzano’s instructional strategies to improve student performance. Content chairs monitor the administration of benchmark assessments, teacher pacing guides, and the use of effective instructional strategies.

Performance Reporting

The SAE will provide performance reports to its authorizer as required by its memorandum of understanding (“MOU”). This performance report is in addition to the annual publication of a school accountability report card (“SARC”).

Visitation

The SAE submits to visits and inspections by its Authorizer as allowed by Education Code Section 47607 and understands that it must promptly comply with all requests for information as required by Education Code Section 47604.3.



SAE Chalk Art Showcased - Zimmer Children's Museum, Los Angeles

ELEMENT D GOVERNANCE STRUCTURE

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

“I just transferred from another school and I noticed that The SAE is a very positive learning environment and it’s a very open spirited school.” - SAE Student

Nonprofit Public Benefit Corporation

The Charter School is operated by a California Nonprofit Public Benefit Corporation, Haven Gallery, dba The School of Arts and Enterprise.

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

Attached, as Appendix J, please find The SAE, Articles of Incorporation, Corporate Bylaws, and Conflicts Code of the Charter School.

Board of Directors

The School is governed by a corporate Board of Directors in accordance with its corporate bylaws which shall be maintained to align with the terms of this charter.

The Board of Directors of The SAE is comprised of the following members or representatives:

- Derrick Chau, **Board President**, Director of Secondary Instruction - LAUSD
- Edward Tessier, Entrepreneur – Land Developer
- Juan Mora, Assistant President, Bank Branch Manager – Wells Fargo
- Dr. Simeon Slovacek, **Board Secretary/Treasurer**, Professor Emeritus, CSULA
- Dr. George Charney, Provost Academic Affairs (Retired), Western University
- Graciela Nardi, Director, Latino Art Museum
- Mark M. Skvarna, Retired Superintendent, Baldwin Park Unified School District
- Darryl Yong, Ph.D., Professor of Mathematics and Associate Dean for Diversity, Harvey Mudd College
- Lucille Berger, Executive Director (Ex-officio)

The maximum size of the Board shall be nine (9) Board members. Board members are appointed by the seated board. Board members shall be appointed from the community, including a minimum of two representatives from higher education. The Board shall seek members with a background and experience in arts, education, business, school finance, lawyers, public relations, fundraising, government, facilities management, construction and other related business fields.

Board Duties

The Board of Directors of the Charter School will meet regularly, at least quarterly each year and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of The SAE including but not limited to the following:

- Hiring, supervision, evaluation, discipline, and dismissal of the Executive Director of the School
- Approve or ratify all contractual agreements.
- Approve and monitor the implementation of general policies of the Charter School.
- Approve and monitor the Charter School's annual budget and budget revisions.
- Act as a fiscal agent. This includes the receipt of funds for the operation of the Charter School in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the Charter School.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Establish operational committees as needed and as required by the charter.
- Regularly measure progress of both student and staff performance.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Strategic Planning.
- Approve the school calendar and schedule of Board meetings.
- Review requests for out of state or overnight field trips.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments as necessary and submit material revisions as necessary for Authorizer for consideration.
- Approve annual fiscal audit
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions as necessary.
- The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.
- The Charter School has adopted a Conflict of Interest Code which complies with the Political Reform Act and Corporations Code Conflicts of Interest rules. As noted above, the Conflict Code is attached within Appendix J. As required, the Conflict Code has been submitted to the County Board of Supervisors for approval.
- The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board however, retains

ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing,
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend in-service training as needed for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

Executive Management Team - Executive Director and Director

The Executive Director and Director (if any) will be the leaders of the Charter School. The Executive Director and Director will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director must report directly to the Charter School Board of Directors, and s/he is responsible, with the Director, for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Executive Director is assigned to perform or delegate and/or monitor assigned tasks directed from the Charter School Board of Directors and is required to undertake some or all of the tasks detailed below, along with the Director. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission
- Supervision, evaluation, hiring, discipline and dismissal of teachers and staff
- Communicate and report to the Charter School Board of Directors
- Oversee Charter School finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the Charter School
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, supervising the recruitment of new families and students
- Take reasonable steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the Authorizer
- Identify the staffing needs of the Charter School and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed

- Ensure the security of the Charter School building(s)
- Promote and publish the Charter School program in the community, promote positive public relations, and interact effectively with media
- Encourage and support teachers on on-going professional development
- Attend meetings with the Authorizer as requested by the Authorizer and stay in direct contact with the Authorizer regarding changes, progress, etc.
- Provide all necessary financial reports as required for proper ADA reporting
- Develop the annual performance report and SARC
- Present fiscal audit to the Charter School Board of Directors and after review by the Board of Directors present audit to the Authorizer, the County Superintendent of Schools, the State Controller and the California Department of Education
- Manage student discipline, as necessary participate in the suspension and expulsion process
- Participate in special education meetings as necessary
- Oversee fundraising and grant writing

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School or other employee, or to a third party provider.

School As A Whole and School Site Leadership Team

The Charter School utilizes a modified version of the Accelerated Schools Model to partner parents, teachers, and administrators together for the success of all students.

SAW

The School as a Whole refers to all administrators, teachers, support staff, and parents, students, and community representatives. The SAW makes recommendations to the Executive Director and the School Site Leadership Team related to school culture, student/parent needs, technology, and student activities. SAW meetings will be regularly scheduled at an hour that is conducive to parent participation.

School Site Leadership Team

The School Site Leadership Team consists of the chairs from each committee. The School Site Leadership Team is responsible for the following:

1. Ensure that the entire Charter School is focused and moving in the direction of the Charter School's mission and vision.
2. Serve as a clearinghouse for information to facilitate communication.
3. Monitor any school-level committees to ensure progress toward goals and accomplishment of duties.
4. Assist any school-level committees in developing and refining recommendations for consideration by the SAW.

