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For more information or questions about the content of this material or to obtain alternative versions, you may contact Thomas Pacheco at tpacheco@cde.ca.gov or 916-322-1755.

Appendix A

The Surrounding Community

Pomona served for a century as a primary center for markets and services, and a leading urban connection for large inland areas East of Los Angeles. During this time the Pomona Valley spawned many institutions, including a globally unique assemblage of colleges and universities. Among them are two distinguished namesakes, Cal Poly Pomona and Pomona College (one of the five Claremont Colleges), together with Claremont University Center, Claremont School of Theology, University of La Verne, Mt. San Antonio College (Southern California's largest community college campus) and Western University of Health Sciences. Cal Poly Pomona, Cal State LA and Western University have contributed significantly to the growth of the school. Cal State LA and Western University currently hold seat on the School of Arts and Enterprise Board of Directors.

Post-War housing subdivisions replaced farms and groves. Pomona first thrived but then became a victim, especially through removal of shopping to suburban malls, beginning in the 1960s. Pomona had by then become a major aerospace center, and further substantial damage accrued with decline and departure of that industry. Pomona tried redeveloping Downtown as a pedestrian shopping mall but it failed and downtown was largely abandoned by the mid-1970s. Resurgence began, but slowly, with the arrival of Western University, which now occupies much of the Eastern end of the former mall, the design and development of Antique Row (a collection of over 40 antiques shops), and with founding a decade ago of the Arts Colony on the Western side of the Downtown area.

The host community of Downtown Pomona

This school's development has been solicited and supported by the Arts Colony residents as a potential focus for community organization, public service and linkage to the general public, especially youth, of the City of Pomona and nearby communities. The school will function as a high school with production studios and will include internships with participating artists from the arts colony and thus allow young people of modest means to develop professional skills, attitudes, and business opportunities in the arts. It will have unique access to studios, galleries and businesses of the Colony, utilizing the community as a wide-ranging laboratory for service learning, technical training and employment. Relationships with Western University and other nearby institutions have been developed (See Attachment C for letters of support). Hispanic artists and business people are well represented in the Colony and will serve as mentors and role models for Hispanic community students and thus help students develop a mindset for academic and personal success in the real world.

Appendix B



Accrediting Commission for Schools Western Association of Schools and Colleges

533 Airport Boulevard, Suite 200 ³⁵/₁₇ Burlingame,
California 94010
(650) 696-1060 ³⁵/₁₇ Fax (650) 696-1867
mail@acs-wasc.org ³⁵/₁₇ www.acs-wasc.org

FRED VAN LEUVEN, ED.D.
Executive Director

MARILYN S. GEORGE, ED.D.
Associate Executive Director

COMMISSION MEMBERS

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Association of California School
Administrators

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Vice Chairperson
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Schools

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Association of California
School Administrators

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Association of California
School Administrators

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Western Catholic Educational Association

STEPHEN CATHERS
East Asia Regional Council of Schools

RODNEY CHAMBERLAIN
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Charter Schools

JOSEPH DUGAN
Public Member, California

WILLIAM ELLERBEE
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JON FERNANDEZ
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CARLYN FUJIMOTO
Hawaii Government Employees'
Association

MARTIN GRIFFIN
Association of California
School Administrators

BARRY GROVES
Association of California
School Administrators

JOHN KERR
Postsecondary Education

ANN MAHI
Hawaii State Department of Education

MICHAEL McCOY
Association of California
School Administrators

BARBARA NUNES
California School Boards Association

DALE PHILLIPS
Association of Christian Schools
International

LORRAINE RICHARDS
California Teachers Association

NINA RUSSO
Western Catholic Educational Association

MARSHA SERAFIN
California Association of Private
School Organizations

CARL TAKAMURA
Public Member, Hawaii

SALLY TODD
Western Catholic Educational Association

BERIT VON POHLE
Pacific Union Conference of
Seventh-day Adventists

JOEL WAHLERS
National Lutheran School Accreditation

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

DORIS YAMASHIRO-TANAKA
Hawaii State Teachers Association

DAVID YOSHIHARA
Association of California
School Administrators

May 2, 2015

Ms. Lucille H. Berger
Executive Director
The School of Arts and Enterprise (The SAE)
295 N. Garey Avenue
Pomona, CA 91767

Dear Ms. Berger:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Spring 2015 Commission Meeting. The Commissioners of the Accrediting Commission for Schools, Western Association of Schools and Colleges determined The School of Arts and Enterprise (The SAE) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the self-study report, and the satisfactory completion of the on-site accreditation visit.

It is the decision of the Commission to grant Six-Year Accreditation Status with a Mid-cycle One-day Visit through June 30, 2021.

The School of Arts and Enterprise (The SAE) is required to prepare a Mid-cycle Progress Report for the Mid-cycle Visit. The report and visit should demonstrate that the school has:

³⁵/₁₇ Addressed the critical areas for follow-up throughout the schoolwide action plan

³⁵/₁₇ Made appropriate progress on the implementation of the schoolwide action plan

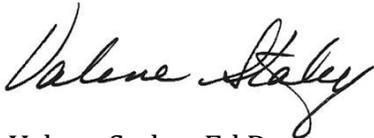
³⁵/₁₇ Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon The School of Arts and Enterprise (The SAE)'s continued compliance with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members from the school staff or district to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

May 2, 2015
The School of Arts and Enterprise (The
SAE) Page 2

The Commission looks forward to The School of Arts and Enterprise (The SAE)'s anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

A handwritten signature in black ink that reads "Valene Staley". The signature is written in a cursive style with a large, looping initial 'V'.

Valene Staley, Ed.D.
Commission
Chairperson

cc: Visiting Committee Chairperson
Superintendent

Appendix C

2014 Cohort Graduation Rate with Subgroups

Groups	<u>Number of Students in Cohort</u>	<u>Number of Graduates</u>	<u>Cohort Rate (class of 2012 13)</u>
Schoolwide	93	82	88.17
Hispanic or Latino	70	65	92.86
Socioeconomically Disadvantaged	77	69	89.61

5-year Graduation Rate Cohort Rates with Subgroups

Groups	<u>Number of Students in Cohort</u>	<u>Number of Graduates</u>	<u>5 Year Cohort Rate (class of 2011 12)</u>	<u>5 Year Grad Rate Met</u>
Schoolwide	115	108	93.91	Yes
Hispanic or Latino	90	86	95.56	
Socioeconomically Disadvantaged	99	94	94.95	

Graduation Rate Comparison

	2014	2013	2012	2011
The SAE	88.17	82.91	86.96	84.95
Pomona High School	79.59	77.90	79.73	74.66
Garey High School	83.30	77.46	77.63	73.14
Ganesha High School	86.21	83.50	77.11	78.63
State	*	78.87	76.26	80.53

College/University Acceptance

College/University Acceptance

- Arizona State University, Phoenix, AZ
- Broward College, Pembroke Pines, FL
- California State Polytechnic University, Pomona, CA
- California State University, Bakersfield, CA
- California State University, Chico, CA
- California State University, Dominguez Hills, CA
- California State University, East Bay, CA
- California State University, Fullerton, CA
- California State University, Long Beach, CA
- California State University, Los Angeles, CA
- California State University, Monterey Bay, CA
- California State University, Northridge, CA
- California State University, Sacramento, CA
- California State University, San Bernardino, CA
- Chaffey College, Rancho Cucamonga, CA
- Citrus College, Glendora, CA
- Clark Atlanta University, GA
- College of the Holy Cross, Worcester, MA
- DeVry University, Pomona, CA
- Fullerton College, CA
- Glendale Community College, CA
- Howard University, Washington, DC
- Humboldt State University, CA
- Loma Linda University, CA
- Long Beach City College, CA
- Lyndon State College, Lyndonville, VT
- Mills College, Oakland, CA
- Mt. San Antonio College, Walnut, CA
- Pace University, New York, NY
- Pasadena City College, CA
- Saddleback College, Mission Viejo, CA
- Saint Mary's College, Notre Dame, IN
- San Francisco State University, CA
- San Jose State University, CA
- St. John's University, Queens, NY
- Stillman College, Tuscaloosa, AL
- University of California, Berkeley, CA
- University of California, Davis, CA
- University of California, Irvine, CA
- University of California, Los Angeles, CA

- University of California, Riverside, CA
- University of California, Santa Cruz, CA
- University of La Verne, CA
- University of San Francisco, CA
- University of Texas, Austin, TX
- Vanguard University, Costa Mesa, CA
- Victor Valley College, Victorville, CA
- Westwood College, Anaheim, CA
- Whittier College, CA

Arts Colleges Acceptance

- Academy of Art University, San Francisco, CA
- American Musical and Dramatic Academy, Los Angeles, CA
- Art Institute of North Hollywood, CA
- Art Institute of San Francisco, CA
- Art Institute of San Bernardino, CA
- Art Institute of Orange County, Santa Ana, CA
- Art Center College of Design, Pasadena, CA
- Longy School of Music of Bard College, Cambridge, MA
- California Institute of the Arts, Valencia, CA
- California School of Culinary Arts, Pasadena, CA
- Columbia College Hollywood, Tarzana, CA
- Fashion Institute of Design & Merchandising, Los Angeles, CA
- Fashion Institute of Design & Merchandising, San Francisco, CA
- Fashion Institute of Design & Merchandising, Irvine, CA
- Fashion Institute of Design & Merchandising, San Diego, CA
- Laguna College of Art & Design, Orange, CA
- Musicians Institute, Los Angeles, CA
- Otis College of Art and Design, Los Angeles, CA
- Reed College, Portland, OR
- Rhode Island School of Design, Providence, RI
- Rocky Mountain College of Art & Design, Lakewood, CO
- School of The Art Institute of Chicago, IL

Appendix D

THE SAE 2015-2016 PROJECT DESCRIPTIONS

6th GRADE

Fall

Sixth graders this fall will develop their entrepreneurial skills by learning about the proposal process through a humanities driven project. Students are going to play the role of different community members who are drawing people's attention to this city by creating a city's history, mission, logo, and posters to lure prospective business companies to accept this proposal for a bridge's design and implementation. Furthermore, students will enhance their persuasive writing and communication skills, by ultimately presenting their city's background and proposal in the format of a town hall at culmination with a live audience. Students need to also be able to explain why their city is better than another city. Teachers, staff, administration, students, parents, and other guests are all invited to participate in a vote to elect the city with the best business proposal.

Spring

Natural disasters such as: earthquakes, tsunamis, floods, landslides, and other geologic processes, can greatly impact the shape of the earth, damage property, and influence the quality of human and animal life. This project will require students to examine major causes and effects of those types of natural disasters. Students need to understand the implications of natural disasters beyond numbers. Some of the natural disasters that students will study include: volcanoes, tsunamis, earthquakes, landslides, snowstorms, etc. Students will create 3D models portraying their natural disaster and PSA videos.

7th GRADE

Fall

For the 7th Grade Humanities Project project students will use their newly acquired knowledge of medieval Rome to compare and contrast its government system and citizen lifestyles with a second country in the same time period. They will produce artifacts as individuals and in small groups that will show their virtual travels to the civilizations assigned in comparison to Rome. Students will create charts and graphs that reflect their understanding of demographics in their assigned regions.

Essential Questions:

- 1) How does geography affect the development of culture?
- 2) How does it influence the religious beliefs and practices of a group of people?
- 3) What similarities exist between cultures, governments, and family roles worldwide?

Spring

Teams of students will create a community garden using information and skills learned in the second semester of their science and mathematics courses. Students will be engaged from the planning and creation stages as well as the documentation of the process. The project consists of four main components including the engineering of the garden, application to personal life, documentation of the plants' natural growth, and marketing of the product. Students will find how all components of STEAM connect with one another in our personal and natural worlds.

8th GRADE

Fall

The 8th grade humanities fall project is the "Social Change Campaign Project". Students will look at how people of the U.S. have mobilized on behalf of reforms meant to deal with social inequalities. These historical issues will be evaluated in a past and present light, both history content standards and CCSS will be incorporated to support the project's learning objectives. Students will be expected to understand how injustice affects society as a whole and the importance that awareness plays in dealing with injustice. The final product will showcase the school's 21st century learning goals with a student designed website and campaign that addresses their researched movement.

Spring

Teams of students will form rocket companies and compete in a commercial endeavor to construct rockets capable of launching payloads, astronaut crews, and even space tourists to Earth orbit. Through a strong interdisciplinary approach, balancing science with technology, engineering, mathematics, and art, they will develop a budget, purchase construction materials, and track expenditures while designing and constructing their rocket. They will then have to test the rocket for stability and fill out specification sheets. Finally, the teams will launch their rockets and conduct a cost/benefit (altitude vs. cost) ratio.

9th GRADE

Fall

The 9th grade project will require students to research various communities that they belong to, examine how they define community, what each of these communities is made of us, and how all of this influences them. Throughout the project, they will: document the research process through data logs, collect sources, and develop a research paper that answers the essential question, "How do the communities you belong to influence your identity?", which will be collected in a professional research portfolio. They will also conduct self and community discovery through mathematical and biological analysis. Additionally, they will represent their discovery through a unique personal logo that they design. Lastly, each student will utilize technology to produce an artistic square representation of themselves and their art, as well as their understanding of community, that

when combined with the rest of freshmen class will construct a culminating mural. By the end of the process should emerge a deeper understanding of self and community, that will be highlighted by professional research portfolios and a brand new freshmen mural.

Spring

Students will delve into a journey of space travel as they plan a community on Mars. Each House Class will be divided into a community, that will need to develop a way to sustain life on a different planet through various habitats and systems . The Mars Mission will be a STEAM project, with students focusing on biology concepts such as habitats, biodiversity, and ecosystems, utilizing math concepts to conduct calculations of transporting to Mars, and integrating technology to produce their Mars advertisements and simulations. Additionally, students will read the novel *Soils and Greens* to support their understanding of life on another planet while simultaneously implementing English into the project. Through the project, students will be answering the question: How will the diversity of life be affected with the colonization of human life on Mars?, and digitally producing brochures, simulated photographs, and models of their Mars community.

10th GRADE

Fall

Students will read the book Fahrenheit 451 in Language Arts and primary sources by Enlightenment thinkers John Locke and Thomas Hobbs. The students will develop their own opinions about the book and readings. We are then going to form groups of teams that either back the teachings of Locke or Hobbs. The students will then be challenged to use their ideas and create an all-encompassing plan (government, industry, services) to improve a section in the city of Pomona. They will present and defend their plan at culmination.

Overarching Essential Questions for Pomonotopia:

- How much power should a government have over its people?
- How much freedom should people be “allowed” to have?
- How would an “ideal” society function?
- How does a government promote the common good?

Spring

In the Biomimicry project, students will learn how humans continual struggle for existence is evident in the modes of adaptation seen throughout the biosphere. We will explore the delicate balance that nature has created and the changes to that balance brought about by human habitation (how and why humans live where they live.) We will discover the ways that humans can successfully continue to survive well on planet earth

by observing what already works and most importantly lasts here on earth in the natural world around us.

The students will also learn about the important components of creating and marketing a product. The students will explore ways to make products marketable and research different strategies for advertising. The students will then form project groups consisting of four jobs: Graphic Designer, Artist, Environmental Scientist, and Marketer. Each job will be responsible for one major component and all will focus on key elements of marketing and design. The final product will be a cohesive project designed around making their product marketable to society.

Essential Questions:

1. Why is it essential that we learn about the issues that affect the environment?
2. What is biomimicry?
3. What are the elements of design that go into creating a successful ad?
4. How can art support the branding of your product?
5. How can mathematical properties be used to design a logo and how can that logo support the marketing of your product?

11th GRADE

Fall

Aquarius, the Junior Fall Project, will explore water situation in California. Students will apply Common Core State Standards from Math and ELA together with next generation science standards to local water history and environmental issues to make an inquiry into California's water crisis.

Working in groups, students will gather data about water sources, water usage, and water consumption in California and formulate action plans to educate people in their communities about the water shortage and what can be done to conserve water and alleviate the problem.

Throughout this project students will focus on the following essential questions:

- How do Californians interact with their freshwater resources?
- How can Californians conserve water?
- How can the arts be used to educate our community about issues and create social change?
- Is water a human right?

By doing this, students will gain an understanding of the environmental and cultural impact of water within California.

Spring

The Junior Spring project is entitled "SAE It Loud" and it focuses on Music as an integral part of many cultures, which not only parallels human history but reflects society's values and beliefs along the way. Students participate in the 2016 SAE It Loud Music and Art Festival, managing the whole production of the concert and showcasing songs and art pieces of their own creation which imbibe the spirit of protest songs or movements from the past by applying them to issues currently affecting society.

12th GRADE

Fall

The senior project, Business of You is an opportunity for students to explore and develop, in depth, the "business" of YOU. This year's experience will be a journey that is both internal and external. This is an opportunity for students to, investigate, participate, interpret, research, and better understand a career while simultaneously accessing entrepreneurial and artistic skills that influence their choices. Through the arts, mathematics, composition, literature, government, economics, and business, students will create a business in a team and will be documenting their experiences. Each student will be responsible for a portfolio that is reflective of his/her creative and/or artistic self.

Essential Questions for Business of You:

- How can financial knowledge help you succeed?
- How can art be a vehicle for entrepreneurship ?

UNLOCK Learning Goals

- Never Give Up on Excellence
- Know How to Market Yourself
- Understanding Diversity

Spring

Practicum Challenge

The purpose of this project is to create a highly collaborative, inter-organizational, interdisciplinary, real world, entrepreneurial, community service based project for students and business in our community (The Arts Colony located in Pomona).

- Student Groups are tasked with consulting with the business and the business owner, ultimately creating a portfolio

- Portfolio consists of several items including a marketing plan, SWOT analysis, deliverable item (website overhaul, sign, business cards, etc.), powerpoint presentation, and a research paper.

Appendix E

The School of Arts and Enterprise Appendices and Attachments

1/01/2015

2011 API Growth School Report

[DataQuest home](#) > [Select School](#) > [School Reports](#) > Current Page

2010 - 11 Growth Academic Performance Index (API) Chart



School Demographic Characteristics
2011 Growth
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement &
Accountability Reporting Division
8/13/2012

School: School of Arts and Enterprise
LEA: SBE - The School of Arts and E
County: Los Angeles
CDS Code: 19-75697-1996693
School Type: High

2011 Growth API Links:

School Report - Growth
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

School Demographic Characteristics

These data are from the October 2010 California Longitudinal Pupil Achievement Data System (CALPADS) data collection and the 2011 Standardized Testing and Reporting (STAR) Program student answer document.

Ethnic/Racial* (STAR)	<u>Percent</u>	Enrollments** (STAR)	<u>Percent</u>
Black or African American	13	Grade 2	0
American Indian or Alaska Native	0	Grades 3-5	0
Asian	0	Grade 6	0
Filipino	0	Grades 7-8	0
Hispanic or Latino	74	Grades 9-11	100
Native Hawaiian or Pacific Islander	1	**This is a percentage of all enrollments in grades 2-11.	
White	11		
Two or More Races	0		
<i>*These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.</i>			
Participants in Free or Reduced-Price Lunch (STAR)	81	Parent Education Level (STAR)	
		Percentage with a response***	100
		Of those with a response:	
		Not a high school graduate	50
		High school graduate	24
		Some college	16
		College graduate	5
		Graduate school	5
Participants in Gifted and Talented Education Program (STAR)	0	***This is the percentage of student answer documents with stated parent education level information.	
Participants in Migrant Education Program (STAR)	0	<u>Average</u>	
English Learners (STAR)	28	Average Parent Education Level (STAR)	1.91
		<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
Reclassified Fluent-English-Proficient (RFEP) Students (STAR)	15	Average Class Size (CALPADS)	
		(These data will not be available until October.)	
Students with Disabilities (STAR)	9	<u>Grades</u>	<u>Average</u>
		K-3	N/A

<http://dq.cde.ca.gov/dataquest/Acrt/2011/2011GrthSchDem.asp?allcds=19-75697-1996693>

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The School of Arts and Enterprise Appendices and Attachments

10/1/2015

2011 API Growth School Report

Mobility

School, CALPADS Date (STAR)
LEA, CALPADS Date (STAR)

4-6
 89 Core academic courses
 89 in departmentalized programs

N/A
 29

These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2010 CALPADS data collection and who have been continuously enrolled since that date.