Ensuring Parent Involvement

One of the primary predictors of student success is parent involvement. Parents of the School of Arts and Enterprise students will be encouraged and expected to participate in the educational process of their child(ren). In addition to being welcome to join any other school-level committees, parents will participate in school governance, as well as support their child's educational development through the Parent Involvement Committee.

The School of Arts and Enterprise will convene a Parent Involvement Committee, which will be composed of all parents who wish to participate. In addition to making recommendations on issues regarding parent/teacher/student relations, the Parent Involvement Committee will develop family events, support groups, and interest groups. The Parent Involvement Committee works like all other school-level committees, by electing a chair who sits on the School Site Leadership Team, who then communicates the recommendations of the school-level committees to the SAW, and then to the Executive Director. The SAE will evaluate the effectiveness of its Parent Involvement Committee, and either continue the Parent Involvement Committee, or replace it with a different program that will ensure ongoing and active parental involvement.

Every parent and student at The School of Arts and Enterprise will be requested to sign a non-binding parent/student compact. Parents, as partners, agree to sign a contract, confirming the commitment they will make to enhance the academic success of their child, which includes:

- Expect and require the most from my child as a student.
- Expect and require the best from myself as a parent.
- Be responsible for my child's regular attendance and punctuality.
- Make arrangements for the prompt pick-up of my child after school and at school activities.
- Show respect for my child's teachers, the school's administrators, the office staff and the school.
- Maintain open lines of communication with my child's teachers.
- Provide a home environment that encourages my child to learn.
- Communicate daily with my child about his/her school activities.
- Encourage my child to read at home and monitor his/her TV viewing.
- Ensure that all homework assignments & project components are completed and reviewed.
- Ensure that my child will be available for the team meetings established by student team members and that transportation and materials will be made available for my child.
- Monitor adequate learning supplies such as pens, pencils, notebooks, binders, loose-leaf paper, and any other additional materials required to complete semester projects.
- Adhere to computer use policy.
- Encourage my child to achieve college admissions.

Students are also expected to sign the compact accepting personal responsibility for the ongoing improvement of their academic performance. The student agrees to:

- Believe in myself and expect the best from myself as a student and as a person
- Take pride in my work and achievements.
- Demonstrate respect for my schoolmates, school staff, others and myself.
- Be willing to work cooperatively with others as a team member.
- Come to school prepared with completed homework and all necessary supplies.
- Seek help when it is needed.
- Regularly attend all classes and arrive on time.
- Strive for excellence in academic work. Complete all assignments neatly, accurately, on time, and make up work missed during absences within the time frame established by the teacher.
- Comply with all requirements of the school's Discipline Policy.
- Show respect for property and materials and not deface school property or textbooks.
- Talk to my parents daily about my school activities, assignments, and concerns.

Additional activities for parent involvement will include, but not be limited to:

- Meetings at the individual classroom level (Back To School Night and Grade Level Project Culminations)

Classroom teachers will meet with the parents to discuss grade level goals, expectations, classroom rules, and assessment tools. Examples during these meetings will be presented to the parent (i.e. through slides, displays of work, portfolios, etc.). Preferably, these meetings will take place in the evening or at a time that is convenient for the majority of families. The agenda will be agreed on and parents notified well in advance. This type of meeting will be offered at least twice a year.

- Individual Student–led Parent-teacher conferences

Conferences will be held with parents to review the educational progress of their children. During these meetings, teachers will offer practice suggestions on how the parents can assist their child at home to improve academically and socially.

- Parent Training

Sessions will be tailored to increase everybody’s knowledge of problems or issues of common interest.

- Saturday Beautification

These days will be concrete opportunities to contribute to the improvement of the school. Parents and staff members will come together to build furnishings and equipment, rearrange the educational space, improve the schoolyard, prepare and sell food for school events and fundraisers, and maintain classroom materials.

- Coffee with the Directors

Parents will meet regularly with the school directors to discuss school issues and concerns, learn about new programs, and identify how parents can become more involved.

- Community Events

The school will host events relevant to the community at large, such as career day, health fairs and arts events.

ELEMENT E
EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the School—Education Code Section 47605(b)(5)(E)

“SAE Team members are supportive and family orientated. They take the time to know all students and make sure that they feel secure and cared for. Students are never forgotten.”

-SAE Staff member.

The School of Arts and Enterprise will not discriminate against any employee on the basis of race, color, creed, age, sex, national origin, disability, sexual orientation, marital status or any other protected classification.

All Employees

All employees must meet the fingerprinting, background and TB clearance prior to commencing employment as described below.

All personnel must commit to the mission and vision and instructional goals of the School of Arts and Enterprise. Employees’ job descriptions, work schedules will be reviewed and modified as necessary to better meet the needs of students and its school community. The job descriptions will be based on the job duties and work basis as outlined in the charter.

The SAE commits to comply with the ESEA’s “Highly Qualified Teacher” provisions for those teaching core, college preparatory classes.

Teachers

Teachers will meet the requirements for employment as stipulated by Education Code Section 47605(l). Primary teachers of core, college preparatory subjects (i.e., English language arts, math, science, history/social science,) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold.

In addition to helping teachers to achieve certification grades, The School of Arts and Enterprise will also provide strong support to teachers to help them develop professional expertise and leadership in their core areas.

Teachers will be selected by the Executive Director and designated personnel committee based on an application, interview basis and a collaborative 2nd interview during which the applicant will work with their potential team. Selection of teachers will be based on their teaching

experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced credentialed teachers will be hired on (1) educational experiences as demonstrated by presenting a lesson to be evaluated by the Executive Director to assess teaching competencies: being a former paraprofessional, school volunteer, child care, and so on, (2) work experiences found beneficial to education, and (3) resumes with excellent references. Teachers will receive ongoing support to:

- Provide a quality, enriched and powerful curriculum.
- Provide continual assessment of student progress and maintain records.
- Continually evaluate classroom performance to meet the needs of the students.
- Provide an effective room environment that reflects and facilitates the academic program.
- Provide peer assistance to fellow teachers.
- Continue to work on professional growth.
- Actively strive for continuous and open communication with parents and community members.
- Maintain regular, punctual attendance.
- Develop expertise and leadership in academic areas.

Lead teachers will be responsible for one or more of the following:

- Be held responsible for the aforementioned duties of a teacher.
- Observe and assist new teachers one day a month during release time.
- Meet weekly with assigned new teacher for one hour for curriculum support and classroom management.
- Membership in School Site Leadership Team or school-level committees.
- Direct one staff development workshop each year.
- Share relevant research during staff meetings to sustain students' academic achievement.

Other Certificated Staff

A pool of day-to-day substitutes has been established and a list of qualified substitutes is maintained by the office staff.

Executive Director and Director

The Executive Director will be selected and appointed by the Board of Directors of the Charter School. Selection of the Executive Director will be based on proven experience in educational leadership, educational vision for and experience with low-income and/or minority children, as well as demonstrated ability in program design and/or development, entrepreneurial skills, and interest and commitment to educational reform. Qualifications for the Director include: those included with the Executive Director and a holder administrative credential.

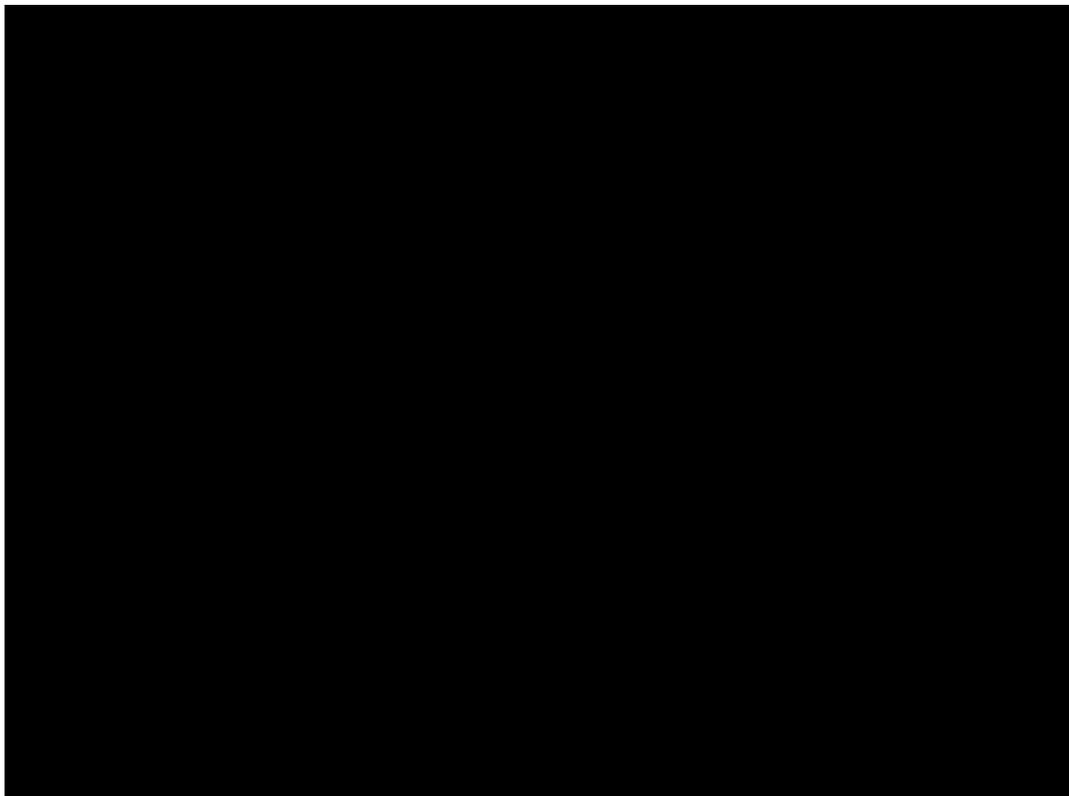
Office Personnel

Office personnel will be selected by the Executive Director, Director, and/or School Administrative Team on application and interview basis. Selection will be based on the ability to

perform the job duties for that position. Office personnel duties will include, but not be limited to:

- Answering telephones.
- Filing reports.
- Enrolling students.
- Managing/monitoring office operations.
- Ordering and purchasing office and classroom supplies and vendor management.
- Developing and implementing clerical and administrative procedures for daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Bilingual translation and communication with parents and community.
- Maintaining school records

Classified and other personnel will be selected by the Executive Director, Director, and/or School Administrative Team on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. Classified personnel will perform duties suitable for their job positions.



Merrily We Roll Along performance at The Studio Theatre

ELEMENT F
HEALTH AND SAFETY PROCEDURES

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

***“You can’t hide in this school.
Students feel they belong here.
They know that someone is looking out for them.”
-SAE Graduate***

The School of Arts and Enterprise has adopted and implemented a comprehensive set of health, safety, and risk management policies that are contained in the school’s Employment Handbook and Student Handbook. Attached as Appendix K, please find The SAE’s 2015-16 Student-Parent Handbook. These policies are summarized as follows:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

TB Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406. Long-term volunteers and all contractors who have contact with students must submit to a tuberculosis test and periodic testing thereafter, as described in Education Code Section 49406.