Enrollment in Grades 2-11 on First Day of Testing (STAR)

Number
 302

Fully-Credentialed Teachers**** (CALPADS)
Teachers with Emergency Credentials ****(CALPADS)

Students Exempted from STAR Testing Per Parent Written Request (STAR)

2

**** These data were not collected during the 2010 CALPADS collection and are unavailable for reporting in the 2010-11 APR cycle.

Number of Students Tested (STAR)

299

Multi-track, Year-round School (CALPADS)

Yes/No
 No

The School of Arts and Enterprise Appendices and Attachments

10/1/2015

2011 Base API School Report - School of Arts and Enterprise

2011 -12 Accountability Progress Reporting (APR)

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School Report - Base API, Ranks, and Targets
2011 Base
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
6/14/2012

School: School of Arts and Enterprise
LEA: SBE - The School of Arts and E
County: Los Angeles
CDS Code: 19-75697-1996693
School Type: High

2011 Base API Links:

School Demographic Characteristics
School Content Area Weights
Similar Schools Report
LEA List of Schools
County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: Yes

2011-12 APR		2011-12 State API			2012 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

2011 Statewide Rank: 3 2011 Similar Schools Rank: 9

	Number of Students Included in 2011 API	Numerically Significant	2011-12 Growth		
			2011 Base	Target	2012 Target
Schoolwide	265		701	5	706
Black or African American	33	No	699		
American Indian or Alaska Native	1	No			
Asian	1	No			
Filipino	0	No			
Hispanic or Latino	200	Yes	676	6	682
Native Hawaiian or Pacific Islander	2	No			
White	27	No	848		
Two or More Races	0	No			
Socioeconomically Disadvantaged	225	Yes	683	6	689
English Learners	91	Yes	590	11	601
Students with Disabilities	26	No	501		

Click on column header to view notes.

Note: 2011 Base data are reported for all Student Groups with 11 or more students but only numerically significant Student Groups receive growth targets. Student Groups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API or (2) comprises at least 15 percent of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school or a small local educational agency (LEA), defined as having

The School of Arts and Enterprise Appendices and Attachments

10/1/2015

2011 Base API School Report - School of Arts and Enterprise

between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted. Similar schools ranks are not calculated for small schools.

- "A"** means the school or subgroup scored at or above the statewide performance target of 800 in 2011.
- "B"** means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Rank information are not applicable to LEAs and ASAM schools. Growth and target information are not applicable to LEAs.
- "C"** means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.
- "I"** means the school has some invalid data, and the California Department of Education cannot calculate a valid similar schools rank for this school.

Questions: Academic Accountability Team | aaucde@cdede.ca.gov | 916-319-0863

The School of Arts and Enterprise Appendices and Attachments

10/12/2015

2012 API Growth School Report

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2011 - 12 Growth Academic Performance Index (API) Chart



School Demographic Characteristics
2012 Growth
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
6/25/2013

School: School of Arts and Enterprise
LEA: SBE - The School of Arts and E
County: Los Angeles
CDS Code: 19-75697-1996693
School Type: High

2012 Growth API Links:

School Report - Growth
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: Yes

2011-12 APR		2011-12 State API			2012 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

School Demographic Characteristics

These data are from the October 2011 California Longitudinal Pupil Achievement Data System (CALPADS) data collection and the 2012 Standardized Testing and Reporting (STAR) Program student answer document.

Ethnic/Racial* (STAR)	<u>Percent</u>	Enrollments** (STAR)	<u>Percent</u>
Black or African American	9	Grade 2	0
American Indian or Alaska Native	1	Grades 3-5	0
Asian	1	Grade 6	0
Filipino	1	Grades 7-8	0
Hispanic or Latino	74	Grades 9-11	100
Native Hawaiian or Pacific Islander	0	<i>**This is a percentage of all enrollments in grades 2-11.</i>	
White	13		
Two or More Races	1		
<i>*These percentages may not sum to 100 due to responses of: other, multiple, or non-response.</i>			
Participants in Free or Reduced-Price Lunch (STAR)	78	Parent Education Level (STAR)	
		Percentage with a response***	99
		Of those with a response:	
		Not a high school graduate	28
		High school graduate	19
		Some college	38
		College graduate	6
		Graduate school	8
Participants in Gifted and Talented Education Program (STAR)	0	<i>***This is the percentage of student answer documents with stated parent education level information.</i>	
Participants in Migrant Education Program (STAR)	0		
English Learners (STAR)	21	<u>Average</u>	
Reclassified Fluent-English-Proficient (RFEP) Students (STAR)	14	Average Parent Education Level (STAR)	2.48
		<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	

The School of Arts and Enterprise Appendices and Attachments

10/1/2015

2012 API Growth School Report

Students with Disabilities (STAR)

10 **Average Class Size** (CALPADS)

Continuous Enrollment

Grades Average

School, (CALPADS)
LEA, (CALPADS)

K-3 N/A
87 4-6 N/A
87 Core academic courses 23
in departmentalized programs

These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2011 CALPADS data collection and who have been continuously enrolled since that date.

Number
Enrollment in Grades 2-11 on First Day of Testing (STAR) 303

Fully-Credentialed Teachers**** (CALPADS)
Teachers with Emergency Credentials ****(CALPADS)
**** These data were not collected during the 2011 CALPADS collection and are unavailable for reporting in the 2011-12 APR cycle.

Students Exempted from STAR Testing Per Parent Written Request (STAR) 1

Number of Students Tested (STAR) 300

Yes/No
Multi-track, Year-round School (CALPADS) No

The School of Arts and Enterprise Appendices and Attachments

10/1/2015

2012 Growth API School Report - School of Arts and Enterprise

[DataQuest home](#) > [Select School](#) > [School Reports](#) > Current Page

2011-12 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met
2012 Growth
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
6/25/2013

School: School of Arts and Enterprise
LEA: SBE - The School of Arts and E
County: Los Angeles
CDS Code: 19-75697-1996693
School Type: High

2012 Growth API Links:

- [School Chart](#)
- [School Demographic Characteristics](#)
- [School Content Area Weights](#)
- [LEA List of Schools](#)
- [County List of Schools](#)

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: Yes

2011-12 APR		2011-12 State API			2012 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Met Growth Targets

Schoolwide: No
All Student Groups: No
All Targets: No

Groups

	Number of Students Included in 2012 API	Numerically Significant in Both Years	2012 Growth	2011 Base	2011-12 Growth Target	2011-12 Growth	Met Growth Target
Schoolwide	259		702	701	5	1	No
Black or African American	20	No	700	699			
American Indian or Alaska Native	2	No					
Asian	2	No					
Filipino	1	No					
Hispanic or Latino	199	Yes	689	676	6	13	Yes
Native Hawaiian or Pacific Islander	1	No					
White	30	No	781	848			
Two or More Races	3	No					
Socioeconomically Disadvantaged	206	Yes	686	683	6	3	No
English Learners	87	Yes	626	590	11	36	Yes
Students with Disabilities	28	No	511	501			

[Similar Schools Report](#)

Similar Schools

Median API

The School of Arts and Enterprise Appendices and Attachments

10/1/2015

2012 Growth API School Report - School of Arts and Enterprise

<u>2012 Growth</u>	<u>2011 Base</u>
668	654

Click on the median value heading to link to the list of 2011 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2011 Base API Report.

Click on the column header to view notes.

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2012 Growth API is posted even if a school or LEA had no 2011 Base API or if a school had significant population changes from 2011 to 2012. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

""** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2011 or 2012. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

"A" means the school or Student Groups scored at or above the statewide performance target of 800 in 2012.

"B" means the school did not have a valid 2011 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2012 Growth API of 740 or a one-point increase from the 2011 Base API to 2012 Growth API for a school or LEA.

Missing All Student Data – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

Missing Special Population Student Data – Socioeconomically Disadvantaged and English Learners student groups with missing API data and a "No" under the "Met Student Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2011 Base API to the 2012 Growth API, or the LEA reported a potential data error with one or more these student groups. For that reason API information for that student group is not reported. LEAs that make changes to their data through the testing contractor will have updated API reports released in January 2013.

The School of Arts and Enterprise Appendices and Attachments

10/1/2015

2012 Base API School Report - School of Arts and Enterprise

2012 -13 Accountability Progress Reporting (APR)

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School Report - Base API, Ranks, and Targets
2012 Base
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
6/25/2013

School: School of Arts and Enterprise
LEA: SBE - The School of Arts and E
County: Los Angeles
CDS Code: 19-75697-1996693
School Type: High

2012 Base API Links:

School Demographic Characteristics
School Content Area Weights
Similar Schools Report
LEA List of Schools
County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: Yes

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

2012 Statewide Rank: 3 2012 Similar Schools Rank: 4

	Number of Students Included in 2012 API	Numerically Significant	2012-13 Growth Target		
			2012 Base	2013 Target	2013 Target
Schoolwide	259		702	5	707
Black or African American	20	No	700		
American Indian or Alaska Native	2	No			
Asian	2	No			
Filipino	1	No			
Hispanic or Latino	199	Yes	689	6	695
Native Hawaiian or Pacific Islander	1	No			
White	30	No	781		
Two or More Races	3	No			
Socioeconomically Disadvantaged	206	Yes	687	6	693
English Learners	87	Yes	626	9	635
Students with Disabilities	28	No	511		

Click on column header to view notes.

Note: 2012 Base data are reported for all Student Groups with 11 or more students but only numerically significant Student Groups receive growth targets. Student Groups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API **or** (2) comprises at least 15 percent of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

The School of Arts and Enterprise Appendices and Attachments

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2012 Base API School Report - School of Arts and Enterprise

- "N/A"** means a number is not applicable or not available due to missing data.
- "* * *"** means this API is calculated for a small school or a small local educational agency (LEA), defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted. Similar schools ranks are not calculated for small schools.
- "A"** means the school or subgroup scored at or above the statewide performance target of 800 in 2012.
- "B"** means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Rank information are not applicable to LEAs and ASAM schools. Growth and target information are not applicable to LEAs.
- "C"** means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.
- "I"** means the school has some invalid data, and the California Department of Education cannot calculate a valid similar schools rank for this school.

Questions: Academic Accountability Team | aau@cde.ca.gov | 916-319-0863

The School of Arts and Enterprise Appendices and Attachments

10/1/2015

2013 API Growth School Report

[DataQuest home](#) > [Select School](#) > [School Reports](#) > Current Page

2012 - 13 Accountability Progress Reporting (APR)



School Demographic Characteristics
2013 Growth
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
7/29/2014

School: School of Arts and Enterprise
LEA: SBE - The School of Arts and E
County: Los Angeles
CDS Code: 19-75697-1996693
School Type: High

2013 Growth API Links:

School Report - Growth
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: Yes

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

School Demographic Characteristics

These data are from either the California Longitudinal Pupil Achievement Data System (CALPADS) or the 2013 Standardized Testing and Reporting (STAR) Program student answer document.

Ethnic/Racial* (CALPADS)	Percent	Enrollments**(STAR)	Percent
Black or African American	8	Grade 2	0
American Indian or Alaska Native	1	Grades 3-5	0
Asian	1	Grade 6	0
Filipino	0	Grades 7-8	0
Hispanic or Latino	75	Grades 9-11	100
Native Hawaiian or Pacific Islander	0	**This is a percentage of all enrollments in grades 2-11.	
White	12		
Two or More Races	1		
<i>*These percentages may not sum to 100 due to responses of other, multiple, or non-response.</i>			
Eligible for Free or Reduced-Price Lunch (CALPADS)	60	Parent Education Level (CALPADS)	
		Percentage with a response***	98
		Of those with a response:	
		Not a high school graduate	22
		High school graduate	21
		Some college	36
		College graduate	10
		Graduate school	10
Participants in Gifted and Talented Education Program (STAR)	0	***This is the percentage of CALPADS records with stated parent education level information.	
Participants in Migrant Education Program (STAR)	0		
English Learners (CALPADS)	11	Average Parent Education Level (CALPADS)	<u>Average</u> 2.65
Reclassified Fluent-English-Proficient	19	<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	

The School of Arts and Enterprise Appendices and Attachments

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2013 API Growth School Report

(RFEP) Students (CALPADS)

		Average Class Size (CALPADS)	
		<u>Grades</u>	<u>Average</u>
Students with Disabilities (CALPADS)	6	K-3	N/A
		4-6	N/A
Continuous Enrollment		Core academic courses	23
<u>School</u> (CALPADS)	87	in departmentalized programs	
<u>LEA</u> (CALPADS)	87		<u>Number</u>
<i>These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2012 CALPADS data collection and who have been continuously enrolled since that date.</i>		Enrollment in Grades 2-11 on First Day of Testing (STAR)	300
		Students Exempted from STAR Testing Per Parent Written Request (STAR)	0
Fully-Credentialed Teachers**** (CCTC)	95		
Teachers with Emergency Credentials **** (CCTC)	14	Number of Students Tested (STAR)	298
**** California Commission on Teacher Credentialing			<u>Yes/No</u>
		Multi-track, Year-round School (CALPADS)	No

The School of Arts and Enterprise Appendices and Attachments

10/1/2015

2013 Growth API School Report - School of Arts and Enterprise

[DataQuest home](#) > [Select School](#) > [School Reports](#) > Current Page

2012-13 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met
2013 Growth
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
7/29/2014

School: School of Arts and Enterprise
LEA: SBE - The School of Arts and E
County: Los Angeles
CDS Code: 19-75697-1996693
School Type: High

2013 Growth API Links:

- 3 - Year Average
- School Chart
- School Demographic Characteristics
- School Content Area Weights
- LEA List of Schools
- County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: Yes

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Met Growth Targets

Schoolwide: Yes
All Student Groups: Yes
All Targets: Yes

2013 Statewide Rank: 5 **2013 Similar Schools Rank:** 4

Groups

	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Growth Target
Schoolwide	260		744	702	5	42	Yes
Black or African American	24	No	694	700			
American Indian or Alaska Native	3	No					
Asian	2	No					
Filipino	1	No					
Hispanic or Latino	193	Yes	749	689	6	60	Yes
Native Hawaiian or Pacific Islander	0	No					
White	31	No	778	781			
Two or More Races	4	No					
Socioeconomically Disadvantaged	185	Yes	718	687	6	31	Yes
English Learners	55	Yes	643	626	9	17	Yes
Students with Disabilities	22	No	667	511			

The School of Arts and Enterprise Appendices and Attachments

10/1/2015

2013 Growth API School Report - School of Arts and Enterprise

through the testing contractor will be reflected in the updated API reports released in March 2014.

10/1/2015

2013 Growth API School Report - School of Arts and Enterprise

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2013 Growth API is posted even if a school or LEA had no 2012 Base API or if a school had significant population changes from 2012 to 2013. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

- "N/A"** means a number is not applicable or not available due to missing data.
""** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2012 or 2013. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.
"A" means the school or Student Groups scored at or above the statewide performance target of 800 in the 2012 Base.
"B" means the school did not have a valid 2012 Base API and will not have any growth or target information.
"C" means the school had significant demographic changes and will not have any growth or target information.
"D" means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.
"I" means the school had some invalid data at the student group level and the California Department of Education cannot calculate a valid rank for this school.

Missing Statewide and Similar Schools Ranks – LEAs, Alternative Schools Accountability Model (ASAM) schools, and special education schools do not receive statewide or similar schools ranks. Schools with less than 100 valid test scores do not receive a similar schools rank.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2013 Growth API of 770 or a one-point increase from the 2012 Base API to 2013 Growth API for a school or LEA.

Two or More Races: – "Two or More Races" student group. Assessment results for students without valid Statewide Student Identifiers (SSIDs) were assigned to this student group.

Missing All Student Data – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

Missing Special Population Student Data – Socioeconomically Disadvantaged and English Learners students groups with missing API data and a "No" under the "Met Student Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2012 Base API to the 2013 Growth API, or the LEA reported a potential data error with one or more these student groups. Demographic data corrections made through the California Longitudinal Pupil Achievement Data System (CALPADS) or assessment-related data corrections (such as statewide student identifiers or fields specific to the testing administration process) made

Appendix F

The School of Arts and Enterprise

Catalog and Curriculum guide 2015-2016

MISSION & VISION

To create accomplished life-long learners, The SAE's standard-aligned, college-preparatory high school program emphasizes arts and business through innovative project-based learning

PHILOSOPHY, GOALS AND OBJECTIVES

The Governing Board and staff of the School of Arts and Enterprise believes that the effectiveness of the educational program of the school depends fundamentally upon a sound philosophic base, a set of agreed upon goals and detailed objectives consistent with these goals. These are presented in this section.

Education is the life-long development and cultivation of the mind, body and character. The role of the School of Arts and Enterprise and its Board in this process is to provide the best possible educational opportunities for its community that emphasizes the education of the whole person by promoting intellectual, emotional, physical and social growth upon which each student may build his or her future as an individual and as a responsible member of a democratic society and a changing world.

An educated person in the 21st century will have accumulated a large base of global knowledge upon which to build in order to achieve success in a highly technical and sophisticated society. The global economy and international interdependence will demand a strong knowledge of information technology, including usage of the internet. A core of knowledge in the subjects of language arts, math, geography, history, science, art and entrepreneurship will be basic requirements. Moreover, the ability to work well in teams, think critically and creatively, solve complex problems, communicate effectively and employ the skills of a life-long learner will be essential

for success in the workplace. However, such knowledge must be coupled with core knowledge in and a basic appreciation for the visual and performing arts as a gateway to work cooperatively and to understand and respect people from diverse cultural and social backgrounds. Finally, an educated person in the 21st century will understand the need for civic responsibility and social justice.

“unlocking your creative excellence...”

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:

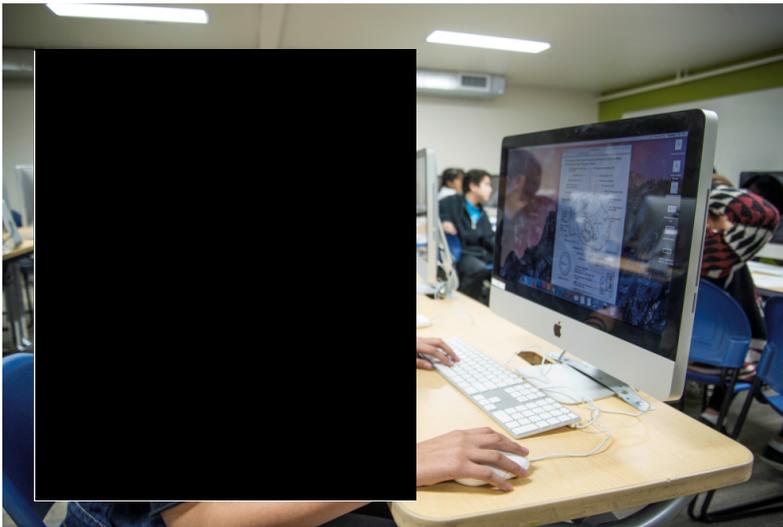
Learning objectives will be transparent from the first day of a unit and on each assignment. Students will have opportunities to track and reflect on their progress on the standards.

Formative assessments (e.g., classwork, homework) are no longer included in academic grades because these 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 should be used. Behavior, attendance, participation, effort, and work habits are no longer included in academic grades.

Standards-based Grading

The SAE has adopted the Mastery Learning model of standards-based grading. This means that students are evaluated based on specific standards (things students need to know and be able to do), rather than on a point system. Students will no longer be given “points” towards their final grade for



completing work or simply participating. A student must demonstrate their knowledge and abilities on a variety of different assessments (quizzes, oral, quizzes, discussions, tests, essays, reports, speeches, projects, presentations, portfolios) and all of the standards the students demonstrated in each assessment are evaluated separately on a 4-point rubric (4 or 3.5=Advanced, 3=Proficient, 2.5=Approaching Proficient, 2=Basic, 1.5 or 1=Below Basic). This allows students to easily see which concepts they understand and can put to use (Mastery of a standard) and on which concepts they need more practice and instruction.