Immunizations

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

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

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

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

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

Emergency Preparedness

The Charter School has adopted emergency procedures specific to its campuses including, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to

contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

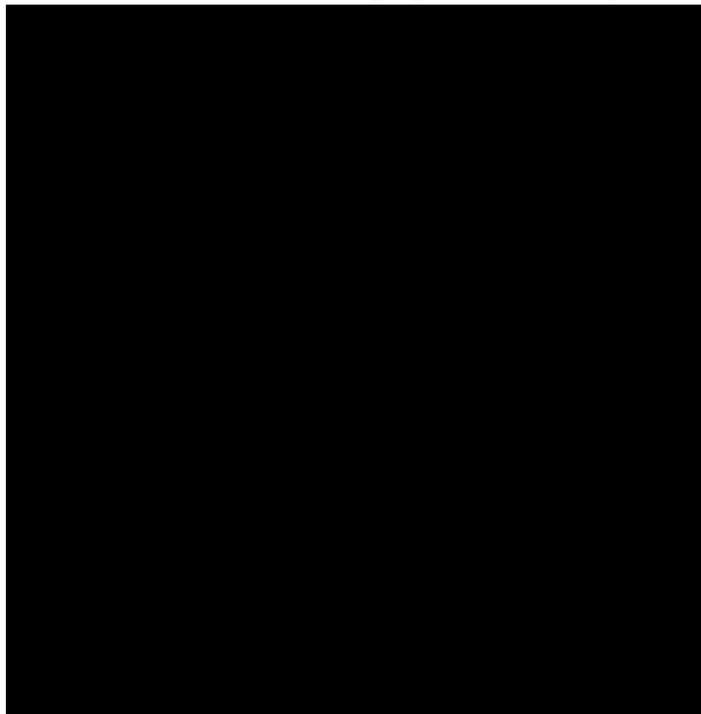
The Charter School shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct).



ELEMENT G RACIAL AND ETHNIC BALANCE

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

*“The SAE is preparing me to sign up for college,
work hard and
be prepared for the real world.” SAE Senior*

The School of Arts and Enterprise will make every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of Pomona Unified School District. The outreach plan will be reviewed annually before the beginning of recruitment efforts to ensure that the plan is likely to succeed in ensuring the recruitment of students that are racially and ethnically reflective of the students residing within the territorial jurisdiction of the District. It will accordingly be revised as necessary. Recruitment efforts will include, but are not necessarily limited to:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting process.
- The development of promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that is easily transmittable to all of the various racial and ethnic groups represented in the district.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district.
- Outreach meetings in several areas of the district to reach prospective students and parents.
- Hosting open houses, orientations, and school tours on a regularly scheduled basis.
- Publicizing the instructional program.

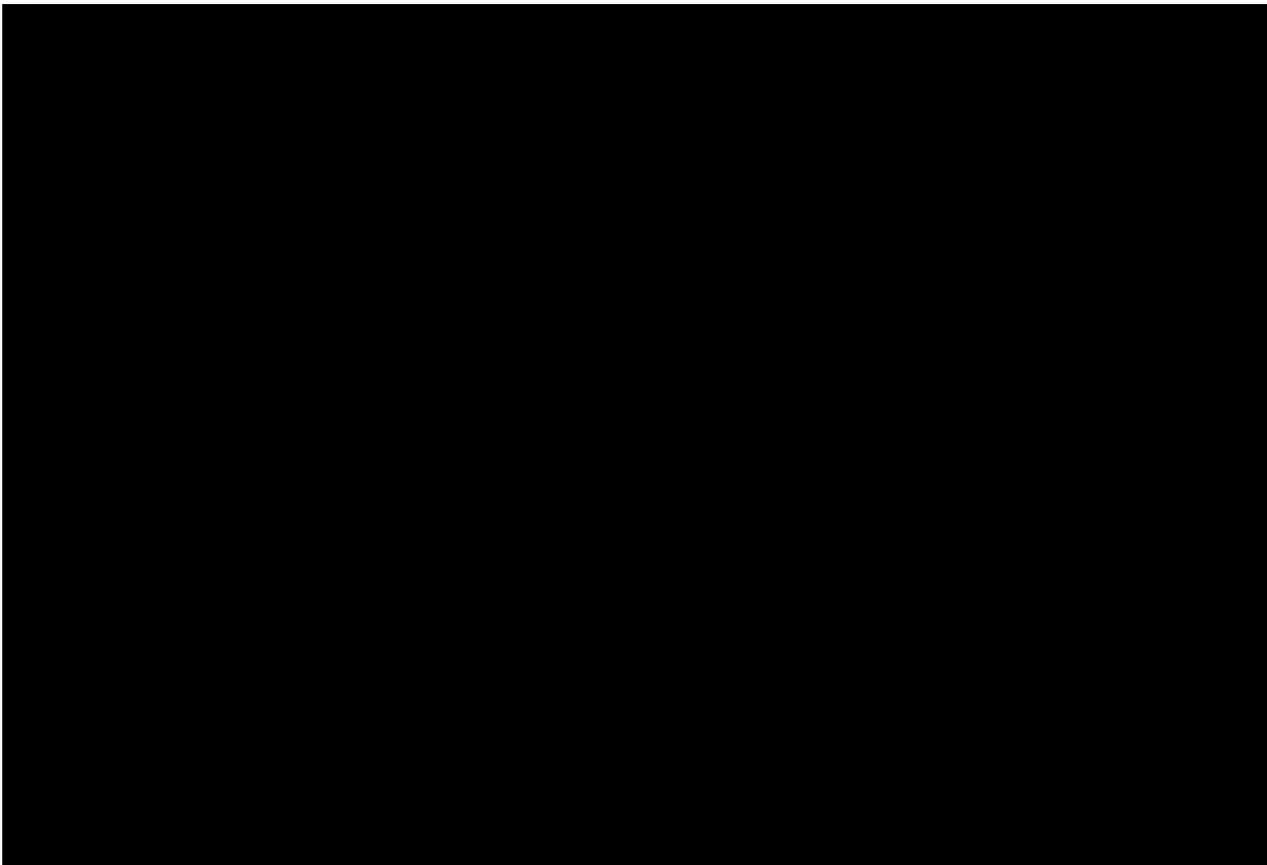
Middle School Recruitment

In addition to the recruitment methods used at the high school level, The SAE will offer elementary and middle school invitational events throughout the year to performances and student exhibitions. The SAE will provide the transportation for local elementary (grades four and five) and middle school students to see and experience the culture of The SAE first-hand. This live experience will be followed up with invitations to open houses and application materials. Additionally, students at the high school level will provide enrichment activities for students in local schools (grades four through eight) as part of their community service hours and

academic real-world projects. The interactive connections will ensure that all students in the Pomona area are aware of the exceptional opportunities for them at The School of Arts and Enterprise. The printed marketing campaign will feature brochures geared towards middle and upper-elementary students as well as the parent/guardian and high school students materials the School now has.

The SAE currently operates summer programs for elementary, middle, and high schools students which have generated significant name recognition for the School within the community. Examples of these programs include: summer extension (assist with exchange students from China); pre-SAT prep workshops and enrichment program; summer bridge program; SAT workshops and arts enrichment; arts enrichment program for middle school students (featuring music, dance, art, guitar, theater, and digital media); and summer school.

The SAE Summer Academy samples programs at The SAE.



ELEMENT H ADMISSIONS REQUIREMENTS

Governing Law: Admission Requirements, if applicable-Education Code Section 47605(b)(5)(H)

“The SAE, I will never regret coming here. The people that you meet, the people leave an impact on your life, that is something that you can’t get anywhere else. Other schools I can get the same education, but at The SAE, there is just something different.” - SAE Senior

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

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

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

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each spring for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- Siblings of existing students (with a higher preference for siblings who reside within PUSD boundaries)

- Students who reside in the District
- All other applicants

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.



Paper Mache Puppets in local Pomona Parade

ELEMENT I
FINANCIAL AUDIT

Governing Law: The manner in which an annual, independent financial audit 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)

“At the SAE, no child is invisible.”
-SAE Parent

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, 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.

The Charter School will select an independent auditor through a request for proposal format. 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.

The annual audit will be completed and forwarded to the District (if authorized by PUSD), the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the Authorizer describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Authorizer along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.



AP Studio Art Piece submitted by Senior Student

ELEMENT J
SUSPENSION AND EXPULSION PROCEDURES

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

“The SAE is preparing me for my college goals by taking us to colleg expos and job expos and making us apply for college.” -SAE Junior

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, The SAE has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The SAE is committed to annual review of policies and procedures surrounding suspensions and expulsions.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the SAE Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Executive Director’s office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The

Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

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

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to

create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- q) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
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 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

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

If it is determined by the Governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the ES Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a

written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the

Charter School. Such records shall be made available to the District upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the District of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

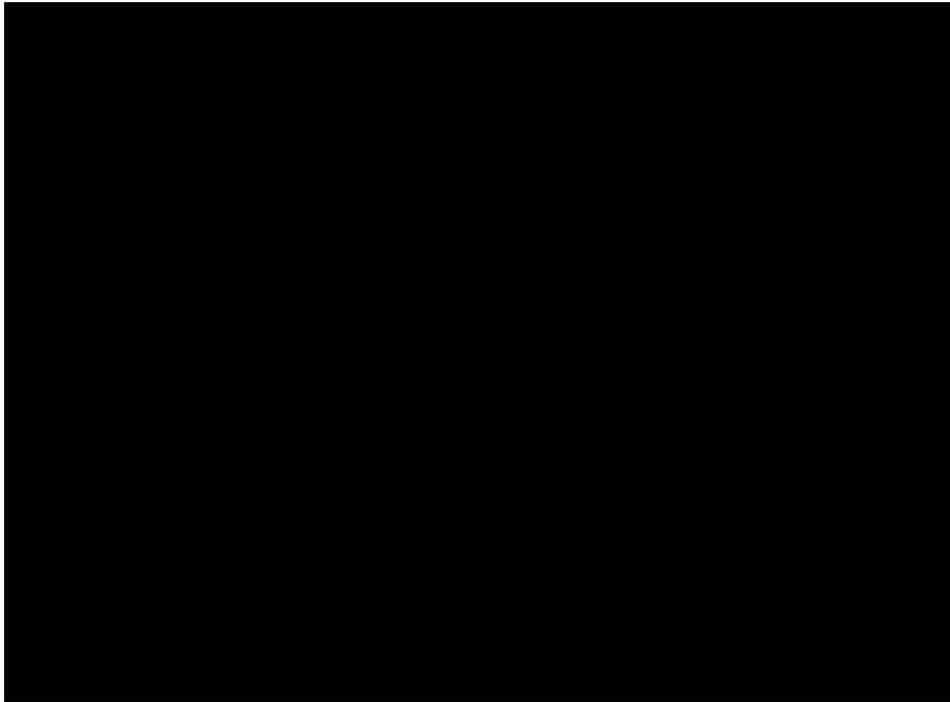
The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

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

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

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

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



SAE Students - AP Environmental Science

ELEMENT K
RETIREMENT SYSTEMS

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

“The SAE has helped me achieve success by providing me with good teachers who care and take the time to help.” -SAE Junior

The Executive Director, or her or his designee is responsible for ensuring appropriate arrangements have been made for coverage, including reporting and coordination of retirement benefits.

STRS

All full-time certificated employees who are eligible will participate in the State Teachers' Retirement System (“STRS”). Employees will accumulate service credit years in the same manner as all other members of STRS.

PERS

Non-certificated employees who are employed more than 30 hours a week will participate in the Public Employees' Retirement System (PERS).

Social Security payments will be contributed for all non-STRS employees.

The School of Arts and Enterprise Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.



Ceramics Class AP Studio Art

ELEMENT L
PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

***“The most enjoyable part of the SAE program was working
with local businesses and presenting and
presenting in front of important people.” SAE Senior***

The School of Arts and Enterprise is a school of choice; no student is required to attend. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District’s intra- and inter-district transfer policies. The parent or guardian of each pupil enrolled in the charter school shall be informed on admissions forms that the pupil has no right to admission in a particular school or program of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

ELEMENT M
EMPLOYEE RETURN 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 rights of return to the school district after employment at a charter school. – Education Code Section 47605(b)(5)(M)

***“When I first came to this school I was very shy and nervous.
I didn’t know anybody.
I saw how right away you make friends,
everyone here knew everyone and it was cool – Nobody was ever left out in a group.”
SAE Freshman***

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

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.