For the purpose of Mastery Learning, it is important to recognize the difference between “summative” and “formative” assessments.

Formative Assessments are given during the instructional process and are usually less formal in nature: quizzes, oral quizzes, discussion responses, exit tickets, demonstrations. These tell a teacher how



students are progressing toward the learning goals and help students understand and track their progress as well.

Summative Assessments are longer and more formal in nature: tests, presentations, essays, performances. These are given at the end of the unit and course to determine what a student knows and is able to do after the main instruction has concluded.

Common Misconceptions about Mastery Learning

Key aspects of mastery learning can sometimes be simplified to the point of not being correct. It is important to clearly explain the concept of mastery learning to students, and to reinforce the aspects of mastery learning consistently throughout the school year. Some examples of common misconceptions about mastery learning include:

“Only tests count toward my grade.” – teachers will use multiple summative assessments (e.g., traditional tests, essays, reports, performance assessments, projects, oral examinations) to measure student proficiency.

“I don’t need to do classwork or homework anymore because they don’t count toward my grade.” – teachers are still expected to assign and provide feedback (e.g., scores) on all formative assessments (e.g., classwork, homework) to provide students with feedback on their progress toward proficiency in the standards. These formative scores will be entered in the grade-book but will no longer count toward the final course mark once the summative assessment is given. Classwork and homework assignments should still be entered in gradebooks (but not count toward final grades) so parents and students can track their progress. Students who do not practice the standards (i.e., complete their formative assessments) will be much less likely to perform well on summative assessments.

“I can turn in work late/I have as many chances as I want to re-try completing summative assessments.” – summative assessments are the primary measure of student proficiency levels. Students who do not turn in summative assessments will be assigned ‘incomplete’ for that assignment. ‘Incomplete’ assignments are equivalent to zeros and will be changed to ‘not proficient’ (failing) grades (with values of zero) at the end of a semester. Students who complete summative assessments but earn ‘not proficient’ grades should have at least one additional opportunity (after re-teaching) to demonstrate their proficiency in the standard. Teachers may set an appropriate time period (e.g., two weeks) for students to have additional opportunities to re-take summative assessments.

Final Course Mark Percentage Bands

A	85-100% of standards mastered
B	70-84% of standards mastered
C	55-69% of standards mastered
No Credit (Fail)	0-54% of standards mastered

“I don’t test well, so I won’t perform well under this system.” – students who have earned good grades in a traditional grading system have been rewarded for completing work rather than by demonstrating proficiency in the standards. Mastery learning focuses students on learning and



demonstrating their proficiency in the standards. Students generally do not test well because they have been focused on completing work quickly rather than taking the time to learn the material.

Final Course Mark Grade Scale for Mastery Learning

Final grades are determined by the percent of standards that are mastered on a 4 point scale, not by the average grade of assignments completed. Because each assignment is evaluated using 4 points (possibly with .5 increments) the percentage scale for the final course mark then changes to more closely match that students must be proficient in at least some standards in order to be prepared to move to the next level of the course or to be college-ready (in other words, to receive a C). This is why the percentage value for a C or better begins at 55%. In order for a student to get an average of 55% or better across all the standards in the course, they must receive a 2.5 or 3 (Approaching Proficient or Proficient) on some

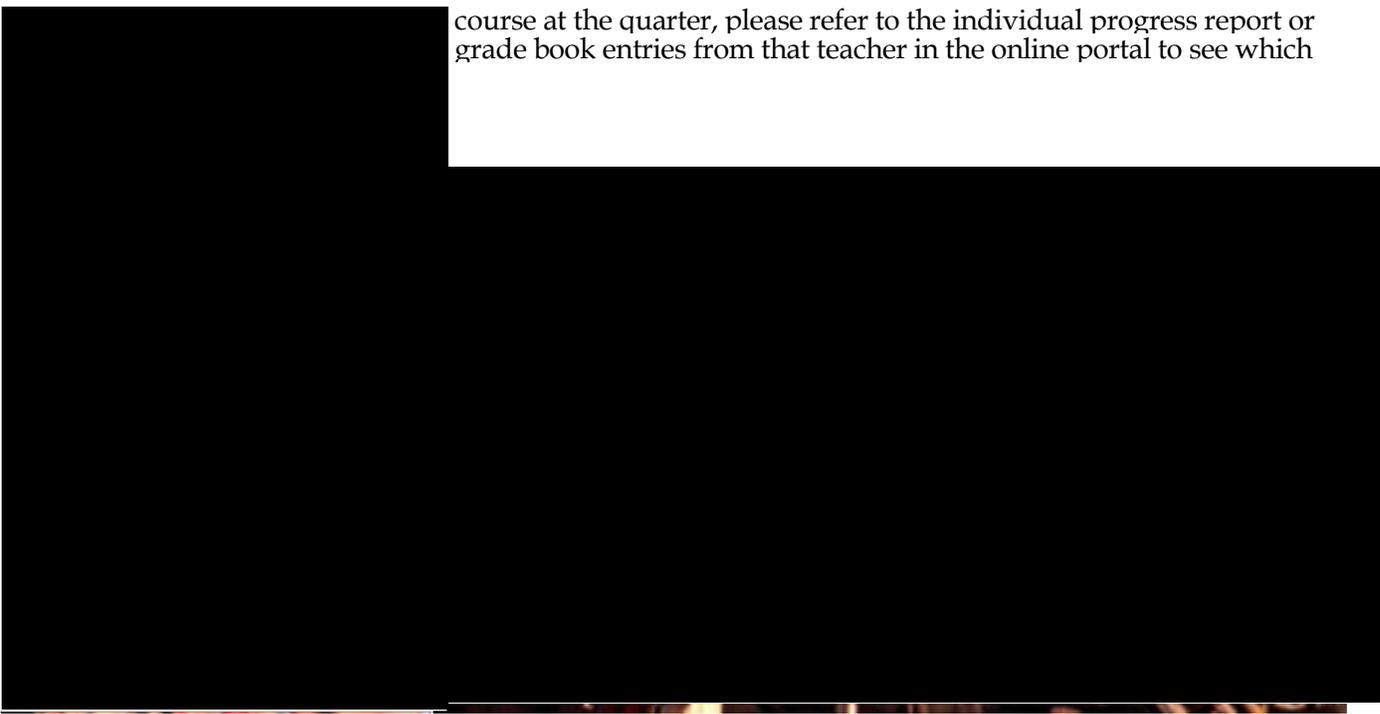
of the standards. A student who is scoring only 2 out of 4 on all standard rubrics in the course is only at a Basic level, which means that they have not yet mastered enough of the skills or knowledge to move on to the next level of course work and/or be successful in college.

The SAE does not allow a D to be used as a final course mark because we are a college preparatory school and a D is not an acceptable grade for college preparatory course work. A traditional "letter" grade is only given at the time of progress report (mid-semester) and at the end of the semester.

A Note on Quarterly Progress Reporting for Mastery Learning

Please note that in the Mastery Learning model, a student's grade shows the level of Mastery they have achieved on specific standards in that content area. It is NOT necessarily an indication of how hard a student is working or how well they behave in class. If a student is failing (below 55%) for the overall

course at the quarter, please refer to the individual progress report or grade book entries from that teacher in the online portal to see which



The SAE Graduation Requirements Matrix

	SAE Honors Diploma		The SAE Minimum Requirements Diploma
	UC Requirements for Freshman Admission	CSU Requirements for Freshman Admissions	
English	4 years	4 years	3 years
Mathematics	3 years, including Algebra, Geometry, and Algebra II, OR Integrated Math 1, 2 & 3 <i>4 years recommended</i>	3 years, including Algebra, Geometry, and Algebra II, OR Integrated Math 1, 2 & 3	2 years (Students must pass Algebra 1/Integrated 1) All students must be enrolled in a math course all 4 years at The SAE to prepare for the rigor of college.
Social Science	3 years	2 years	3 years
Science	2 years <i>3 years recommended</i>	2 years	2 years
World Language	2 years in the same language <i>Or waiver exam</i> <i>3 years recommended</i>	2 years in the same language <i>Or waiver exam</i>	1 year <i>Or waiver exam</i>
Visual and Performing Arts and Electives	1 year	1 year	6 yearlong courses (60 credits) of Arts and/or Business
College Application Requirements	Students are required to apply to at least 2 different colleges 2 submitted scholarship applications and a financial aid application are also required <i>If students do not complete this requirement, they will not be permitted to participate in senior activities, such as prom and grad night, but they will be permitted to walk the stage and receive a diploma.</i>		
Physical Education	2 years Students have waiver options to cover PE credits. Please check with the counselor. Health requirement is met through Physical Education curricula.		
CAHSEE	Must pass English & Math Students who do not pass both CAHSEE exams in the 10 th grade year will be required to take a CAHSEE prep course, which may be scheduled before/after school or on Saturdays.		
Community Service	Students must perform 60 hours of community service (15 hours each year) <i>If students do not complete their service hours, they will not be permitted to participate in senior activities, such as prom and grad night, but they will be permitted to walk the stage and receive a diploma (beginning with class of 2016).</i>		
SAE Service	Students must perform 60 hours of school service (15 hours each year) If students do not complete their service hours, they will not be permitted to participate in senior activities, such as prom and grad night, but they will be permitted to walk the stage and receive a diploma (beginning with class of 2016).		
SAE Portfolio	Sophomores (beginning with the class of 2017) must pass all portfolio requirements in order to move to the 11th grade. Seniors (beginning with the class of 2015) are required to pass all portfolio requirements in order to graduate. See Portfolio Handbook for detailed requirements for each grade-level.		

Minimum Required Units for Graduation: 190

Transfer students are individually evaluated on the basis of incoming transcripts.

Scope and Sequence

6TH GRADE

English Language Arts
Core Math 1
Science Grade 6
Social Science Grade 6
Arts Core: Performance Production Arts or
Digital Media Arts
Support Classes (if needed)

7TH GRADE

English Language Arts
Core Math 2
Science Grade 7
Social Science Grade 7
Arts Core: Performance Production Arts or
Digital Media Arts
Support Classes (if needed)

8TH GRADE

English Language Arts
Core Math 3
Science Grade 8
Social Science Grade 8
Arts Core: Performance Production Arts or
Digital Media Arts
Support Classes (if needed)
Survey of the Arts

9TH GRADE

Composition & Literature
Business Algebra or Integrated Math 1
Biology
Digital Media Arts
Arts Major course
Student Choices: PE, Spanish, Art & Academic
Workshops, Support Classes
(if needed)

10TH GRADE

Get Reel English
Integrated Math 2 or Geometry
Physics
World History
Arts Major course
Student Choices: PE, Spanish, Art & Academic
Workshops, Support Classes
(if needed)

11TH GRADE

Depth of Field English
Integrated Math 3 or Pre Calculus
AP Environmental Science
U.S. History
Arts Major course(s)
Student Choices: PE, Spanish, Art & Academic
Workshops, Support Classes (if needed)

12TH GRADE

ERWC English
Pre Calculus or Calculus
U.S. Government and Economics
Arts Major courses
Student Choices: PE, Spanish, Art & Academic
Workshops, Support Classes (if needed)

college and career. The SAE is serious about real-world education. We make sure all students are ready for the next steps in life through hands-on, applied learning experiences in every classroom

rigorous arts and academics

Course Descriptions

Academic Core

Social Science

Course Title: 6th Grade Social Studies**Course Length: One Year****Prerequisite: None**

Sixth grade social studies investigates ancient civilizations which encompasses: early humans, Ancient Egypt and the Middle East, Ancient India, Ancient China, Ancient Greece, and Ancient Rome. Within each topic we will learn about the founding societies and their development. Major academic skills that will be implemented include: analyzing these early communities, comparing different historical figures, and understanding the influence of ancient civilizations in the Modern world.

Course Title: 7th Grade Social Studies**Course Length: One Year****Prerequisite: None**

This class completes the State of California requirements for study of 7th Grade World History. During the course of this year we will study the major events and turning points that shaped the medieval world, from the late eighteenth century through the present. Students will trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. We will explore the world through reading, writing, artwork, simulations, projects, movies, literature, acting, and other activities. There is much to learn in the coming months, but the teacher will work together with students to make it both a fun and challenging experience.

Course Title: 8th Grade Social Studies**Course Length: One Year****Prerequisite: None**

This class completes the State of California requirements for study of 8th Grade US History. During the course of this year we will study the major events and turning points that shaped the United States, from framing the Constitution up to World War 1. Students will trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. Students will be able to make connections between the rise of the nation and contemporary social and economic conditions. We will explore the history of the United States through reading, writing, artwork, simulations, projects, movies, literature, acting, and other activities.

Course Title: World History**Course Length: One Year (10 credits), meets requirement "A" for CSU/UC****Grade level: 10th****Prerequisite: None**

This course is a mandatory year long course that meets the University of California's requirements for World History in the 10th Grade. The class is based on California State standards for World History. Students will be expected to master course content and display this mastery through written, oral, and artistic means. Grades will be given based on the mastery of the course content. The course will cover World History broken down into its most important areas: political, military, social, artistic and cultural. The SAE is a school of arts and enterprise and as such the course will have a significantly more intense focus on arts and enterprise and its connections with and importance in World History.

Course Title: U.S. History**Course Length: One Year (10 credits), meets requirement "A" for CSU/UC****Grade level: 11th****Prerequisite: None**

This course meets the University of California requirements for U.S. History. This class will examine the development of the United States from the Pre-Columbian period through the contemporary era. In order to question the existence of a single historical truth, students will critique traditional historical interpretations from multiple perspectives, carefully considering the roles played by race, class and religion in the formation of the political and cultural traditions of the United States.

Course Title: U.S. History Honors**Course Length: One Year (10 credits), meets requirement "A" for CSU/UC****Grade level: 11th****Prerequisite: Must have a C or better in World History**

This course will cover the elements of U.S. History, and students will complete historical research methods, analyze and interpret primary sources. Students will also be responsible for extended assignments and presentations throughout the year.

Course Descriptions

Academic Core

Course Title: U.S. Government**Course Length: One Semester (5 credits), meets requirement "A" or "G" for CSU/UC****Grade level: 12th****Prerequisite: None**

Through the study of American government and its institutions, students will gain an understanding of our political system in preparation to vote, become involved members of their community, and assume the responsibilities of citizenship. Throughout the semester, students will evaluate possible answers to the question: What role should government play in our economy? Students debate the assumption that government exists for the purpose of economics. Through essays, projects, and business experience, students will analyze the effects of government on the economy and vice versa.

Course Title: Economics**Course Length: One Semester (5 credits), meets requirement "G" for CSU/UC****Grade level: 12th****Prerequisite: None**

In line with the arts and enterprise philosophy of The SAE, students will gain a deeper understanding and experience of entrepreneurship through the study of economics and the

development of our U.S. economic system. Throughout the semester, students will

continue to evaluate possible answers to this question: What role should government play in our economy? Students debate the assumption that government exists for the purpose of economics. Through essays, projects, and business experience, students will analyze the effects of government on the economy and vice versa.

English Language Arts

Course Title: 6th Grade English Language Arts**Course Length: One Year****Prerequisite: None**

Sixth grade Language Arts has four major components: reading, writing, language conventions, and listening and speaking. These different academic skills will be addressed through a variety of texts including but not limited to fiction, expository texts, poetry, narratives, and autobiographies. This class often has group or whole-class discussions regarding the material we are reading and analyzing.

Course Title: 7th Grade English Language Arts**Course Length: One Year****Prerequisite: None**

The curriculum theme is *Choices*, and the textbook is *Springboard English Textual Power, Level 2*. We will examine, through written word, oral and visual presentations, and other communicative mediums, the choices that people make. Moreover, we will examine why those choices are made and how we can make the best choices to reach the very lofty goals that students will set. Students will be expected to progress through the Seventh Grade ELA Common Core Standards throughout the year.

Course Title: 8th Grade English Language Arts**Course Length: One Year****Prerequisite: None**

This course is designed to prepare students for the academic and social rigor that awaits them at the high school level and beyond. Students will be challenged to critically think and increase their communication skills through oral presentations, written work, and other mediums. The themes for Eighth Grade English/Language Arts are *Challenges* and *Greatness*. The textbook for this course is *Springboard English Textual Power Level 3*. Students will interact with the challenges they have faced, are facing, and will face throughout life. Moreover, they will analyze challenges that occur outside of their immediate view, including those that affect their community, the country, and the world. Finally, they will come out of those challenges to assess their greatness and the enormous potential they have. Students will be expected to progress through the Eighth Grade ELA Common Core Standards.

Course Descriptions

Academic Core

Course Title: Composition & Literature 9**Course Length: One Year (10 credits), meets requirement "B" for CSU/UC****Grade level: 9th****Prerequisite: None**

This is a comprehensive course of study focused on reading and writing skills in addition to developing an understanding of the world in which we live, as well as an understanding of our roles in our family, our personal identities, and the decisions that shape our world and our lives.

Course Title: Composition & Literature 9 Honors**Course Length: One Year (10 credits), meets requirement "B" for CSU/UC****Grade level: 9th****Prerequisite: Must have a C or better in previous English course**

This course will cover the elements of Composition & Literature 9 and will explore additional analytical thinking and writing skills through the study of extended literature and essay writing formats.

Course Title: Get Reel (UCCI)**Course Length: One Year (10 credits), meets requirement "B" for CSU/UC****Grade level: 10th****Prerequisite: None**

This is a comprehensive course of study developing an understanding of global peoples and cultures through in-depth analysis of literature and rhetoric from around the globe including the development of expository and literary writing skills.

Course Title: Depth of Field (UCCI)**Course Length: One Year (10 credits), meets requirement "B" for CSU/UC****Grade level: 11th****Prerequisite: None**

American Composition Literature 11 is an intensive course of study in which students are guided through the comprehension, analysis, and critique of multiple genres of fiction and non-fiction in order to gain insight and develop a unique perspective into the elements and aspects of American culture and values as expressed through its literature and rhetoric. Students will continue developing college-writing skills throughout the course.

Course Title: Expository Reading and Writing Course (ERWC)**Course Length: One Year (10 credits), meets requirement "B" for CSU/UC****Grade level: 12th****Prerequisite: None**

This course is modeled after the CSU 12th grade Expository Reading and Writing Course. The students will learn to make predictions about their reading, analyze content and rhetorical structures, and properly use materials from the texts they read to support their own written arguments. Additionally, readings from British literature, both classical and modern, have been added to the modules, making British Comp Lit a comprehensive course of study in which students are guided through the comprehension, analysis, and critique of extended texts.

Mathematics

Course Title: 6th Grade Core Mathematics**Course Length: One Year****Prerequisite: None**

Throughout this year we will explore many topics, such as number representations, integers, geometry, coordinates, fractions, and percent. All of these topics are very important in the real world and it is my goal to make the math we learn applicable to your life. We will use activities and projects to make math fun and engaging!

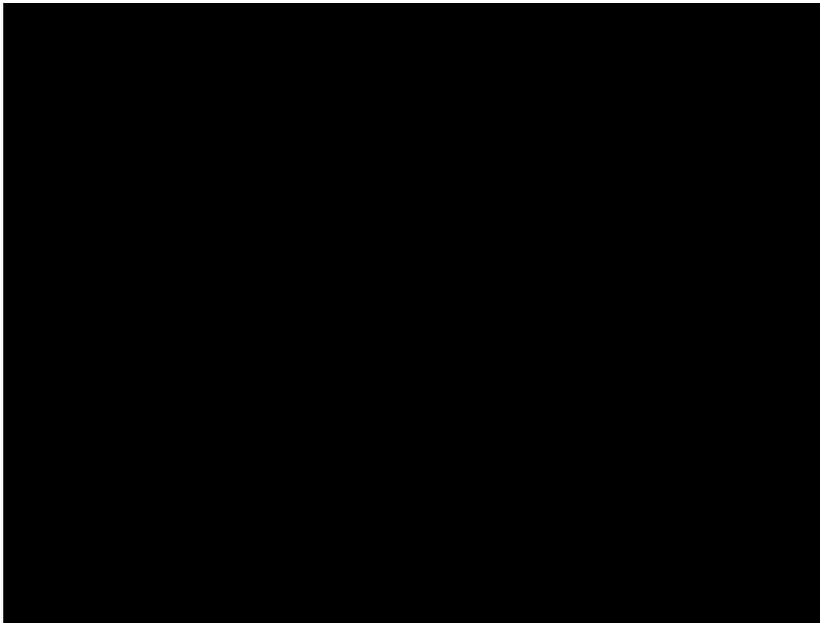
Course Title: 7th Grade Core Mathematics**Course Length: One Year****Prerequisite: None**

Mathematic concepts and reasoning is relevant to all aspects of our lives. To prepare you for your future education and career, I aim to relate mathematics to everything from science to art! This semester, students will primarily focus on understanding and applying numerical values and proportional relationships, building and solving expressions and inequalities, understanding and computing area

Course Descriptions

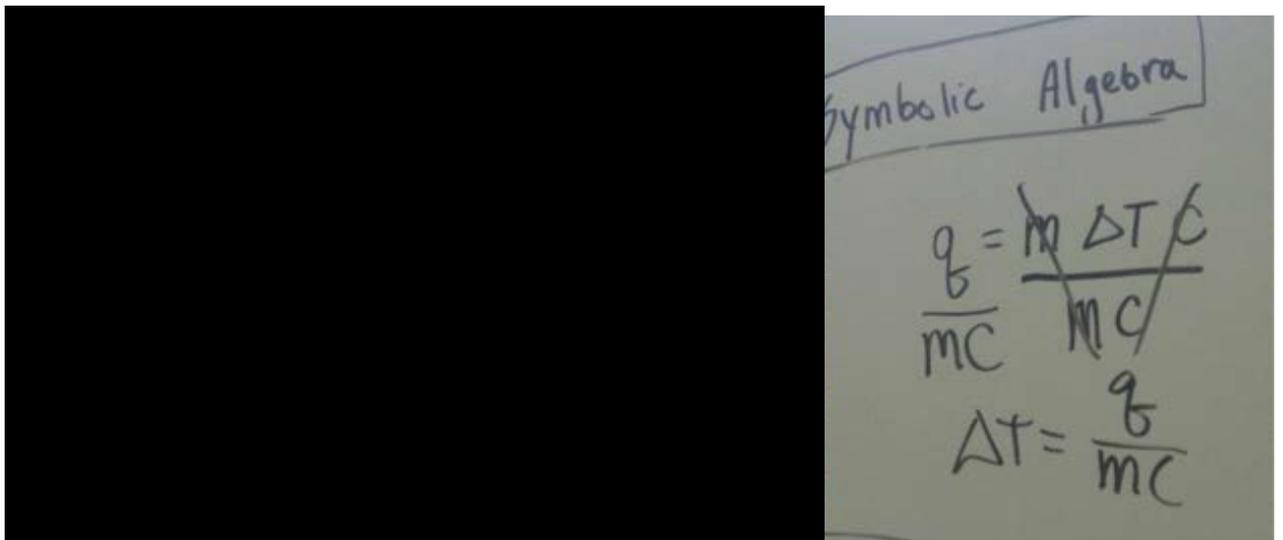
Academic Core

and volume of two and three dimensional figures. Students will learn about computation and application of all mathematical concepts and reasoning.



Course Descriptions

Academic Core



Course Descriptions

Academic Core

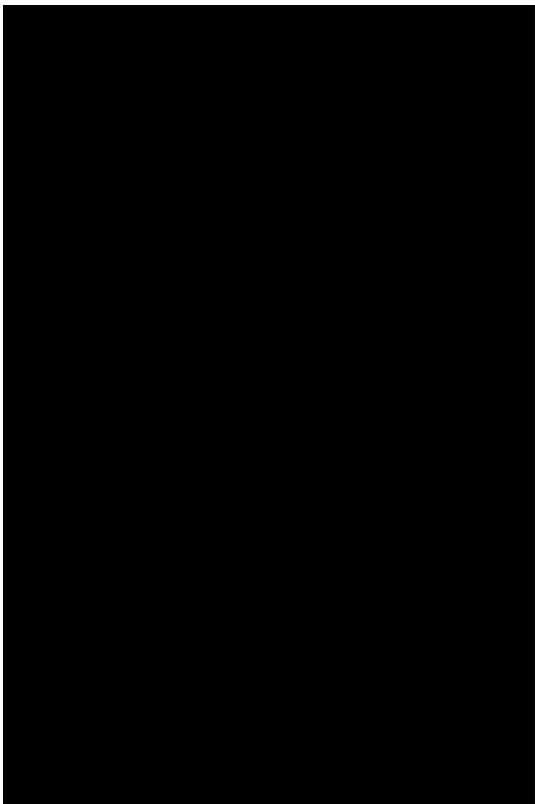
Course Descriptions

Academic Core



Course Descriptions

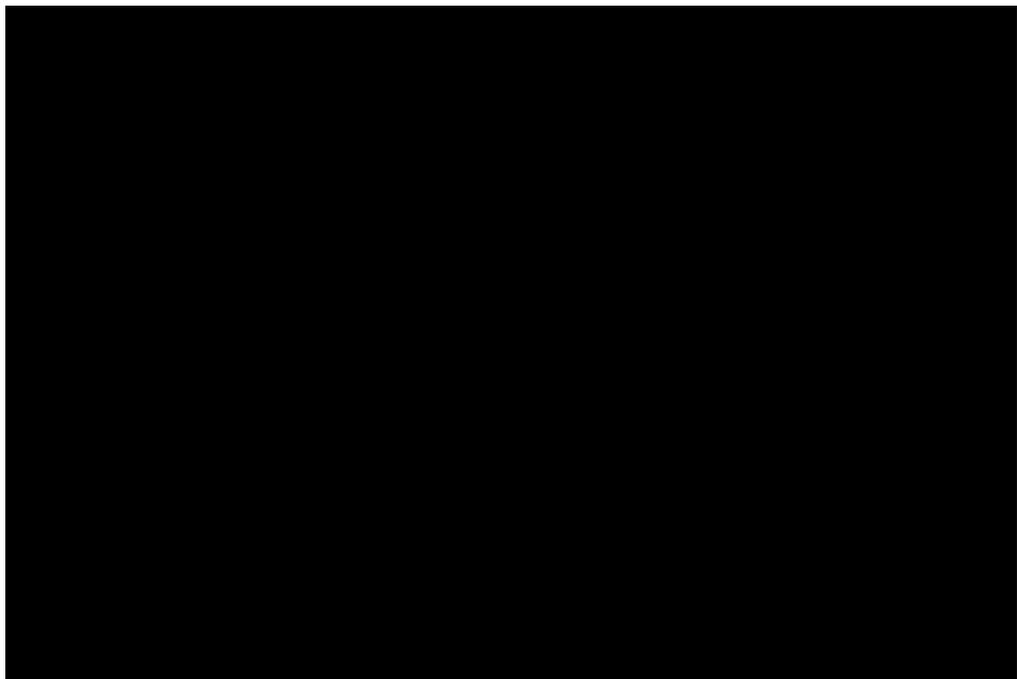
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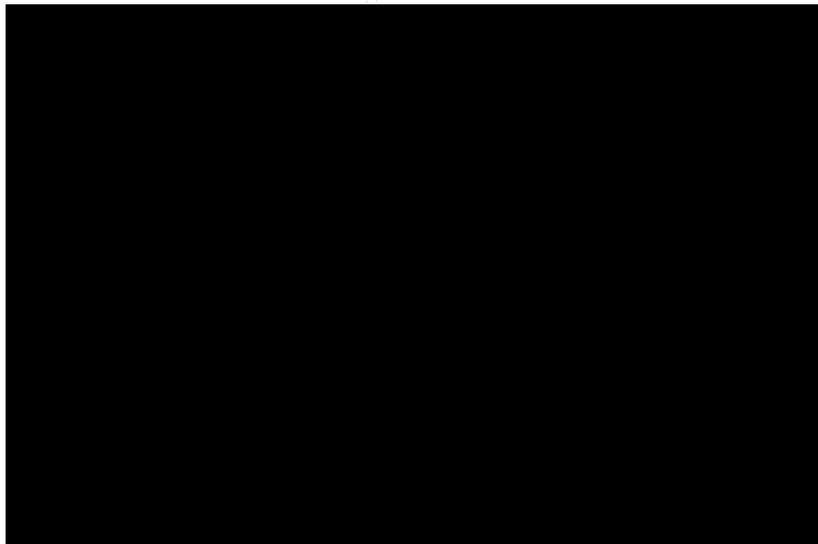
Course Descriptions

Arts and Entrepreneurial Courses



Course Descriptions

Arts and Entrepreneurial Courses





Course Descriptions

Arts and Entrepreneurial Courses



Course Descriptions

Arts and Entrepreneurial Courses

Appendix G

Philosophy/Research In Support Of Educational Program

In this section we propose what we consider the best philosophical, theoretical and empirical foundation upon which to establish a charter school and initiate a systematic effort to build a knowledge base that will be accessible and useful to people in the field. Our presentation will make it immediately apparent that we do not need a “new theory of learning and instruction,” as some have proposed, in order to provide quality education to students in our targeted geographic area. To the contrary, we are convinced that the extensive literature that discusses *Contextual Teaching and Learning* sufficiently supports the educational program of the School of Arts and Enterprise. This broad category of literature includes; [1] the educational philosophies of Dewey (1915 & 1916), Montessori (1912) and Freire (1962); [2] the cognitive theories of Leontiev (1978), Vygotsky (1978) and Piaget (1970a); [3] empirical results reported in the fields of contextual learning and neuroscience and [4] discussions of the project-based learning (PBL) approach that we will implement at the School of Arts and Enterprise. Each of these four areas is presented below. It should be noted that in the PBL section we will include a discussion of how we first applied many of these ideas at an innovative high school in Southern California that delivers its entire standards-based functionally integrated curriculum by means of long-term projects.

Contextual Teaching and Learning: A Theoretical Background for the School of Arts and Enterprise

Early cognitive theories assumed that a cognitive core of knowledge and skills exists in the mind of the individual, independent of context and intention. These theories typically treated cognitive processes rather mechanistically—as the manipulation of symbols inside the mind. Traditional instructional theories grounded in this perspective assumed that concepts and skills can be learned independently and that learning is facilitated by breaking complex tasks into component parts to be taught and practiced in isolation (e.g., Gagne 1985).

More recently, researchers have come to believe that cognition is a much more complex activity than once thought. Knowledge and learning are considered to be *situated* in particular physical and social contexts, challenging the view that knowledge exists in the mind of the individual, independent of its contexts of acquisition and use. Dissatisfied with overly individualistic accounts of learning and knowing, scholars are arguing for the importance of *social* and cultural factors in determining what and how we know and learn. Cognition is viewed, not solely as a property of individuals, but as *distributed or "stretched over"* (Lave 1988) the individual, other persons, and various artifacts such as physical and symbolic tools (Salomon 1993).

Drawing on these more recent conceptualizations, the educational program to be offered at The School of Art and Enterprise is one version of what the education community now generally refers to as “Contextual Teaching and Learning (CT&L).” The CT&L Project Core Team (1997), consisting of faculty and researchers from the Ohio State University and Bowling Green State University has defined Contextual Teaching and Learning as follows:

“Contextual teaching is teaching that enables learning in which pupils employ their academic understandings and abilities in a variety of in-and-out-of-school contexts to solve simulated or real-world problems, both alone and in various dyad and group structures. Activities in which teachers use contextual teaching strategies help students make connections with their roles and responsibilities as family members, citizens, students, and workers.

Learning through and in these kinds of activities is commonly characterized as project-based, problem-based, design-based, work-based, self-regulated, occurring in a variety of contexts including the community and work sites, involving teams or learning groups, and responsive to a host of diverse learner needs and interests. Further, contextual teaching and learning emphasizes higher-level thinking; knowledge transfer; and collection, analysis and synthesis of information and data from multiple sources and viewpoints. Contextual teaching and learning includes authentic assessment that is derived from multiple sources and is ongoing and blended with instruction¹. We believe that this educational approach will enable us to assist all students, especially Latino/a students, to develop high academic competencies.

Broadly summarized, the characteristics of contextual teaching and learning include teaching and learning that:

- is focused on a problem;
- fosters self regulation;
- occurs in multiple settings or contexts;
- anchors teaching and learning in students' diverse life contexts;
- uses teams or interdependent group structures so students can learn from each other; and
- employs authentic assessment and multiple methods of assessing student achievement.

This general approach is not new. Philosophically, it can be traced to Dewey (1916), Montessori (1912), and to Freire (1962). Each of these innovative educational philosophers strongly advocated the view that learning is a very active process that must be linked to the world of the learner's daily life. The evolution of the work of these pioneers has led to the continuing refinement of empirical research and educational practice based upon the so-called "constructivist theories" of learning advocated by Piaget and Vygotsky. Obviously, the literature in this broad field is too expansive to be completely reviewed as a part of this petition. However, Dewey's concept of pragmatics, the cognitive theories of Vygotsky and Leontiev as well as recent research in neuroscience serve as the foundation of our approach. Therefore, each of these approaches will be briefly discussed below.

Philosophical Foundation

In 1916, John Dewey described a method of knowing, one that he termed "pragmatic," as follows:

Its essential feature is to maintain the continuity of knowing with an activity which purposely modifies the environment. It holds that knowledge in its strict sense of something possessed consists of our intellectual resources – of all the habits that render our actions intelligent. Only that which has been organized into our dispositions so as to enable us to adapt the environment to our needs

¹ Project-based and designed-based were not included in the original definition. However, the authors of this petition have taken the liberty of including them in our presentation of the CT&L Partnership's definition since these approaches completely conform to all of the relevant features of their definition. We speculate that these approaches were overlooked in 1997 because the literature that discusses these two approaches is only now beginning to move into the mainstream.

and to adapt our aims and desires to the situation in which we live is really knowledge. Knowledge is not just something which we are now conscious of, but consists of the dispositions we consciously use in understanding what now happens. Knowledge as an act is bringing some of our dispositions to consciousness with a view to straightening out a perplexity, by conceiving the connection between ourselves and the world in which we live.

Primarily on the basis of this concept of “knowing,” Dewey argued that schools should be more like the rest of life – that they should be places where people learn by engaging in meaningful and purposeful activities rather than places where students rehearse abstract content transmitted by teachers and textbooks. Indeed, ever since he presented this argument, a comparatively small segment of educators have been developing opportunities for students to work together to learn information and solve problems.

Learning in Context

For most of this century a number of educators have struggled in various ways with trying to make what children learn in school more accessible and useful in other contexts. Some students, parents, and employers perceive that schools do not teach content that is relevant to the rest of work and life in society. Others feel that “school learning” is too abstract and removed from the rest of life. Concerns such as these have led to the criticism that teachers and schools do not provide students with useful preparation for work and life.

Partially in response to these types of criticisms, the educational research community has seen a renewed interest in how learning in schools might be better contextualized or situated in meaningful settings so that the resultant knowledge is indeed more accessible and useful to students when they leave school. Much of this discussion about context is intertwined with new (or at least revisited) ideas about the nature of cognition and learning. Terms such as situated cognition, authentic activities, distributed cognition, and communities of practice are currently in vogue. All of these concepts are attempts to acknowledge and address the role of context in learning. How, for example can we create in a student’s formal educational experience contexts and experiences that will empower students to be life-long learners and problem-solvers.

Activity Theory

The writers of this petition believe that we have identified one of the most promising theoretical and practical approaches for ensuring that the students of The School of Arts and Enterprise will be life-long learners and successful problem-solvers. We have decided to draw mostly upon the work of two scholars, who clearly participated in creating the foundation for what we today refer to as “contextual teaching and learning,” to support our educational program. We will develop an educational framework closely aligned to the thinking of Vygotsky and Leontiev. These authors worked for many years and published extensively. Collectively, their work has come to be referred to as *Activity Theory* (see Wertsch, 1979). Unfortunately, because of the sheer volume of their original work and the subsequent research it has spawned, it is not possible to provide a comprehensive review as a part of this petition. However, we will briefly present a few of their more central ideas and follow that with a very brief discussion of some of the more recent research that has grown out of Activity Theory. Taken together, these ideas form the theoretical and

empirical foundation for the integrated project-based learning approach that will be used at The School of Arts and Enterprise.

As early as 1928, these cognitive theorists suggested how we could overcome the problem of isolating the teaching of students from the work they will perform and the lives they will lead outside of school. Vygotsky proposed analyzing *activity* as a method of scientific human psychology. Specifically, Vygotsky introduced the concepts of “tooled (instrumental) operations, purposes, zone of proximal development and motivation. Of the four, motivation and zone of proximal development are most important and will be briefly discussed here. He conceptualized motivation as being socially constructed and extrinsic in origin. Later, through interacting with the world around them, certain motives become internalized by the individual. These motives then exist in what Vygotsky termed the “motivational sphere of consciousness.”

Regarding the zone of proximal development Vygotsky proposed the notion that every psychological function in a child’s cultural development appears first at the social level (inter psychologically); that is, children can perform certain tasks in social settings with the help of others. These teaching/learning interactions are characterized theoretically as taking place in a *zone of proximal development*. Later the same functions appear at the psychological level (intra psychologically) and can be independently activated by the individual children.

Specifically, the zone of proximal development (ZPD) is the area that comprises the next closest steps in cognitive development that, with the aid of outside support and/or guidance, students can achieve. For example, with many students the ZPD that follows basic phonics is whole word announcement. With a small amount of outside help, most students are able to make that leap on their own and retain both the skill *and* the sense of personal accomplishment. It is the distance between student’s actual development level, as determined by independent problem solving done under guidance from a more experienced individual or group. The actual development level characterizes cognitive development retrospectively while the zone of proximal development characterizes cognitive development prospectively and also defines those functions that are about to mature.

Leontiev includes and expands upon most of these concepts in his broader conception of activity. As conceived by Leontiev, activity is a general name for the object oriented functioning of the human organism, including the physiological as well as the psychological (in whatever way these are to be distinguished). Activity, according to Leontiev, is non-existent without motive. Anything done, any activity participated in, will have a motive, directly or indirectly. Learning will take place when the motive and the activity are closely related.

Tied closely to the relationship between motive and activity are two other concepts identified by Leontiev that are the centerpiece of our approach, *objective world* and *psychic reflection*. These two concepts are simply based upon the idea that, like in activity, the human being must interact with the world. The world, however, exists both within and outside of our minds. As we develop and learn, the *psychic reflection* – the image of the world we hold inside – must come closer to the *objective world* – the world as it actually exists. This maturation process can also be thought of as the development of the skills of critical thinking and analysis. PBL, discussed in a later section, is a process that capitalizes on this understanding by creating opportunities for students to, through analysis and critical thinking, bring their understanding closer to the reality of the objective world. Now, however, since the modern propositions that cognition and learning are activities that are

situated, social, and distributed are rooted in these earlier Vygotsky and Leontiev concepts and because of the implications of these concepts for classroom practice, we will briefly discuss each of them individually.

The Situated Nature of Cognition. Contemporary cognitive theorists are reconsidering the relationship between knowledge as it exists in the mind of the individual and the situations in which it is acquired and used (Brown, Collins, and Duguid 1989; Bruner 1990; Greeno, Collins, and Resnick 1996; Greeno and the Middle School Mathematics through Applications Project Group 1998).