Creative Expressions are successful through Ceramics Classes

ELEMENT N
DISPUTE RESOLUTION

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

“There are no invisible students at The SAE.”
SAE Parent

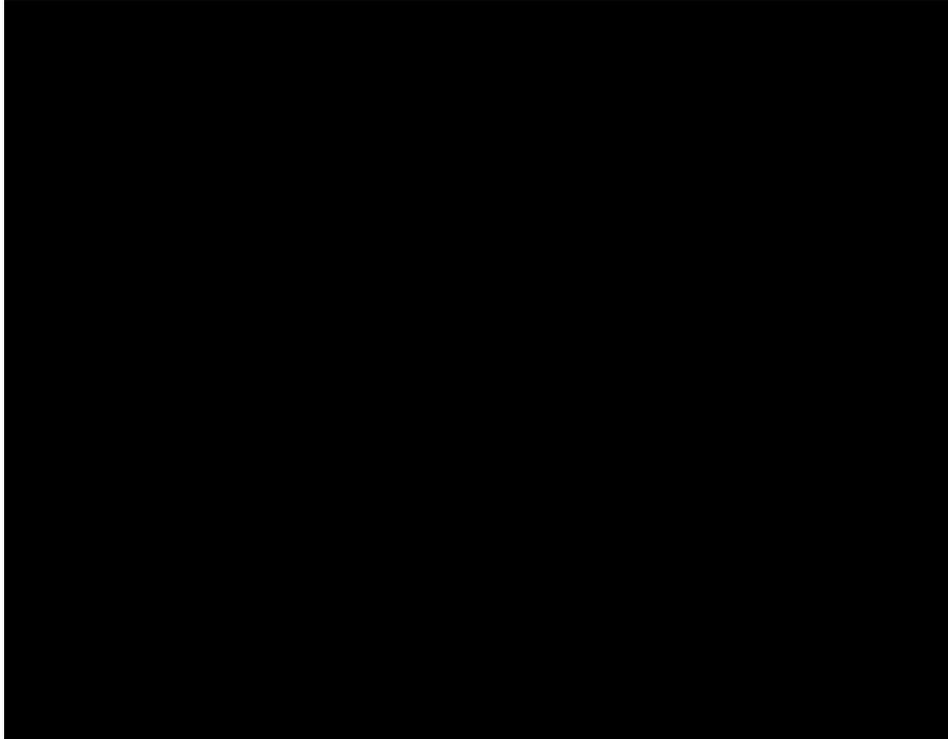
Because the State Board of Education (“SBE”) is not a local education agency, if the Authorizer, it may choose to resolve any dispute with The SAE directly instead of pursuing the dispute resolution process described below.

The Charter School and the Authorizer will be encouraged to attempt to resolve any disputes with the Authorizer amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the Authorizer, Charter School staff, employees and Board members of the Charter School and the Authorizer agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the Authorizer Superintendent and Executive Director of the Charter School. In the event that the Authorizer Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the Authorizer to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the Authorizer’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. The Superintendent and Executive Director may assign a designee to perform the duties described herein.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the Authorizer and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the Authorizer and the Charter School.



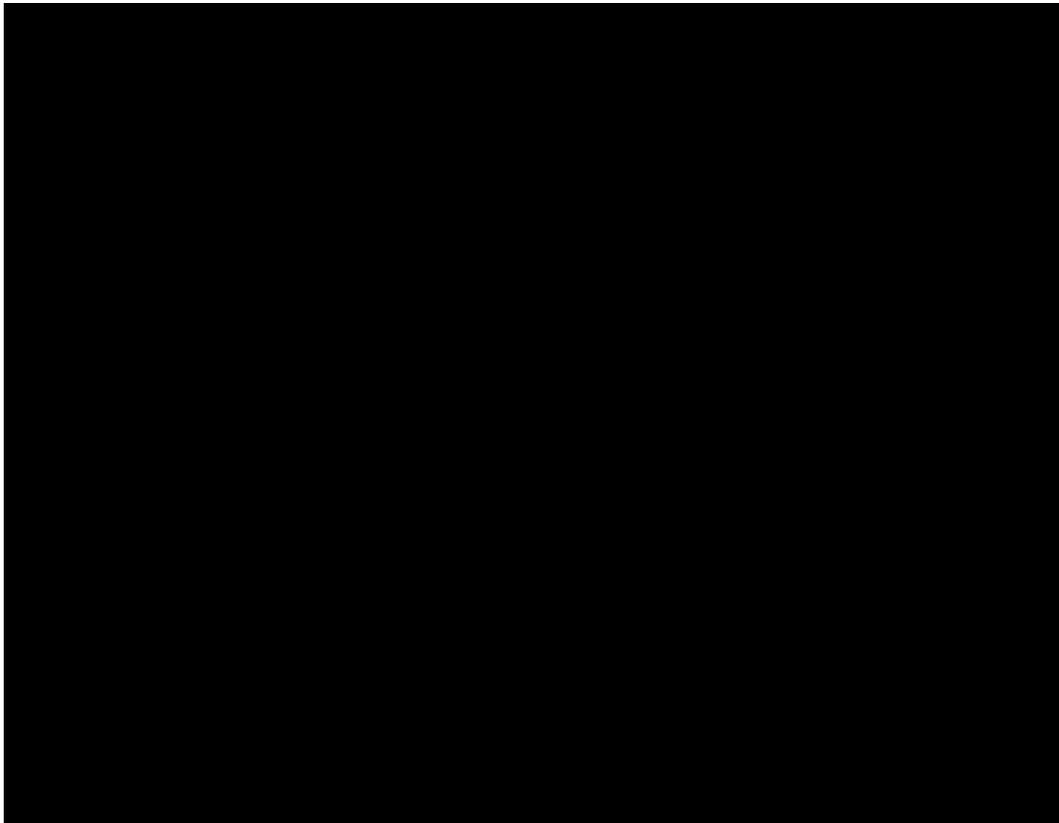
SAE Jams! Concert at The Glass House

ELEMENT O
PUBLIC SCHOOL EMPLOYER

Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. —Education Code Section 47605(b)(5)(O)

***“I love how the SAE helps you follow your heart and dreams.
I also love how the SAE helps you be yourself
and no one brings you down.” -SAE Freshman***

The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (“EERA”). The Charter School shall comply with the EERA.



Shakespeare, Abridged at The Studio Theatre

ELEMENT P
SCHOOL CLOSURE PROCEDURES

*Governing Law: A description of the procedures to be used if the charter school closes-
Education Code Section 47605(b)(5)(P)*

***“The SAE for some reason makes me more confident and
focused on learning and passing my classes.”
- SAE Junior***

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the District (if the authorizer), the Los Angeles County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix L, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

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

***“Everyone is committed to learning.
The SAE is a more positive environment.”
-SAE Junior***

Budgets and Financial Reporting

Attached, as Appendix L, please find the following documents:

- A projected budget including cash-flow
- Financial projections for three years of operation

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the Authorizer as follows, and shall provide additional fiscal reports as requested by the Authorizer:

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

Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the Authorizer and the Charter School's insurer. The Authorizer shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the Authorizer.

Administrative Services

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

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

The School of Arts and Enterprise will contract with outside vendors, to the extent possible to provide necessary non-education related services. This will enable the staff to focus their energies in areas of their expertise, allowing sufficient time for reflection on instructional and curricular issues. An back office services company will provide services such as budgeting/forecasting, accounts set-up (insurance/benefits/ attendance tracking), payroll, compliance/required reporting, service vendor contract negotiations and management, and purchasing.

The School of Arts and Enterprise contracts with EdTec to handle its business operations. (Attached as Appendix M, please find EdTec's Scope of Work.) EdTec is a non-profit organization specializing in supplying business services to developing and operational charter schools. EdTec currently works with over 250 schools in Southern California. SAE reviews its contract with EdTec on a yearly basis. When necessary, other measures may be explored to effectively manage the school's business operations and monitor its adherence to charter schools laws. SAE retains the right to make alternative arrangements for business services at any time.

EdTec manages the financial affairs of the Charter School by acting as the school's business manager and participates in the daily operations of the school. EdTec provides the following services for The School of Arts and Enterprise: 1) develops the annual budget and monthly forecast 2) reviews and summarize county reports 3) serves as the financial liaison with the SBE 4) manages the payroll system 5) completes and submits state and federal required reports, and 6) manages vendor relationships.

EdTec is also responsible for coordinating, collecting and providing the auditors with all necessary financial records including but not limited to: a general ledger with related statement of activities, functional expenses, year end cash flow, systems documentation, cash receipts journal, cash disbursement journal, payroll journal, bank statements copies of operating and

capital leases, loan agreements, securities, copies of all board of directors minutes, and payroll tax returns.

EdTec monitors the school's daily attendance tracking and completes the P-1, P-2, and Annual attendance reports required by the State. When necessary, EdTec trains school site staff on proper attendance accounting procedures.

The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter School Act and the California Code of Regulations sections defining the Charter School Average Daily Attendance accounting. ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of instruction by the school. The school's instructional calendar will provide the equivalent of 182 days of instruction to avoid the fiscal penalty for providing fewer than 175 days of instruction as provided by law.

Facilities

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (Education Code Section 47605.6(b)(5)(D))



The Charter School operates in a completely transformed, unique facility. The design of the school was carefully planned so that students feel that they are walking into an artistic design company rather than a typical high school. The facility sits on an entire city block with over 24,000 square feet and houses 15 core academic classrooms, a digital media computer lab, visual arts indoor and outdoor art yard, music room, dance room, several student quads, and administration offices. It is admired by all who drive by because of its visually impressive architecture and uniquely designed wrought iron fence.

The facility renovation and construction is viewed as one of Pomona's most impressive city revitalization projects. It happens to sit in the corner of one of downtown Pomona's busiest

intersections (on Garey Ave & Monterey), across the street from the YMCA's large historical building.

This School also houses its 12th grade class, its Black Box theater and art gallery in the originally leased building located at 300 W. Second Street. The goal is that the senior class will have closer access to local art galleries and art related businesses for internships and hands-on class work.

The SAE's middle school campus is walking distance to the high school North campus and will house 12 academic core classrooms, of which three will be science labs. All classrooms will facilitate a project-based learning environment. The arts courses will be housed in 4 additional classrooms along with a dance studio. Additionally there will be a resource room; a digital media arts lab, a multipurpose room, a lunch café which will open to an outdoor eating area to provide indoor/outdoor space; an outdoor garden area; an outdoor classroom for project-based learning; a teacher workroom; a conference room; a main lobby with gallery space; and three private administrative offices. A mural of historic significance has recently been completed.

The SAE will comply with Education Code Section 47605.1 and Education Code Section 47610 with regard to the location and compliance of its facilities.