Theories of situated cognition, which focus explicitly on this relationship, assume that knowledge is inseparable from the contexts and activities within which it develops. These theories posit that the physical and social context in which an activity takes place is an integral part of the activity and that the activity is an integral part of the learning that takes place within it. Thus, every cognitive act must be understood as a specific response to a specific set of circumstances (Resnick 1991). How a person learns a particular set of knowledge and skills and the situation in which a person learns become a fundamental part of what is learned. The "situatedness" of knowledge can be illustrated by the example of young street vendors who are able to perform sophisticated mental computations involving the items being sold but unable to perform similar or simpler computational tasks using the arithmetic procedures taught in school (Carraher, Carraher, and Schliemann 1983). Another example is the tight connection that exists between the mathematics used by workers in a modern dairy and the physical environment in which various dairy items are organized for delivery (Scribner 1984).

The emergence of the situated perspective has prompted renewed consideration of *transfer*—an important educational concept with a long history of debate from both theoretical and practical perspectives. According to traditional cognitive theorists who focus on the transfer of *knowledge* across tasks, transfer can occur only when an individual has developed an abstract representation of the knowledge that can be applied to multiple situations (Anderson, Reder, and Simon 1996, 1997). From the situated perspective, in *contrast*, *participation* in activity systems is key and transfer is possible when key features promoting and hindering participation are similar across situations—whether those situations occur in the school, the community, or the workplace (Greeno 1997; Greeno et al. 1996).

An extensive discussion of transfer is beyond the scope of this petition. It is important to note, however, that ideas about the relationship between traditional cognitive theories and situated cognition are still being developed and that the question of how knowledge transfers to new contexts is currently being debated within the scholarly community. For the purposes of this petition we adopt the view that knowledge and learning are, at least to some extent, situated within specific contexts. When thinking of learning, knowing, and thinking as being situated in contexts, it is important to recognize that these contexts are largely *social*.

The Social Nature of Cognition. The impact of social influences on learning and the social contexts in which learning takes place have received increasing recognition in recent years. Learning—especially learning in school—has traditionally been considered a primarily individual activity in which students acquire, largely through repetition and practice, the knowledge and skills presented by teachers and textbooks. Even in some of the recent works written from a constructivist perspective, learning is regarded as a primarily individual, albeit active enterprise through which

individuals make sense of the world by interpreting events through their existing knowledge and beliefs (Resnick 1991). The assumption that individuals actively construct knowledge is sometimes naively translated into a belief that powerful learning will take place through students' individual efforts to make sense of their experiences and a romantic pedagogical view that the teacher's role is simply one of facilitating students' explorations of the world (Cobb 1994a; Driver, Asoko, Leach, Mortimer, and Scott 1994; Prawat 1992).

Increasingly, however, psychologists and educators are recognizing that the role of others in the learning process goes beyond providing stimulation and encouragement for individual construction of knowledge (Resnick 1991). Rather, interactions with the people in one's environment are major determinants of both what is learned and how learning takes place. This *sociocentric* perspective (Soltis 1981) represents a confluence of ideas from numerous disciplines, including philosophy, anthropology, sociology, psychology, linguistics, and literary theory. In psychology, much of the current emphasis on social aspects of learning and knowing has its basis in the work of Vygotsky (1978) and Leontiev (1978).

From this sociocentric perspective, what we take as knowledge and how we think and express ideas are the products of the interactions of groups of people over time (Soltis 1981). Individuals participate in numerous types of *discourse communities* (Fish 1980; Michaels and O'Connor 1990; Resnick 1991) ranging from scholarly disciplines such as science or history to groups of people sharing a common interest to various workplaces and professions. These discourse communities provide the cognitive tools—ideas, theories, and concepts—that individuals appropriate as their own through their personal efforts to make sense of experiences. An important part of what it means to become competent in a particular domain is to learn the forms of argument and discourse—the accepted ways of reasoning, acting, and valuing—within that disciplinary community. Learning science, for example, entails "entering into a different way of thinking about and explaining the natural world; becoming socialized to a greater or lesser extent into the practices of the scientific community with its particular purposes, ways of seeing, and ways of supporting its knowledge claims" (Driver et al. 1994, p. 8). Similarly, becoming a physician, an accountant, an artist, a chef or an entrepreneur entails learning to think like and with the professionals in the field. Thus, what we learn—what we take as knowledge—is fundamentally social.

The *process* of learning is also social. The role of other people, especially more knowledgeable others such as parents or teachers, varies across views of learning. In the implicit theories of learning that underlie much of traditional school practice, more knowledgeable others (i.e., teachers) typically are viewed as a source of the knowledge that is presented or transmitted to learners. From an individual constructivist perspective, interactions with other people are a source of dis-equilibration (Piaget 1985), the driving force for individual development. In contrast, sociocultural theorists conceptualize learning as participating more fully in the discourse and practices of a particular community while simultaneously contributing to the growth and change of that community (e.g., Cobb 1994b). From this view, learning is as much a matter of enculturation into a community's ways of thinking and dispositions as it is a result of explicit instruction in specific concepts, skills, and procedures (Driver et al. 1994; Resnick 1988; Schoenfeld 1992). Individuals learn by participating in the activities of a community along with more knowledgeable members, appropriating for themselves new understandings and ways of thinking. At the same time, these individuals influence the understandings and practices of the community. The image of teacher as presenter of information or stimulator of individual thinking is replaced by images of the teacher as coach, mentor, or master craftsperson working alongside an apprentice. The latter

images underscore the fact that, in the world outside of school, thinking, knowing, and learning are often collaborative or, to put it another way, *distributed* across people and their environments.

The Distributed Nature of Cognition. Because intelligent activities are often collaborative rather than solo performances and because they often depend on resources beyond the individuals themselves (such as physical tools and notational systems), many researchers have focused on cognition as an activity that is distributed or "stretched over" the individual, other persons, and symbolic and physical environments (Lave 1988; Pea 1993).

The distributed nature of cognition has been illustrated by Hutchins (1990, 1991), who described the navigation of a U.S. Navy ship—a task so complex that no one individual involved in performing it had the knowledge and skills to complete it alone. Instead, six people with three different job descriptions were involved in piloting the ship out of the harbor. Two people on the deck took visual sightings. Two others relayed the readings to specialists on the bridge: one specialist recorded readings in a book while the other plotted the ship's position on a navigational chart and projected where it would be at the next sighting. The resultant information was used to decide what landmarks should be sighted next by the people on the deck. This distribution of cognition across people made it possible for the crew to accomplish cognitive tasks beyond the capabilities of any individual member.

It is important to note, however, that the team involved in navigating the ship did not possess all the knowledge essential to the navigational tasks at hand. Some of that knowledge was built into various sophisticated tools. As this example illustrates, cognition is sometimes distributed not only across persons but sometimes across persons and tools. Resnick (1987) focused on the changing distribution of knowledge between people and their tools by tracing the history of the compass. Before the invention of the compass, sailors navigated by the stars, locating constellations in the sky and performing complex geometric calculations to get their bearings. Simple magnetic compasses eliminated the need for some of these calculations, and as compasses became more sophisticated, additional computational work was eliminated. Today, essentially all needed computations are performed by gyrocompasses; most cognitive tasks involved in navigating have been shifted from sailors to their tools. As these examples from the domain of navigation illustrate, some tools do not merely enhance cognition, they transform it. Thus, as Pea (1993) has argued, the distribution of cognition across persons and tools should be seen as expansion rather than reallocation; by distributing cognition, we expand a system's capacity for innovation and invention.

The research on the situated, social, and distributed nature of cognition has important implications for classrooms and teachers. Viewing cognition as situated implies that students should learn knowledge and skills in meaningful contexts. The implication of the notion of cognition as a social activity is that students must be prepared to participate in various communities. The implication of research on the distributed nature of cognition is that classroom environments should be more reflective of the distributed cognitive activities that occur outside the school environment and prepare students to work with the people, tools, and technologies encountered in the modern workplace.

Curriculum Integration

In general curriculum integration involves an effort by teachers to *bring together* the various disciplinary perspectives and focus them on the investigation of a theme, issue, or a problem.

Specifically, Perkins (1990) has defined curriculum integration as “curriculum designed so that related concepts, generalizations, concepts and/or processes are brought together and organized for learners.”

A review of the literature on curriculum integration reveals that it is an important but largely underused element in the education of America’s children. For example, a study conducted by Jacobs (1989) suggests that integration prevents the fragmentation of curriculum. Additionally, Jacobs reports that when curriculum is integrated, students can see and understand the connections between academic subjects and how the learning is relevant to life. Also, students are more likely to make connections and transfer between contexts that seem quite separate.

Moving beyond research in classroom settings, neuroscience is beginning to make it clear to all of us that integrated curriculum approaches to educating our children is consistent with the way that the human brain prefers to function. Indeed, neuroscience is now telling us that the complexity that exists in our everyday surroundings is a very nice match for the way that our brains routinely work. Research conducted by Kotulak (1996) and Kuhl (1994) has shown that the human brain has a *plasticity* that allows it to grow and adapt to environmental stimuli. This plasticity means that human beings learn most what is most meaningful to us. Conversely, new material for which there is no connection is discarded. If an emotional connection is made in learning, that new material is reinforced. This conclusion is supported by Caine and Caine (1991) who report that the brain looks for meaning in experience by searching for common patterns and connections.

As a race, we humans are conditioned to remember things that are important to remember – don’t touch a hot stove, look both ways while crossing a street – and what is important to remember are the things that are discovered by us in situations where the content of the knowledge is coupled with experience. We may be told numerous times as children to pay attention in school, but it is only when we realize for ourselves through some event or series of events (hopefully before it is too late) that school is important that we actually do so. Logically, if this is the way that connections are made and retained within the human brain, then learning that is done in a complex, real-world, environment will be retained at a higher rate than learning that is discrete.

The simple concept outlined above clearly suggests that the tendencies of the brain to consider the entire experience, and to search for meaningful patterns, call for a thematic and/or integrated curriculum approach to instruction. This instruction must be both complex and functional. If we are to follow this new course then students must have hands-on experience with what they are expected to learn and the opportunity to engage in dialogue with other people.

Project Based Learning

A recent “Review of Research on Project-Based Learning” (Thomas, 2000) suggests this teaching and learning method may be especially adapted to serving disaffected and underachieving learners by making, for example, mathematics more relevant and accessible as a “dynamic, flexible” subject, rather than a “rule-bound” one of little practical use. The review shows special benefits to urban, disadvantaged youth in general and girls in particular, who tend to find conventional, textbook-based schooling and especially math to be “boring and tedious”.

This same review suggests that projects are a desirable way to engage the interest and attention of students and to facilitate students in actually learning more and more effectively than when they are

taught within more traditional systems of education. Thomas reports several studies that indicate students also believe that project based learning is beneficial and effective as an instructional method. He goes on to report that researchers have identified several other benefits of PBL. For example;

- PBL contributes to enhanced professionalism and collaboration on the part of teachers and increased attendance, self-reliance, and improved attitudes towards learning on the part of students.
- PBL seems to be equivalent or slightly better than other models of instruction for producing gains in general academic achievement and for developing lower-level cognitive skills in traditional subject matter areas.
- PBL, in comparison to other instructional methods, has value for enhancing the *quality* of students learning in subject matter areas, leading to the tentative claim that learning higher-level cognitive skills via PBL is associated with increased capability on the part of students for applying those skills in novel, problem-solving contexts.
- PBL is an effective method for teaching students complex processes and procedures such as planning, communicating, problem solving, and decision making

Appendix H

**The School of Arts and Enterprise
School Calendar and Instructional Minutes
Fiscal Year 2015-2016**

First Teacher Work Day August 10, 2015	Last Teacher Work Day June 13, 2016	Total Teacher Work Days 195
First Day of School August 17, 2015	Last day of School June 7, 2016	Total Instructional Days 182

School Holidays (No School)

September 7, 2015	Labor Day
November 11, 2015	Veterans Day
November 23-27	Thanksgiving Day
December 21-31	Winter Break
January 1	New Year's Day
January 18	Martin Luther King Day
February 12 & 15	President 's Days
March 28 - April 1	Spring Break
May 30, 2016	Memorial Day

Semester Endings

Semester 1 - August 17 - December 18, 2015

Semester 2 - January 4 - June 7, 2016

Staff Development In Service Days (Pupil Free)- Days

August 31, 2015	January 11, 2016
November 16, 2015	March 21, 2016

Middle School	Days	Instruction Minutes	High School	Days	Instructional Minutes
Full days	146	54312	Full days	146	55626
Late Start	29	9570	Late Start	29	10005
Minimum days	7	1505	Minimum days	7	1491
Total	182	65387		182	67122

Appendix I

**The School of Arts and Enterprise
Professional Development Plan 2015-17**

As per our WASC Action Plan, the school has committed to focus Professional Development on the following:

Common Core State Standards training

- Our school has adopted several literacy strategies-annotation, word walls, S.E.E. Writing Method (Statement, Evidence, Explanation)
- Understanding and using various Depth of Knowledge levels
- Questioning
- How to design assessments

Technology training for teachers

- Using Illuminate
- Google Drive for teachers and classrooms
- Apps for instruction

Continued support on Project Based Learning and Instruction

- Integrated project design and curriculum writing
- Differentiation
- Complex Instruction
- Peer observations and feedback

Meeting the needs of diverse learners

- ELL support and instruction
- SDAIE
- Foster youth support
- Culturally Responsive Teaching
- Analyzing student work to drive instruction
 - benchmarks and assessment data

Appendix J

1853341



State
of
California
OFFICE OF THE SECRETARY OF STATE

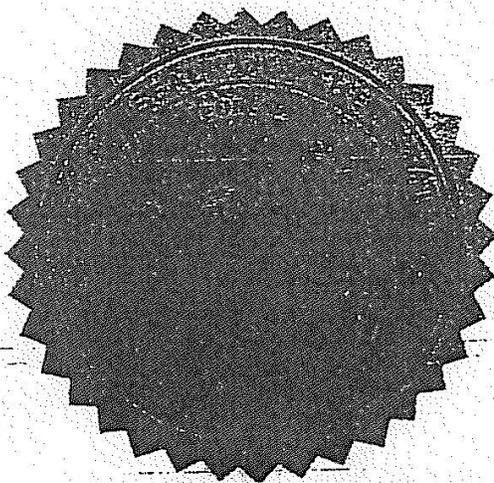
CORPORATION DIVISION

I, *MARCH FONG EU*, Secretary of State of the State of California, hereby certify:

That the annexed transcript has been compared with the corporate record on file in this office, of which it purports to be a copy, and that same is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this

MAR - 1 1993



March Fong Eu

Secretary of State

*Exhibit attached to
Certificate of Incorporation
of [illegible]
and [illegible]*

1853341 ENDORSED
FILED

In the office of the Secretary of State
of the State of California

FEB 24 1993

MARCH FONG EU, Secretary of State

ARTICLES OF INCORPORATION

OF

THE HAVEN GALLERY

I. NAME

The name of the corporation is THE HAVEN GALLERY.

II. PURPOSES

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes. The public purposes of the corporation are to operate a nonprofit organization for the advancement of minority and local artists in the visual and performing arts. This association shall not, except to an insubstantial degree, engage in

any activities that are not in furtherance of the primary purposes of the association. This organization is organized exclusively for charitable purposes within the meaning section 501 (c) (3) of the Internal Revenue Code.

III. INITIAL AGENT FOR SERVICE OF PROCESS

The name of the initial agent of the corporation for service of process is KENNETH GREGORY BENCOMO whose complete business address is 296 West 2nd St., Pomona, CA. 91766.

IV. BYLAW PROVISIONS

(a) Directors. The manner in which Directors shall be chosen and removed from office, their qualifications, powers, duties, compensation, and tenure of office, the manner of filling vacancies on the Board, and the manner of calling and holding meetings of Directors, shall be as stated in the Bylaws.

(b) Members. The authorized number, if any, and qualifications of members of the corporation, the filing of vacancies, the different classes of membership, if any, the property, voting, and other rights and privileges of members, and their liability to dues and assessments and the method of collection, and the termination and transfer of membership shall be as stated in the Bylaws.

V. DEDICATION AND DISSOLUTION

(a) The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this organization shall ever inure to the benefit of any director, officer, or member thereof, or to the benefit of any private persons.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes and which has established its tax-exempt status under Internal Revenue Code Section 501 (c) (3).

(c) If this corporation holds any assets on trust, or the corporation is formed for charitable purposes, such assets shall be disposed of in such manner as may be directed by decree of the Superior Court of the county in which the corporation has its principal office, on petition therefore by the Attorney General or by any person concerned in the liquidation, in a proceeding to which the Attorney General is a party.

VI. STATEMENT OF NONPARTICIPATION

No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate

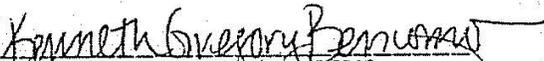
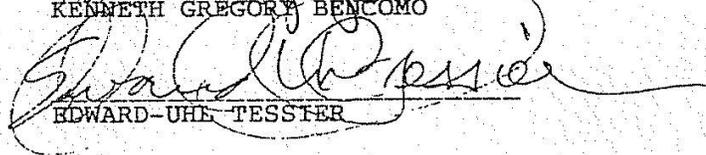
for public office.

VII.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501 (c) (3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United State Internal Revenue law) or (b) by a corporation contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue law).

Dated: 10 20 92

INCORPORATORS


KENNETH GREGORY BENCOMO

EDWARD-UHE TESSTER

DECLARATION

We are the persons whose names are subscribed below. We collectively are all of the incorporators of THE HAVEN GALLERY, and we have executed these Articles of Incorporation. The foregoing Articles of Incorporation are our act and deed, joint and severally.

Executed on October 20, 1992 at Pomona, California.

BYLAWS OF THE HAVEN GALLERY

ARTICLE I. Offices

The principal office of the corporation in the State of California shall be located in the City of Pomona, County of Los Angeles. The corporation may have such other offices, within the State of California, as the board of directors may determine or as the affairs of the corporation may require from time to time. The corporation shall have and continuously maintain in the State of California an agent for service of process.

ARTICLE II. Board of Directors

Section 1. General and Specific Purposes. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes. The specific purposes of the corporation are the development, management and advancement of a charter school for the arts – The School of Arts and Enterprise – and to support the advancement of youth, minority and local artists in the visual and performing arts. This corporation shall not, except to an insubstantial degree, engage in any activities that are not in furtherance of the specific purposes of the corporation. This corporation is organized exclusively for charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 2. General Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 3. Specific Powers. Without prejudice to the general powers set forth in Section 2 of these bylaws, but subject to the same limitations, the Board shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 4. Number, Tenure and Qualifications. The number of directors shall be nine (9) voting members and shall include the following:

- At least one (1) teacher representative;
- At least one (1) parent representative;
- At least one (1) community representative;
- A faculty representative from the Charter College of Education at CSULA;
- A representative from Western University.

Each director shall be elected by a simple majority vote of the current Board members. Each director shall hold office until the next annual meeting of members and until his successor shall have been elected and qualified.

Section 5. Restriction on Interested Persons as Directors. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 6. Place of Board Meetings. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance

with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 7. Regular meetings. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy-two (72) hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 8. Special meetings. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 9. Notice of Special Meetings. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 10. Teleconference Meetings. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of

- the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
 - c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
 - d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
 - e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
 - f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 11. Quorum. A majority of the board of directors then in office shall constitute a quorum for the transaction of business. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board of Directors. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Section 12. Adjournment. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 13. Manner of Acting. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the board of directors, unless the act of a greater number is required by law or by these bylaws.

Section 14. Vacancies. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) termination of employment with the Charter School.

Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 15. Resignation of Directors. Except as provided below in Section 16, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 16. Director May Not Resign If No Director Remains. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 17. Removal of Directors. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 14 of this Article.

Section 18. Compensation. Directors as such shall not receive any stated salaries for their services, but by resolution of the board of directors a fixed sum and expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the board; but nothing herein contained shall be construed to preclude any director from serving the corporation in any other capacity and receiving compensation therefore.

Section 19. Non-Liability of Directors. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 20. Compliance with Laws Governing Student Records. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE III. Officers

Section 1. Officers. The officers of the corporation shall be a president, one or more vice-presidents (the number thereof to be determined by the board of directors), a secretary, a treasurer and such other officers as may be elected in accordance with the provisions of this article. The board of directors may elect or appoint such other officers, including one or more assistant secretaries and one or more assistant treasurers, as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the board of directors. Any two or more offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as either the president or chairman of the board.

Section 2. Election and Term of office. The officers of the corporation shall be elected annually by the board of directors at the regular annual meeting of the board of directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. New offices may be created and filled at any meeting of the board of directors. Officers shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 3. Removal. Any officer elected or appointed by the board of directors may be removed by the board of directors whenever in its judgment the best interests of the corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any of the officer to be removed.

Section 4. Resignation of Officers. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 5. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the board of directors for the unexpired portion of the term.

Section 6. President. The president shall be the principal executive officer of the corporation and shall in general supervise and control all of the business and affairs of the corporation; and in general she shall perform all duties incident to the office of president and such other duties as may be prescribed by the board of directors from time to time.

Section 7. Vice-President. In the absence of the president or in event of her inability or refusal to act, the vice-president (or in the event there be more than one vice-president, the vice-presidents in the order of this election) shall perform the duties of the president, and when so acting, shall have all the powers of and be subject to all the restrictions upon the president. Any vice-president shall perform such other duties as from time to time may be assigned to him by the president or by the board of directors.

Section 8. Treasurer. If required by the board of directors, the treasurer shall give a bond for the faithful discharge of his duties in such sum and with such surety or sureties as the board of directors shall determine. She shall have charge and custody of and be responsible for all funds and securities of the corporation; receive and give receipts for moneys due and payable to the corporation from any source whatsoever, and deposit all such moneys in the name of the corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article VII of these bylaws; and in general perform all the duties incident to the office of treasurer and such other duties as from time to time may be assigned to him by the president or by the board of directors.

Section 9. Secretary. The secretary shall keep the minutes of the meetings of the members of the board of directors in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; be custodian of the corporate records and of the seal of the corporation and see that the seal of the corporation is affixed to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with the provisions of these bylaws; keep a register of the post office address of each member which shall be furnished to the secretary by such member; and in general perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to him by the president or by the board of directors.

ARTICLE IV. Committees

Section 1. Committees of Directors. The board of directors, by resolution adopted by a majority of the directors in office, may designate and appoint one or more committees, to the extent provided in said resolution, shall have an exercise the authority of the board of directors in the management of the corporation; provided, however, that no such committee shall have the authority of the board of directors in reference to amending, altering or repealing the bylaws; electing, appointing or removing any member of any such committee or any director or officer of the corporation; amending the articles of incorporation; adopting a plan of merger or adopting a plan of consolidation with another corporation; authorizing the sale, lease, exchange or mortgage of all or substantially all of the property and assets of the corporation; authorizing the sale, lease, exchange or mortgage of all or substantially all of the property and assets of the corporation; authorizing the voluntary dissolution of the corporation or revoking proceedings therefore; adopting a plan for the distribution of the assets of the corporation; or amending, altering or repealing any resolution of the board of directors which by its terms provides that it shall not be amended, altered or repealed by such committee. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the board of directors, or any individual director, of any responsibility imposed upon it or him by law.

Section 2. Other Committee. Other committees not having and exercising the authority of the board of directors in the management of the corporation may be designated by a resolution adopted by a majority of the directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolution, members of each such committee shall be members of the corporation, and the president of the corporation by the person or persons

authority to appoint such member whenever in their judgment the best interests of the corporation shall be served by such removal.

Section 3. Term of Office. Each member of a committee shall continue as such until the next annual meeting of the members of the corporation and until his successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 4. Chairman. One member of each committee shall be appointed chairman by the person or persons authorized to appoint the members thereof.

Section 5. Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 6. Quorum. Unless otherwise provided in the resolution of the board of directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 7. Rules. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

ARTICLE V.

Contracts, Checks, Deposits, Funds and Loans

Section 1. Contracts. The board of directors may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, etc. All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents of the corporation and in such manner as shall from time to time be determined by resolution of the board of directors. In the absence of such determination by the board of directors, such instruments shall be signed by the treasurer or an assistant treasurer and countersigned by the president or a vice-president of the corporation.

Section 3. Deposits. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the board of directors may select.

Section 4. Gifts. The board of directors may accept on behalf of the corporation any contribution, gift, bequest or devise of the general purposes or for any special purpose of the corporation.

Section 5. Contracts With Directors. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

- a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.
- b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

Section 6. Contracts With Non-Director Designated Employees. The corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in The School of the Arts and Enterprise Conflict of Interest Policy have been fulfilled.

Section 7. Loans to Directors and Officers. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE VI. Indemnification

To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE VII. Insurance

This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

ARTICLE VIII. Corporate Records

Section 1. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

Section 2. **Directors' Right to Inspect.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 3. **Accounting Records and Minutes.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 4. **Maintenance and Inspection of Articles and Bylaws.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE IX. Required Reports

Section 1. **Annual Reports.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. Annual Statement of Certain Transactions and Indemnifications. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE X.
Fiscal year

The fiscal year of the corporation shall begin on the first day of July and end on the last day of June in each year.

ARTICLE XI.
Amendments to Bylaws

These bylaws may be altered, amended or repealed and new bylaws may be adopted by a majority of the directors present at any properly noticed regular or special meeting.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of The Haven Gallery, a California nonprofit public benefit corporation; that these bylaws are the bylaws of this corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California

_____, Secretary

THE SCHOOL OF THE ARTS AND ENTERPRISE

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Board of Directors of The Haven Gallery, a nonprofit public benefit corporation operating The School of the Arts and Enterprise (“Charter School”) hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of the Charter School, as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing officer shall make and retain a copy of the Statement and forward the original to the Los Angeles County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).
 - A. Members of the Governing Board
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (President, Treasurer, Secretary)
 - D. Director of Charter School
 - E. Operations Manager of Charter School
 - F. Consultants²

² The Charter School Director may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Director’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Director. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Director. Investments include the interests described in Category 1.

Appendix K

The School of Arts and Enterprise

Unlocking your creative excellence!

2015-16 Student-Parent Handbook



Main Campus

295 N. Garey Ave. Pomona, CA 91767

(909) 622-0699

Fax (909) 620-1018

www.TheSAE.k12.ca.us

DTC (Downtown Center) Campus

300 W. Second St. Pomona, CA 91766

(909) 620-1196

Fax (909) 620-1018

Middle School Campus

375 S. Main St.

Pomona, CA 91766

(909) 436-1005

Fax (909) 436-1357

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Mission Statement

To create accomplished life-long learners, The SAE's standard-aligned, college-preparatory school program emphasizes arts and business through innovative project-based learning.

PHILOSOPHY, GOALS AND OBJECTIVES

The Governing Board and staff of the School of Arts and Enterprise (The SAE) believes that the effectiveness of the educational program of the school depends fundamentally upon a sound philosophic base, a set of agreed upon goals and detailed objectives consistent with these goals.

Education is the life-long development and cultivation of the mind, body and character. The School of Arts and Enterprise and its Board work to provide the best possible educational opportunities for its community. The SAE emphasizes education of the whole person by promoting intellectual, emotional, physical and social growth upon which each student may build his or her future. Students are treated as individuals and develop the skills of a responsible member of a democratic society and changing world.

An educated person in the 21st century will have accumulated a large base of global knowledge upon which to build in order to achieve success in a highly technical and sophisticated society. The global economy and international interdependence will demand a strong knowledge of information technology. A core of knowledge in the subjects of language arts, math, geography, history, science, art and entrepreneurship will be basic requirements. The ability to work well in teams, think critically and creatively, solve complex problems, communicate effectively, and employ the skills of a life-long learner will also be essential for success in the workplace. Such knowledge must enjoy synergy and successful learners will be able to combine the core knowledge with artistic understanding, and the ability to collaborate efficiently with others. Finally, an educated person in the 21st century will understand the need for civic responsibility and social justice.

Students come to schools at different levels of development and with a variety of experiences. They learn at different rates and in different ways. The School of Arts and Enterprise shall provide an educational experience that allows for these individual differences and ensure that each student has an equal opportunity to reach his or her full potential.

Personnel Roster

Administrative Personnel

<i>Name</i>	<i>Subject</i>	<i>Email</i>
Lucille Berger	Executive Director	lberger@thesae.k12.ca.us
Germaine Nesbitt	Director	gnesbitt@thesae.k12.ca.us
Laureen Adams-Lateef, Ph.D	Assistant Principal of Instruction and Curriculum	ladams@thesae.k12.ca.us
Ken Bencomo	Assistant Principal Arts and Facilities	kbencomo@thesae.k12.ca.us
Sue Griffin	Assistant Principal Student Services	sgriffin@thesae.k12.ca.us
Johnny Anderson	Assistant Principal Student Services	janderson@thesae.k12.ca.us
Angelica Esquivel	High School Counselor	aesquivel@thesae.k12.ca.us
Alyssa Campos	Middle School Counselor	acampos@thesae.k12.ca.us
Paul Treesuwan	Teacher on Special Assignment	ptreesuwan@thesae.k12.ca.us

Main Campus Office Staff

<i>Name</i>	<i>Title</i>	<i>Email</i>
Melanie Navarro	Executive Assistant	mnavarro@thesae.k12.ca.us
Melissa Corral	Administrative Assistant	mcorral@thesae.k12.ca.us
Irma Balandra	Registrar	ibalandra@thesae.k12.ca.us
Brenda Garcia	Office Assistant	bgarcia@thesae.k12.ca.us
John Pickard	Security – Lead	jpickard@thesae.k12.ca.us
Leo Villafuerte	Maintenance	

Faculty Main Campus

<i>Name</i>	<i>Subject</i>	<i>Email</i>
Daniel Ambrosini	Music - Instrumental	dambrosini@thesae.k12.ca.us
Todd Barber	Resource Specialist	tbarber@thesae.k12.ca.us
Scott Carri	Physical Education	scarri@thesae.k12.ca.us
Alicia Castillo	9 th Biology	acastillo@thesae.k12.ca.us
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Michael Foust	Spanish	mfoust@thesae.k12.ca.us
James Granger	10 th Physics	jgranger@thesae.k12.ca.us
Kayla Gray	9 th English	kgray@thesae.k12.ca.us
Ariel Heyman	11 th AP Environmental Science	aheyman@thesae.k12.ca.us
Sean Kerr	Instructional Aide/RSP	skerr@thesae.k12.ca.us
Maria Kimura	Spanish	mkimura@thesae.k12.ca.us
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Claudia Mendez	Resource Specialist	cmendez@thesae.k12.ca.us
Robert Peeke	11 th US History	rpeeke@thesae.k12.ca.us
Emmanuel Puyat	11 th Intergrated Math III	epuyat@thesae.k12.ca.us
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Brittney Rodriguez	11 th English	brodriguez@thesae.k12.ca.us
Gabe Romero	10 th World History	gromero@thesae.k12.ca.us
Danielle San Paolo	Dance	dsanpaolo@thesae.k12.ca.us

DTC Office Staff / Senior Campus

<i>Name</i>	<i>Subject</i>	<i>Email</i>
Tricia Manzo	Admissions and Outreach Coordinator	tmanzo@thesae.k12.ca.us
Uyen Bui	Administrative Assistant	ubui@thesae.k12.ca.us

Faculty DTC / Senior Campus

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Phil Miller	Theater	pmiller@thesae.k12.ca.us
Jazmin Villalpando	12 th Gov't/Econ	jvillalpando@thesae.k12.ca.us

Middle School Office Staff

<i>Name</i>	<i>Title</i>	<i>Email</i>
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Lillian Orta	Administrative Assistant/Food Services	lorta@thesae.k12.ca.us
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Robert Elliot	Security	relliot@thesae.k12.ca.us

Middle School Faculty

<i>Name</i>	<i>Subject</i>	<i>Email</i>
Ruth Alvarez	8 th Science	ralvarez@thesae.k12.ca.us
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The SAE Bell Schedule 2015- 2016

<u>High School Full Day</u>		<u>Middle School Full Day</u>	
Time	Period	Time	Period
8:10 - 9:40	Block 1/2	8:10 - 9:01	Block 1
9:40 - 9:51	NUTRITION	9:01 - 9:11	Nutrition
9:51 - 9:58	Passing	9:14 - 10:05	Block 2
9:58 - 11:28	Block 3/4	10:08 - 10:59	Passing
11:28 - 11:58	LUNCH	10:08 - 10:59	Block 3
11:58 - 12:05	Passing	11:49 - 12:19	1st LUNCH
12:05 - 1:35	Block 5/6	11:32 - 12:23	Block 4 - 1st Lunch
1:35 - 1:42	Passing	11:02 - 11:53	Block 4 - 2nd Lunch
1:42 - 3:12	Block 7/8	11:53 - 12:23	2nd LUNCH
		12:23 - 12:26	Passing
		12:26 - 1:17	Block 5
		1:17 - 1:20	Passing
		1:20 - 2:11	Block 6
		2:11 - 2:14	Passing
		2:14 - 3:05	Block 7
		-	
		<u>Late Start - Monday</u>	
		Time	Period
		9:00 - 9:45	Block 1
		9:45 - 9:48	Passing
		9:48 - 10:33	Block 2
		10:33 - 10:36	Passing
		10:36 - 11:21	Block 3
		11:21 - 11:51	1st LUNCH
		11:54 - 12:39	Block 4 - 1st Lunch
		11:24 - 12:09	Block 4 - 2nd Lunch
		12:09 - 12:39	2nd LUNCH
		12:39 - 12:42	Passing
		12:42 - 1:27	Block 5
		1:27 - 1:30	Passing
		1:30 - 2:15	Block 6
		2:15 - 2:18	Passing
		2:18 - 3:03	Block 7

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 Citizen

Instructors, administrators, staff, and students at The SAE are committed to maintaining a safe, nurturing, rewarding, and respectful community for exploration and discovery. Each student's attitude and behavior directly impacts both The SAE and downtown communities. No matter where a student goes on or off campus, each student is a representative of The SAE. It is expected that students will exercise wise judgment in both words and actions at all times and hold themselves, and one another, to a high standard academically, socially, ethically, and artistically. Students, after all, are also citizens of our community.

Respect for All Living Things

Respect is displayed through courtesy, consideration, and common sense. Faculty and staff requests should be obeyed graciously.

Respect for the Property of Others

Buildings, books, and materials are to be treated with care and the engagement of academic honesty is important.

Respect for the Environment

Trash should be recycled whenever possible or thrown in the proper waste container. The community is ours and care must be taken to ensure its beauty.

Following Class Policies

This is done by actively listening to others and not interrupting when others are speaking, presenting, or performing. Courtesy begins with each individual. The standard is set high for academic, social, and artistic performance.

Appreciation for the Views of Others

Remember that others possess a variety of opinions and worldviews that may be different from your own. Harassment is not tolerated. Understanding and appreciation of others' views is a chance to learn, change, and grow.

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.

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:

4 or 3.5=Advanced

3=Proficient

2.5=Approaching Proficient

2=Basic

1.5 or 1=Below Basic

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.

Formative Assessments are given during the instructional process and are usually less formal in nature: quizzes, oral quizzes, discussion responses, exit tickets, and demonstrations are examples. These tell a teacher how students are progressing toward the learning goals and help students understand and track their progress as well.

Summative Assessments are longer and more formal in nature: tests, presentations, essays, and performances are often used as summative assessments. Summative assessments are given at the end of units to determine what a student knows and is able to do, after the main instruction has concluded.

Common Misconceptions about Mastery Learning

Key aspects of mastery learning can sometimes be simplified to the point of not being correct. It is important to clearly explain the concept of mastery learning to students, and to reinforce the aspects of mastery learning consistently throughout the school year.

Some examples of common misconceptions about mastery learning include:

- ***“Only tests count toward my grade.”*** – Teachers will use multiple summative assessments (e.g., traditional tests, essays, reports, performance assessments, projects, oral examinations) to measure student proficiency. Formative assessments drive student learning and summative assessments display what they know.
- ***“I don’t need to do classwork or homework anymore because they don’t count toward my grade.”*** – Mastery Learning is about student depth of understanding. This is achieved through different kinds of evaluations. Homework and classwork can be summative or formative assessments, depending on the teacher’s discretion and needs of the students. Both homework and classwork will be entered into gradebooks and be a part of the final grade evaluation.
- ***“I can turn in work late/I have as many chances as I want to re-try completing summative assessments.”*** – Summative assessments are the final measure of student proficiency levels. Students who do not turn in summative assessments will be assigned ‘incomplete’ for that assignment. ‘Incomplete’ assignments are equivalent to zeros and will be changed to failing grades at the end of a semester. Students should have at least one additional opportunity

(after re-teaching) to demonstrate their proficiency on the standards in which they are not initially proficient.

Students will be given an appropriate time period, not to exceed two weeks, to re-take summative assessments. Please refer to grade-level policy. The assessments will not be the same, based on teacher discretion, but will evaluate the same standards taught.

- ***“I don’t test well, so I won’t perform well under this system.”*** – Mastery learning focuses students on learning and demonstrating their proficiency in the standards. Students generally do not test well because they have been focused on completing work quickly rather than taking the time to learn the material. The diversity of assessment types works in favor of students who are challenged with test taking.

Final Course Mark Grade Scale for Mastery Learning

Final grades are determined by the amount of standards that are mastered, not by the average grade of assignments completed. Because each assignment is evaluated using 4 points (possibly with .5 increments), the percentage scale for the final course mark then changes to more closely match that students must be proficient in at least some standards in order to be prepared to move to the next level of the course or to be college-ready. This is why the percentage value for a C or better begins at 55%. In order for a student to get an average of 55% or better across all the standards in the course, they must receive a 2.5 or 3 (Approaching Proficient or Proficient) on some of the standards. Students who score only 2 out of 4 on all standards in the course are at a Basic level, which means that they have not yet mastered enough of the skills or knowledge to move on to the next level of course work and/or be successful in college. 21st century learning is a key part of student success and UNLOCK skills assessment will also be a part of a student’s final grade.

Please Note: Students must complete formative assessments to be eligible to take summative assessment.

A 85-100%
B 70-84%
C 55-69%
No Credit (Fail) 0-54%

The SAE does NOT allow a D to be used as a final course mark because we are a college preparatory school and a D is not an acceptable grade for college preparatory course work.

21st Century Learning is an important part of educating students for college and career readiness. The UNLOCK skills will be assessed and be a part of the final grade in students' academic courses.

A Note on Quarterly Progress Reporting for Mastery Learning

Please note that in the Mastery Learning model, a student's grade shows the level of Mastery they have achieved on specific standards in that content area.

It is NOT necessarily an indication of how hard a student is working or how well they behave in class.

If a student is failing (below 55%) for the overall course at the quarter, please refer to the individual progress report or grade book entries from that teacher in the online portal to see which standards the student needs more practice or help with during tutoring. (If you have trouble accessing the online portal, please call The SAE main office for assistance.)

It is entirely appropriate that the student may not yet have a passing grade because the course is only half over at the quarter progress report. Mastering knowledge and skills happens over time, with many opportunities for application and practice. Students will have opportunities to retake assessments and therefore show their mastery of skills and knowledge as the semester continues. Please refer to teachers' grade level policy for retakes.

Mastery Learning hugely improves student success in high school, and preparation for college; based on research, Mastery Learning makes a difference in students' lives.

- Ask students each day about what standards were covered in their classes.
- Ask students when their next summative (end of unit) assessments will be.
- Ask students to tell you their proficiency level on the standards for their classes.
- Ask students to review at home the standards that they are the weakest in.
- Ask students to show you evidence that they are proficient at a standard.

Please contact us for further explanation or examples of your child's progress or the Mastery Learning process.