Transportation

Transportation is the parental responsibility for families who choose to attend the School of Arts and Enterprise. The School of Arts and Enterprise will not provide transportation for students from home to school or school to home, except in instances of compliance with the IDEA. For extracurricular activities, such as field trips, the School of Arts and Enterprise will contract for transportation with a licensed contractor.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

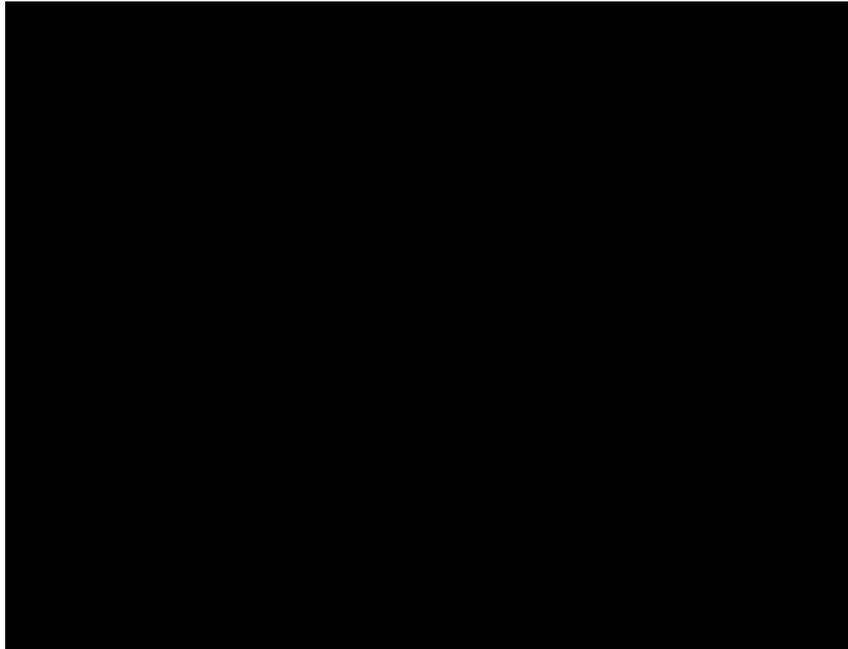
The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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

Further, the Charter School and the Authorizer shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the Authorizer for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

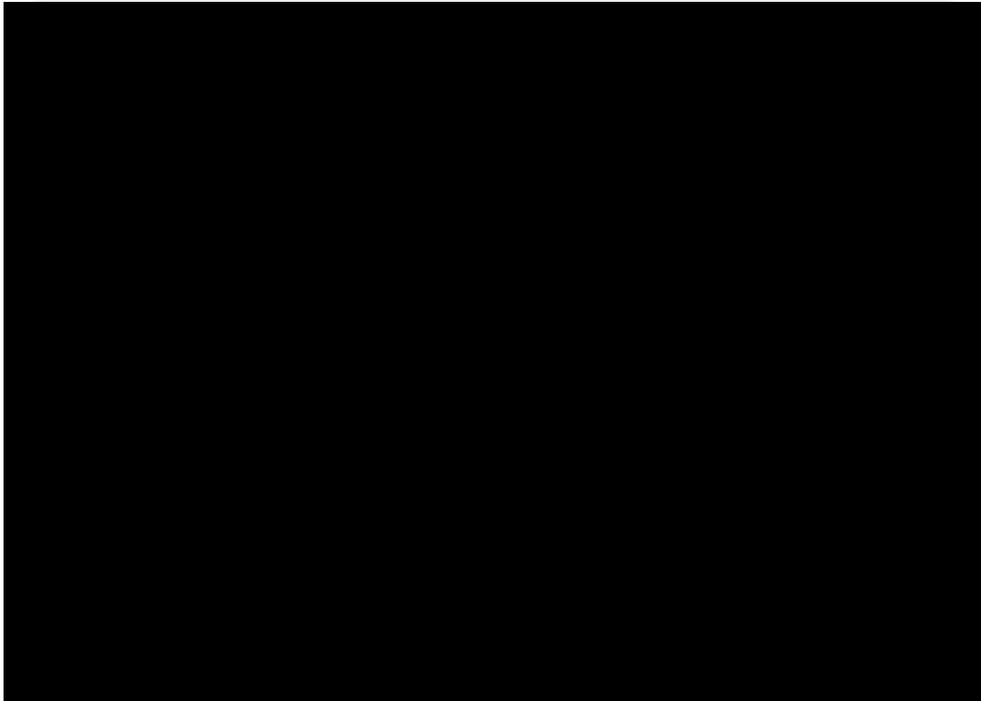


SAE Students in World History Class

CONCLUSION

***“The SAE helps students express their feelings through projects and artwork.”
SAE Student.***

By approving this charter renewal the Authorizer will be fulfilling the intent of the Charter Schools Act to increase learning opportunities for all pupils; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The petitioners are eager to work together with the Authorizer to set the highest standard for what a public school should and can be. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605 and/or applicable law. Attached as Appendix N, please find letters of support for the renewal of The SAE.



The SAE Graduates Moment of Pride



Pomonacopia Mural by Andre Miripolsky for the SAE Middle School



Understand Diversity

Understand the opportunities and challenges of diversity on a local and global scale.

- model respect for all human diversity
- understand environmental, historical, and global trends
- assume responsibility for your actions

Never Give Up on Excellence

Never give up on excellence--rethink, revise, refine.

- commit to high-quality craftsmanship and excellence through reflection and revision
- critique your work using established workplace criteria

Learn to Problem-Solve

Learn to problem-solve through creativity and critical thinking.

- seek out innovation and expert resources to analyze, evaluate, and synthesize
- hypothesize creative solutions and complete rigorous experiments to test them
- use data to drive decision-making

Open Yourself to Collaboration

Open yourself to allow for effective collaboration.

- practice active listening and reflective dialogue
- abide by community norms
- solve problems in teams using roles and expectations to set and monitor goals

Communicate Clearly

Communicate your ideas and opinions clearly using 21st century tools.

- use precise questions to drive your investigations
- critically use a variety of media formats to express ideas clearly, creatively, and concisely

Know How to Market

Know how to market your talents using 21st Century skills.

- use social media with an understanding of the risks and power inherent in them
- understand and use the elements of discourse in the Information Age to effectively market your ideas
- analyze opportunities and challenges in order set and achieve life goals