Attendance Policy

Student success is directly correlated to consistent and punctual attendance in class and school-related events. Students with good attendance records achieve higher grades, are more successful in their pursuit of higher education, and are more employable after leaving school. The SAE expects that every pupil shall attend school punctually, and regularly, and conform to the regulations of the school. It is the policy of The SAE that students attend class regularly; that work missed because of school-related activities or illness be promptly made up; that truancy is unacceptable; and that other absences approved by the parent/legal guardian be minimized or avoided whenever possible. ***Excessive absences and/or tardies can be reason to dismiss a student from The SAE.***

Truancies and Tardies with Consequences

Policies regarding truancy, tardiness, and other situations are in effect for all classes. The SAE students must be mindful of their attendance practices for both academic achievement and reasons of safety and accountability. In order to cultivate successful attendance practices, students will observe the following guidelines:

The SAE defines tardies as arriving any time after a class/activity has begun without a valid excuse from a parent/legal guardian or a SAE staff member. A tardy occurs when the student is not seated and ready for class at the time class is scheduled to begin. All tardies without a pass into class are unexcused.

Students who are late to class often fail to realize that the teacher may have already recorded them as absent. It is the student's responsibility to remain after class and ask the teacher to correct the "absence" to a "tardy".

When a student is absent from school, the parent/legal guardian *must* notify the school. When a student is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, the student shall be classified as a truant.

Tardy Consequences

- 1st- 3rd Teacher Discretion
- 4th overall Detention
- 5th Detention
- 6th Meet with Parent/Contract/Detention

- 5th Suspension

Note: Excessive tardies may have additional consequences per administrative action.

Truancy Consequences

The SAE defines excused absences as:

- illness, medical/dental appointments
- family funeral
- school field trips
- academic events
- school office appointments
- suspensions
- court appearances
- holidays or ceremonies specific to a family's customs or beliefs
- verified family emergency
- funeral services for non-family members

The SAE defines unexcused absences as those not defined above as excused, as well as the following:

- unverified absence
- truancy
- absence due to leaving campus without permission

High School student absences are to be cleared through the Main Campus Office or DTC. Middle School student absences are cleared through the Middle School Main Office.

Students need to have a signed note upon their return from an absence. If the absence is excused, it will be marked as such in the school's attendance computer system.

Extended vacations during the regular school year are strongly discouraged. We must inform you that to schedule vacations during the regular school year is in direct violation of the Compulsory Attendance or the Truancy Law.

Learning works best when students attend school daily. Although occasional absences are unavoidable, long-term absences pose a special challenge to learning. Class participation and group projects are vital components to The SAE program, and a student's long-term absence will seriously impact his/her mastery of important course concepts and skills. Parents/legal guardians of a student who is absent for an extended period due to illness, injury, or family emergency should contact the Main Office at (909) 622-0699, with an estimate of the student's absence (periodic updates are appreciated).

The SAE faculty and staff will work on a case-by-case basis with parents/legal guardians to keep an extended-absence student from falling behind. A student must obtain a Long-term Absence Study Contract from their counselor if they are absent from The SAE for an extended period of ten (10) or more school days.

Policy Regarding Independent Study

Independent study is an option for any student who will be absent for three (3) days or more up to a maximum of ten (10) school days per semester, absent approval from the Executive Director or designee in writing. It is conducted solely for the educational benefit of the students attending The SAE as a means to encourage daily engagement in schoolwork, even during times of extended absence. No student is required to request or participate in an independent study program during an extended absence. Parents are to give at least five (5) school days notice in the form of a written request for independent study.

In an extenuating circumstance (i.e. a serious injury), with Director or designee approval, the teacher will work with the parent to implement an independent study program in an expedited manner with less than five (5) school days notice.

The SAE shall comply with all applicable state and federal laws regarding independent instruction. The Board has adopted the following statements in accordance with Education Code Section 51747:

- (a) The independent study program shall allow a maximum of ten (10) school days for all grades from the time an assignment is made until the assignment must be completed and returned to the teacher through a face-to-face meeting, facsimile, mail, or other credible method of meeting and review.
- (b) An evaluation will be made by a committee made up of the student's teacher and the Executive Director or designee as to whether it is in the student's best interest to participate in the independent study program at the SAE during an extended absence whenever the student is missing three (3) or more independent study assignments. A written record of the findings of this evaluation shall be placed in the student's permanent record and shall be maintained for a period of three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

(c) A written independent study master agreement for each student shall be maintained on file. Each agreement shall be signed and dated and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The agreement shall contain all the items required by Section 51747 of the Education Code, as listed below, and shall be renewed once a year:

- The manner, time, frequency and place for submitting a student's assignments and for reporting his or her progress.
- The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
- The specific resources, including materials that will be made available to the student.
- A statement of the policies adopted herein regarding the maximum length of time allotted between the assignment and the completion of a student's assigned work, and the number of missed assignments prior to an evaluation of whether or not the student should be allowed to continue in independent study.
- The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement.
- A statement on the number of course credits to be earned by the student upon completion.
- The inclusion of a statement that independent study is an optional educational alternative in which no student may be required to participate.
- Each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all other persons who have direct responsibility for providing instructional assistance to the student.

The SAE recognizes that families may not evenly distribute student's work assignments over weekdays. However, due to strict State law requirements for charter school attendance, the SAE expects each student to be engaged in an educational activity required of them in the assignment on each weekday that the SAE is in session, and asks that this "daily engagement" be documented on a daily basis in the student log by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the independent study period.

The SAE asks that a parent/guardian refrain from documenting any "daily engagement" on a day where a student did not engage in any educational activity required of them by the assignment. Work done on weekends or other days when school is not in session cannot be used to "make-up" weekdays where no "daily engagement-occurred.

No individual with exceptional needs as defined in Education Code Section 56026 may participate in independent study unless his or her individualized education program (IEP) developed pursuant to Education Code 56340, et seq. specifically provides for that participation.

No temporarily disabled student may receive individual instruction pursuant to Education Code Section 48206.3 through independent study. However, if the temporarily disabled student's parent or guardian and the School agree, the student may receive instruction through independent study instead of receiving the "home and hospital" instruction provided pursuant to Education Code Section 48206.3.

The SAE shall provide appropriate existing services and resources to enable students to complete their independent study successfully and shall ensure that the independent study student has the same access to all existing services and resources in the school in which the student is enrolled as is available to all other students in the school.

Senior Attendance Guidelines

Seniors may not be allowed to walk at graduation or attend senior events and school functions if they have any of the following:

- a. More than 5 unexcused absences that are not cleared by attending Saturday detention.
- b. Owe money for textbooks
- c. Not meet graduation requirements.
- d. Non-attendance the school day of and after "Grad. Night".
- e. Non-attendance of school the week before graduation (only excuse accepted is by a Doctor).

There are no school-sponsored Senior Ditch Days: All seniors absent on a ditch day will be counted as an unexcused absence. Consequences for ditch days are severe, and will include loss of senior privileges.

Parents are notified of class cuts when students are assigned After School Detention.

- Parents will be notified by phone, email or written note home, 24 hours in advance of any after school detention.
- Students who do not attend Detention when assigned will be assigned a full day of On Campus Suspension (OCS). Students who refuse to serve (OSC) will be suspended for defiance. Students will need to arrange to make up for missed classroom assignments.

All students out of class are required to have an official pass if they are outside of their schedule whether on or off campus.

- If a student is not in possession of an official pass on or off campus during the school day without permission, **they may be cited (ticketed) by the Pomona Police Department** for “daylight loitering”.
- The School Attendance Review Board (SARB) is a community-based effort to bring together resources to assist families with attendance and truancy issues so that students will stay in school, attend school regularly and graduate. SARB works to divert students with school attendance or school behavior problems from the juvenile court system by providing guidance and coordinated community services to meet their special needs.
- A serious attendance problem often begins with a few unexcused absences. District counselors, teachers, parents, and a school attendance review team are then brought in to help students at the school site level. When the school has exhausted all resources and a student’s attendance has not improved, then a family may be referred to a SARB hearing.

Work Permits

A student must maintain satisfactory grades and attendance in order to qualify for and retain a work permit. The Executive Director/designee shall revoke a student’s work permit whenever he/she determines that employment is impairing the student’s health or education. Therefore, The School of Arts and Enterprise will maintain the following policy:

- a. Students whose total blocks absences exceed 60 in any given school year will lose their right to a work permit and the Executive Director /designee will revoke the work permit.
- b. In order for a work permit to be reissued, students must meet the following criteria: No more than 12 unexcused blocks absences during the following grading period.

Dance Attendance

If a student is suspended, for whatever reason, within 20-days of a dance or prom they will be excluded from attending that dance. Excessive absences may result in a student being excluded from attending any dance during the semester.

Non SAE Students Dance Attendance Policy

Students who have been removed from The SAE for behavioral or attendance reasons may not attend a school dance, prom, or school function.

Discipline Policy

Commitment to Safety

The SAE is defined as Main Campus, DTC Campus, Middle School Campus, and any buildings used by the school in the Pomona Arts Colony. The SAE is committed to ensuring that a safe environment is maintained for all students and has a policy of aggressively responding to situations that include, but are not limited to:

- acts of violence
- transport of a weapon to or from school
- possession of a weapon on school grounds
- use or sales of drugs at school
- other crime-related issues

Students involved in any of these activities are subject to disciplinary consequences and will be referred to a hearing panel for possible removal from The SAE. In addition, students and perpetrators may be referred to the Pomona Police for possible criminal prosecution.

Parents/legal guardians, please take time to explain The SAE's commitment to safety. Point out to your student(s) that a poor decision now can have a lifelong impact. Tell them that we support them and that they need not be intimidated by other students' behavior. Please inform us if you hear of activities that sound like they might lead to inappropriate behavior and/or violence. Join us in our continual effort to make the safety of our school a top priority.

Restorative Justice

Restorative Justice (RJ) is a set of principles and practices employed by The SAE to build community and respond to student misconduct. The goal is to repair harm and restore relationships between those impacted. The RJ program works to lower suspension and expulsion rates while simultaneously fostering positive school climates. Restorative Justice research proves that it helps achieve the goal of eliminating racially disproportionate discipline practices. In addition, The SAE's counseling program has increased to provide for more students in need.

Dress and Grooming Standards

The SAE believes there is a direct correlation between the quality of appearance and a sound and safe educational environment. The SAE has a business and arts theme; students will find that it is to their advantage to cultivate an awareness of appearance and

behavior that will allow them to interact harmoniously among people of various ethnicities in different situations.

Because The SAE campuses are located in the Arts Colony, SAE students must also be aware that each is an ambassador of the school to the business community.

The dress and grooming guidelines listed below are provided to ensure that each SAE student will receive the maximum benefit from his/her surroundings. Student appearance must not be distracting to the learning environment per teacher discretion.

Should student dress or grooming not meet these guidelines, the student may be asked to change out of the offending garment and into "loaner" clothes for the duration of the day, or parents may be called to pick up their child for the day.

- Students are expected to come to school clean and appropriately dressed and groomed. Clothing should be modest and neat.
- State law requires that student's wear shoes on campus at all times.
- Skirts, shorts and shirts may not be so revealing as to be distracting. Clothing may not be see through, mesh, or any material that shows the undergarments beneath the outer clothing. Shirts must cover a student's midriff—no "crop tops." Shorts and skirts must be no more than 3 inches above the knee.
- Hair and makeup should not be so unusual as to be distracting.
- Undergarments should not show.
- Sexually explicit, racist, or obscene/vulgar clothing is not acceptable. Additionally, clothing, jewelry, slogans, or accessories promoting drugs, alcohol, tobacco, or weapons are strictly prohibited. No gang-related jewelry, insignia, colors, paraphernalia, materials, apparel, clothing or attire may be worn or carried on campus or at school activities. Also prohibited are notebooks, manner of grooming, or gesture, which by virtue of its color, arrangement, trademark, vandalism or any other attribute, denotes membership in such a group.
- Gang associated styles, such as knee-high tube socks and shorts, collared shirts buttoned to the collar without a tie, etc., are strictly forbidden.
- Clothing or articles of clothing including but not limited to spiked jewelry and pocket chains which are likely to provoke others to acts of violence or which are likely to cause others to be intimidated by fear of violence are strictly prohibited.
- Applying makeup, nail polish, hair spray, perfume, etc., in class is prohibited.
- Hats, skullies, headbands, hoods, bandannas, and sunglasses are not to be worn in the classroom. Hats may not be worn backwards or contain gang insignia.
- Any clothing that inhibits the safety of self or others is prohibited.

Dance Dress Code

Informal dance dress code is the same as the dress code for a regular school day. For formal dances, appropriate clothing is required. Formal dresses must be mid-thigh or longer. Clothing must not reveal undergarments.

Slits anywhere on the dress cannot be higher than the thumbs when hands are kept at the side. Formal attire includes tuxedos, suits, dress pants, and collared dress shirt with a tie. No cut-offs, shorts, or sweat suits. **Students not dressed in appropriate formal dance attire will be sent home and no refunds will be given.**

Academic Honesty

Academic Honesty is a fundamental principle of scholarship. The content of assignments will reflect the results of a student's study and research. This work is expected to clearly distinguish a student's ideas from the ideas of others. Acknowledgment must be given to the source ideas or any words not one's own. The SAE will instruct students in MLA-style citations, which is the expectation for all SAE papers. Rewriting or printing information taken from a source without proper citation is also plagiarism. It is also vital that students do their own work in daily class and homework assignments. Copying work from others including books, internet websites, or any other documented form is unacceptable behavior and may result in loss of credit for all parties involved.

The goal of The SAE is to develop students who work independently and collaboratively with a sense of integrity and ethical standards of study.

Academic Dishonesty

A student's schoolwork is his/her own and should not be copied from another source without proper citation, which includes (but is not limited to) internet, books or other student's work. Academic dishonesty of any kind is unacceptable.

Performance Criteria

Students are expected to maintain a 2.0 GPA to participate in school activities that are not directly related to class work or project classes. School progress reports will be used to determine continuing eligibility for participation. Six (6) weeks prior to the performance date, Arts Core teachers will determine eligibility. Students who do not meet the eligibility requirements will be placed on probation and given three (3) weeks to improve their grades. Three (3) weeks prior to the performance, Arts Core teachers will receive a Performance Grade Report for all student participants.

Any student who does not meet the above criteria, regardless of probationary status, will be pulled from the performance at that time.

Student participation in any performance with less than three (3) weeks notice will be determined solely on the student's grades at the point of notification with no probationary time given. Academic and Arts Core teachers in this instance may, at the individual

teacher's discretion, give permission for participation in a specific performance and the student will automatically be placed on probation for any further performances.

Nondiscrimination

The law defines sexual harassment as an act that is severe enough "to have a negative impact upon an individual's academic performance or create an intimidating educational environment." Sexual harassment includes:

- **Verbal harassment:** Offensive comments, jokes or slurs, graphic verbal comments about an individual's body, and graphic or verbal comments of a sexual nature.
- **Visual harassment:** Offensive posters, cards, cartoons, graffiti, drawings, objects, websites or gestures.
- **Physical harassment:** Unwelcome or offensive contact or impeding of movement.

Sexual harassment is also defined as unwelcome sexual advances, requests, or demands for sexual favors with other verbal or physical conduct of sexual nature and is based on perception and not intention.

Reporting Sexual Harassment

Any SAE student who believes that he or she has been the victim of sexual harassment is urged to bring the matter to the immediate attention of a teacher or administrator so that appropriate action may be taken. Such reports should ordinarily be brought to the attention of the school's administrators, who are responsible for maintaining a suitable learning environment. They are trained to investigate misconduct, and authorized to impose appropriate disciplinary action. However, The SAE recognizes that, due to the possible embarrassing nature of sexual harassment, individual students may instead choose to make such a report to another trusted adult such as a counselor, teacher, or staff member. Any employee who learns of incidents of sexual harassment must report the situation to the administration.

Consequences of Sexual Harassment

Any student who has committed sexual harassment may be disciplined in a manner consistent with The SAE discipline policy. This may also result in a recommendation for dismissal from The SAE.

Hate crimes are considered to be any criminal act committed against an individual or the school motivated by bigotry based on race, color, religion, ancestry, national origin, political affiliation, sex, sexual orientation, age or disability.

Bigotry includes, but is not limited to slurs or name-calling, violence, and threats of violence based on race, color, religion, ancestry, national origin, political affiliation, sex, sexual orientation, age or disability. Hate crimes and bigotry will be addressed by school staff and may result in disciplinary action, dismissal from The SAE, and a police report.

Harassment, Intimidation, Discrimination & Bullying

The SAE believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the SAE prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campuses, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, "discrimination, harassment, intimidation, and bullying" describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, the SAE will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. The SAE staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Definitions

"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:

1. 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.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. 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 SAE.

“Electronic Act” means the transmission 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:

1. A message, text, sound, or image.
2. 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.
3. 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.

Reporting

All staff members are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so,

call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Executive Director or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, Executive Director, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

The SAE acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

The SAE prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of the SAE, the Executive Director or designee will promptly initiate an investigation. At the conclusion of the investigation, the Executive Director or designee will notify the complainant of the outcome of the investigation. However, in no case may the Executive Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the SAE.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

Appeal

Should the Complainant find the Executive Director or designee resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

Consequences

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of the SAE.

Senior Pranks

The School of Arts and Enterprise does not approve of "senior pranks", of any type. All students, regardless of their grade-level, who are involved in the carrying out of "pranks", do so fully understanding the risk of disciplinary action and/or criminal charges if their actions are disruptive of instruction, destruction, malicious, or harassing, especially if they target an individual. Any theft of school property will also be prosecuted.

Suspension and Expulsion

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.

- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

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

- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 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.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion 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 or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.

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

victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threatened 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.
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- v) 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.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

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

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

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. 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 Executive Director or the Executive 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 Executive Director or designee.

The conference may be omitted if the Executive 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 Executive Director or Executive 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. 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.

This determination will be made by the Executive 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.

D. Authority to Expel

A student may be expelled either by the Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. The

Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the 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 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 entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity 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 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 or Administrative Panel 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 of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors 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 of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

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

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' 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 school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 of Directors 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 of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission in a public meeting 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 of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

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

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the 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 Executive 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 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.

Campus Search & Seizure Policy

The SAE recognizes and has determined that the occurrence of incidents, which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law, or The SAE rules and regulations, jeopardizes the health, safety, and welfare of students and The SAE employees. Incidents that jeopardize the health, safety, and welfare of students and The SAE employees may necessitate the search of students and their property, student use areas, student lockers, and/or student automobiles. This search may necessitate the seizure of any illegal, unauthorized, or contraband materials in the search.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses that are safe, secure, and peaceful. As such, The SAE adopts this policy outlining the search of students and their property, student use areas, student lockers and/or student automobiles and the seizure of illegal, unauthorized or contraband materials in the search.

Written notice of this policy shall be provided to students and their parents and/or guardians at the commencement of each school year and upon enrollment during the school year.

A summary of this policy shall also be placed in the Student Handbook and other materials, as appropriate, to be disseminated by SAE to students, parents and/or guardians and SAE employees. In addition, SAE shall place signs and/or other posted notifications on campus regarding this policy, as appropriate.

A student's person and/or personal effects (e.g. backpack, purse, etc.) may be searched if a school official has reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or The SAE rules and regulations, including, but not limited to: possession of illegal, unauthorized or contraband materials.

Illegal, unauthorized, or contraband materials include those materials, which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in school rules or regulations.

Articulable facts must support a school official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.

Any search of a student and/or their personal effects shall be conducted by a school official of the same gender as the student, and in the presence of another adult witness. The extent or scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction. For example, if a school official has reasonable suspicion to believe that a student has on his or her person an item imminently dangerous to the student or others, a more intrusive search of the student's person may be conducted.

In no case shall school officials conduct a strip search. These types of searches are prohibited by law and require a student to remove or arrange some or all of their clothing, and undergo the inspection of parts of the student's body. A search of a group of students where no particular student within the group is suspected may be conducted only if there

is reasonable suspicion of conduct imminently dangerous to students, others or school property.

Student use areas, including, but not limited to, instructional and recreational space, are school property and remain at all times under the control of The SAE. However, students shall assume full responsibility for the security and condition of these areas. Periodic general inspections of instructional space and other areas of the school may be conducted by school officials for any reason at any time without notice.

Metal detectors may be used to search a student's person and/or personal effects whenever a school official has reasonable suspicion to believe that the student is in possession of a weapon. A school official must conduct the search.

Searches involving metal detectors shall be minimally intrusive and involve the use of neutral criteria for selection. Metal detectors shall not touch students during the search and students will only be required to open pockets or jackets if the wand is triggered. For example, if the metal detector goes off during the search, a school official shall have reasonable suspicion justifying a separate search of a jacket, backpack, etc.

School officials may use trained detection dogs in inspections for illegal, unauthorized or contraband materials in school facilities, grounds, and school parking lots. All dogs must be accompanied by a qualified and authorized trainer who will be responsible for the dog's actions and who can verify the reliability and accuracy in sniffing out contraband. Trained detection dogs may sniff lockers, student motor vehicles or other inanimate objects throughout school property. Such inspections are not considered searches and do not require reasonable suspicion.

An indication by the dog that illegal, unauthorized or contraband materials are present on school property shall constitute reasonable suspicion, authorizing school officials to search the locker, vehicle, or other inanimate object and closed containers and objects within, without securing the consent of the student.

Dogs may not be used for random searches of students or other persons. Dogs may not be used to sniff the person of students, nor objects within their immediate control, such as backpacks, purses and outer garments, without reasonable suspicion preceding such a search.

Students are permitted to park on school premises. However, any public school ground utilized by any student contained therein or any other area that may be set aside for the personal use of the students remains under the exclusive control of The SAE. As such, student vehicles may not be used to store illegal, unauthorized, or contraband materials.

The acceptance and use of the parking facilities for privately owned vehicles on school campus by any student shall constitute consent by the student to the search of such vehicles by authorized school personnel and/or law enforcement.

The SAE retains the authority to patrol and inspect student parking lots at any time though the use of trained detection dogs. These inspections shall not be arbitrary, capricious, or discriminatory. Either all vehicles must be inspected or the vehicles to be inspected must be randomly selected.

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the proper legal authorities for ultimate disposition.

If illegal, unauthorized or contraband materials are discovered through the use of a trained detection dog, school officials may impose discipline upon the student(s) (including suspension and/or expulsion) in accordance with The SAE's discipline policies and procedures. The SAE shall notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.

Bicycles, Skateboards, and Scooters

Bicycles, skateboards, and scooters are not permitted on campus. If students choose to ride one of these, they must provide their own locks for them and store them at the bicycle rack on the Main Campus or Middle School Campus bike enclosure. If students bring a skateboard, they must have it locked on the skateboard rack by a SAE security officer. The school will not assume liability for the safety and security of student bicycles, skateboards, and scooters.

Fire Alarms Tampering

Tampering with or setting off an alarm falsely violates the Penal Code and Education Code. Any student caught involved in such an act will be immediately suspended and required to pay any fine or fee the school incurs. Local law enforcement may also apply consequences to the student involved.

School Safety

Emergency and Safety Procedures

Emergency Contact

In the event that a parent/legal guardian needs to get in touch with a student for an emergency, she/he can **call the Main Office at (909) 622-0699, DTC at (909) 620-1196, or the Middle School at (909) 436-1005.**

Students who need to contact parents/legal guardians in the event of an emergency can use the school's phone with permission from a teacher/administration/office staff.

The SAE is committed to creating and maintaining a safe campus at all times, most especially during periods of emergency. To adequately prepare our students and staff for emergencies, The SAE conducts emergency drill and safety procedure training with students and staff each year.

Emergency Drills

Emergency drills are conducted during the school year. Drills are a serious practice so that everyone will be prepared should a real emergency occur. Usually, they are earthquake drills because the evacuation procedures are the same for a fire drill. Procedures are reviewed with staff members who in turn teach them to students.

Emergency Procedures

In general, during times of emergency please follow the guidelines below. These guidelines will help us ensure your safety. The SAE will follow its Emergency/Safety Plan in times of emergency. Emergency evacuation procedures are posted in all classrooms. Students are to follow the directions of the staff or faculty at all times. Please keep in mind that there are three (3) possible emergency responses given a student's location:

Emergency Responses

Main Campus, Middle School, and Downtown Center (DTC):

- If an emergency occurs during regular school hours, students are to report to their regularly scheduled class. If during break, lunch, or the end of the school day, students are to report to their House advisor.

Off Campus (Community Service, Field Trip, etc.):

- Students are to report to their supervising teacher/advisor/mentor. Supervising personnel will call The SAE campus and report any absences.

Severe Weather Conditions

During severe weather conditions (tornado watch, lightning, high wind, flooding, etc.), the following situations can create safety problems: fallen trees, branches, power lines, light poles, etc. The safest locations are inside a building or, if you are in a vehicle, remain in the vehicle.

Students are not to be out and about in extreme conditions. Teachers will direct students into their classrooms. Teachers will take roll and students will not be released until it has been determined that it is safe to do so. Before students are released, parents/legal guardians must sign out in the Main Offices.

Security and Safety Measures in and around the Arts Colony

It is important for students to always follow good safety practices, such as:

- Have a partner or a group of friends with you when you are in the Arts Colony.
- Avoid isolated areas.
- When waiting for transportation, be in a location that is open and well populated.
- If you are on the campus at night, wait for your ride in a lit area, preferably in a well-populated area or in a building.
- If you become concerned about your safety, immediately enter a building and/or notify a staff member.
- In the case of an unusual situation, immediately notify the closest SAE staff member.
- Report anything that seems suspicious to SAE staff.
- Remember that the best strategy for maintaining your safety, in any situation, is to be aware of your surroundings and to be prepared to remove yourself from the situation and seek immediate assistance.

Student Safety

Change of Address/Phone number

When The SAE needs to contact parents, it is important to have the correct contact information on file. Parent/guardians should ensure that all of their information is correct in the school database. Parents are asked to notify the office in writing as soon as any change occurs. This will ensure that any and all mailing will be received without delay. In the case of emergency a parent or guardian will be quickly notified.

Emergency Cards

Every student must have an updated emergency cards, signed and on file in the school office. Students may only leave campus only with an adult whose name is listed on the emergency card. Identification will be required of all adults signing students out.

Health Services

The SAE's health services are offered in the Main Office. Although The SAE does not have a health specialist on staff, office staff is available to provide assistance during school hours.

Health Services Procedures:

If a student needs health services during class time, he or she should check out of class through his or her teacher. A student must then report directly to the Main Office. Students seeking to be dismissed from school by a parent/legal guardian for illness or a doctor's appointment are requested to wait for his or her parent/legal guardian in class. Only in extreme cases will students be allowed to wait for their rides in the school lobby. If an accident occurs on campus, the office staff will notify the parent or legal guardian and will make a report of the incident.

Medication:

According to the California Education Code, Section 49423, pupils required to take medication prescribed for them by a physician, during the regular school day, may be assisted by the school nurse or other designated personnel, if the school district receives: (1) a written statement from such physician detailing method, amount and time schedule by which such medication is to be taken, and (2) a written statement from the parent or legal guardian of the pupil indicating the desire that The SAE assist the pupil in the matters set forth in the physician's statement.

The SAE has forms for the physician and parent/legal guardian to sign, when a student must take medication at school. Medication must be brought in a pharmaceutical container with the student's name, physician's name, and the name of the medication, dosage and time to be administered clearly labeled. The same directions apply for over-the-counter medication such as aspirin, Tylenol, and Midol. Students are PROHIBITED from carrying medication of any kind without a doctor's authorization for self-administration. Students may not offer their medication to another student at any time. Students who feel that they need medication must come to the Main Office where the office staff will assist them in reaching a parent or legal guardian.

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, the School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable

epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

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.

Conditions for Classroom and School Visitation and Removal Policy

While The SAE Charter School encourages parents/guardians and interested members of the community to visit and view the educational program, The SAE also endeavors to create a safe environment for students and staff.

To help ensure the safety of students and staff, as well as to minimize interruption of the instructional program, the School has established the following procedures, pursuant to California Penal Code Sections 627, et. seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher and Executive Director or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Executive Director or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school

safety and security, the Executive Director or designee may design a visible means of identification for visitors while on school premises.

3. The Executive Director, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
4. The Executive Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Executive Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds.
6. When a visitor is directed to leave, the Executive Director or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
7. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Executive Director or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Executive Director or the Board President within five days after the denial or revocation. The Executive Director or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Executive Director shall be held within seven days after the Executive Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.
8. The Executive Director or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
9. At each entrance to grounds of The SAE, signs shall be posted specifying the hours during which registration is required, stating where the office of the Executive Director or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
10. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Executive Director's written permission.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of (3) three years.

Closed Campus

The SAE is a closed campus and non-SAE students are restricted from the campus at all times unless previous permission is granted through the Administration Office. Visitors must sign in at the Main Office and obtain a visitor's badge that must be worn for the duration of their stay on campus.

Visitors must also sign out and relinquish their badge before leaving campus. Any visitor without a badge will be asked to leave immediately. Students are also prohibited from loitering in any gallery or hallway that is shared with the general public at the DTC Campus (downstairs backdoor lobby, gallery, etc.).

No Smoking Policy

California State Law prohibits the use of tobacco products by minors. No one, adult or student, may use tobacco on school grounds and/or within 100 feet of the campus. Use or possession of tobacco or tobacco products by a student will result in suspension. Tobacco products include products containing tobacco or nicotine, including nicotine delivery devices such as electronic cigarettes, electronic hookah and other vapor – emitting devices. Any device that mimics the use of tobacco products is prohibited.

General Information

Advanced Placement Program

The Advanced Placement (AP) Program consists of classes that are equivalent to first year college courses. The academic rigor of these classes prepares students for college level studies. Students demonstrate mastery of the curriculum by taking AP Exams in May administered by the College Board. Most colleges give credit and/or advanced placement to students whose A.P. grades are considered passing. The fee for each A.P. examination is \$89.00 and will be collected by December 1, 2015. Limited Fee reductions are available for students from families that meet certain federal low-income standards.

California High School Exit Exam

Each pupil completing grade 12 is required to successfully pass the high school exit examination as a condition of graduation. Please contact the main office for information regarding the date of the examination, the requirements for passing the examination, and the consequences of not passing the examination.

Change of Major

The School of Arts and Enterprises employs artistic majors as a part of its instructional program. The majors are Dance, Digital Media, Vocal Music, Instrumental Music, Theater, and Visual Arts. Students choose their major at the start of 9th grade and carry it through to graduation. Students may only change their major at the end of their 9th grade year. If a student wishes to change their major, the following procedures must be observed:

- Check with the HS Counselor to see if there is room in the new major.
- Meet with the counselor to discuss issues, goals, and reasons for change.
- Prove basic competency in new major by performing an assessment.
- Receive release from major
- Receive acceptance to new major.

Complaint Procedure

The School of Arts and Enterprise employees are committed to parental, family, and community involvement in the educational process. Parents, families, and community members are active partners in educating children and assume a vital role in ensuring success in school. There will be times when a parent, guardian, or custodian may need to

make an inquiry of school system employees to address a concern. This document outlines the steps for responding to parental school-based concerns so that inquiries or problems are resolved as quickly and as satisfactorily as possible. We encourage parents to resolve problems collaboratively. Teamwork and resolving conflicts in a timely manner are very important to your child's education. When issues arise, we encourage parents to informally direct their concerns to the persons most closely involved. However, when the informal process fails to provide resolution, a parent may file a formal complaint and seek review at a higher administrative level. In both processes, the intent is to protect the confidentiality and preserve the dignity of everyone involved. The SAE has both informal and formal processes for responding to parental inquiries, concerns and complaints. Exceptions to these procedures are noted for issues where an alternative process is specifically provided by statute or other regulations. The procedures outlined here are not to be used for resolving complaints that are specifically governed by other existing state or local regulations, such as student suspensions, expulsions, or special education appeals.

Informal Process

1. The first level in resolving concerns and issues is to address them with the school-based staff member who is most closely and directly involved. Through a process of cooperative agreement, the affected individuals can usually meet a mutually effective resolution. No form or formal documentation is required at this level of the process. If the issue cannot be resolved at this level, the parent should be referred to the school administrative team.
2. The second level in resolving the concerns is to contact a member of the school's administrative team (the Counselor or Director) The administrator will take into consideration the needs of all parties as well as all applicable SAE policies and procedures.
 - a. The administrator will confirm that the parent has attempted to resolve the issue or concern with the classroom teacher or other school-based staff member, when appropriate.
 - b. If the concern has not been resolved through the informal process, the parent may submit a written request for a formal meeting with the Director.

Formal Process

A. Level 1

1. The first level in the formal process is to request a meeting with the school administration in writing, outlining specific concerns and desired solutions on Part I of the Parent Concern Form.
 - a. The Director or designee will contact the parent within three (3) school days to arrange a mutually agreed upon meeting date and time. The Director or designee will furnish the parent with a copy of this document that explains the formal process.
 - b. The Director will formally document any agreements that are made at the meeting. The Director will follow up the meeting by completing Part II of the Parent Concern form, summarizing the outcome of the meeting, identifying areas of agreement, and laying out steps to address any issues still unresolved. This response will be sent within 10 school days from the date of the meeting, if a concern cannot be reasonably resolved within the 10 school days, the Director may extend the time for not more than 10 additional school days. The parent will be informed of the extension in writing. The parent will sign and return the Parent Concern Form.
 - c. If the issue is not resolved satisfactorily, or the concern directly involves the Director, the parent will be referred to The Governing Board of The SAE. The Director will forward copies of all applicable documentation to The Board including the Parent Concern Form. Parents may also submit applicable documentation.

B. Level 2

2. The second level in the formal process is a review by The Board President or designee. Upon receipt of the referral. The Board President or designee will:
 - a. Contact the parent.
 - b. Confer with the parent, Director, and other appropriate staff members regarding the concern.
 - c. Complete the Parent Concern Form, documenting any decisions or agreements made and forward copies of the final response to the Director and parent within 10 school days of receipt of the request.

Uniform Complaint Policy (“UCP”) Annual Notice

The SAE has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

The School shall investigate and seek to resolve complaints using policies and procedures known as the UCP adopted by our local board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Consolidated Categorical Aid Programs
- Child Nutrition Programs
- Special Education Programs
- Safety Planning Requirements

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with a Executive Director of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

Lucille Berger

295 N. Garey Ave. Pomona CA 91767
909-622-0699

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The School person responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the School's procedures.

The complainant has a right to appeal the School's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of the School's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of The SAE's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures shall be available free of charge in the Main Office and on the school website.

Computer and Internet Policies

Computers are available for students' academic use in classrooms and in the Main Campus computer lab, Middle School computer lab, and the DTC Campus computer lab. While The SAE attempts to provide complete computer and internet access to its students, computer facilities are limited. The SAE upholds community standards of decency in computer use and students will lose computer privileges should they engage in any conduct that the school finds inappropriate. Such conduct includes, but may not be limited to, accessing pornography or violent or disturbing images, playing games without express consent, engaging in plagiarism, or accessing prohibited sites.

Computers in classrooms are managed by the classroom teachers and cannot be used without their permission.

The computer labs are available to students during regular school hours when classroom teachers have arranged for its use and/or if classroom teachers have made specific arrangements with the IT Specialist. Before and after school, as well as during lunch, use of the computer lab is a privilege that can be given or taken away at the discretion of school faculty and staff.

Community Involvement

To promote respect for the property of the community, students will be given the opportunity to serve on graffiti removal and mural teams during regularly scheduled community work days. The SAE is also committed to inviting guest speakers to educate students on legal and safety issues involved with tagging and graffiti.

Electronic/Digital Device Policy

Personal electronic/digital devices, including but not limited to phones, tablets, portable game players, CD players, and iPods are brought to school at your own risk. The SAE is neither liable for nor responsible for these personal items.

The SAE will not replace an item if it is lost, stolen, or damaged during school hours or at any school-sponsored event or function. The SAE is not responsible for providing secured and locked places to store these items even when confiscated. This includes when students are in PE classes or during an emergency drill.

Phones, which include mobile phones and school telephones, are not to be used during school hours, except at break times and lunch. Students may use the telephone, which includes mobile phones and school phones, before and after school (before 8:05 am and after 3:40 pm) and during break and lunch ONLY. This includes using the mobile phone's text messaging, games or camera features.

Furthermore, mobile phones are to be left **IN THE STUDENT'S BACKPACK** and **TURNED OFF**. Mobile phones (which are on, go on ring, send or receive messages, or that disrupts class or are used during class time) will be confiscated and will be returned only to the parent/legal guardian. Students may not use office telephones except for school business approved by the administration.

Earphones are allowed during passing periods and lunch only. Earphones should be removed before entering class. Any visible earphones (inside the classroom) will be confiscated. Teachers may determine if students are allowed to use them during certain instructional activities. Camera functions on a phone or any other device may not be used anytime except under Teacher/Administration supervision and permission. Cameras can be used for cheating and taking pictures of people secretly, so the use of them needs to be monitored by school personnel.

Field Trips and School Activities

Educational study trips are available to students at The SAE. These include walking trips, trips by private and district vehicles, buses or other public transportation. All trips require the written permission of the parent/legal guardian (waiver forms are available from each teacher). The student must also inform all of their teachers prior to participation and make up all work missed as a result of the trip. (See Performance Criteria)

Gallery Access and Use

The SAE shares the Downtown Center (DTC Campus) with the art gallery located downstairs. The art that is displayed in that gallery is delicate and expensive. If a student damages gallery property or any art in the gallery, accidentally or through intentional design, the student and the student's family will bear full financial responsibility for the cost of repair or replacement. By signing and returning the attached signature page, you state that you understand this responsibility and accept the terms for student use of the gallery.

House-Advisory

Students are grouped into Houses. Houses are groups of students that meet during scheduled House time. Houses serve a variety of functions, including the following:

- Houses serve a basic structural function, including attendance taking, announcements, emergency planning, etc.
- Houses allow groups of students to develop group process skills on an ongoing basis.
- House advisors work with their House during assessment periods and act as liaison between students and other faculty and between parents/legal guardians and faculty.
- The House system promotes a highly personalized environment, thereby supporting student achievement.
- House may also be used for Issues and Events, timed writing, structured project time, team/class bonding, etc.
- House allows the school to re-emphasize UNLOCK skills.

Identification Cards

Each student at The SAE will be issued a photo ID card. ID cards serve as proof of enrollment. Students are required to carry IDs at all times, and must be able to produce their IDs if so requested by The SAE staff. IDs are required at all school sponsored events or functions. Lost or stolen IDs should be immediately reported to the Main Office, replacement cost will be charged.

Library Access

All students are requested to join their local library so that they will have a library facility to use for research and pleasure reading. All students are required to carry an appropriate item of pleasure reading with them to school each day for the purposes of Sustained Silent Reading time. House-Advisory teachers will provide details on this activity. The school is currently building its library inventory in classrooms through donations and purchases. Many teachers have classroom libraries, however, which students are free to use per teacher discretion.

Lost and Found

Lost and found articles must be turned in to the Main Office. Items will be held for two (2) months. After such time period, items will be given to charity.

Lunch Break and Breakfast

Lunch break is approximately 30 minutes. Free and reduced lunch applications are available during registration or they may be picked up in the front offices. They must be completed and returned by the due date and a new application must be completed each year. If a student fails to complete an application, he/she may be charged the full price for a school lunch. Menus are posted in the office and The SAE website each month. Students may bring lunch or purchase lunch. Students may receive breakfast in the morning prior to school. Check with the main office for current breakfast serving times. Students are NOT allowed to leave campus during break. Lunch break times may vary according to flex scheduling or special events. Free and reduced lunch forms for eligible students are available in the Main Office.

Students are required to return promptly to their class or activity at the end of nutrition break and lunch. Activities such as using the phone, the restroom, etc. should occur at breaks, and before or after school. Students unable or unwilling to follow the break and lunch schedules will be subject to disciplinary policies.

On-Campus lunch is located at the SAE Main and Middle School Campuses. All students are to return to and remain on The SAE Main Campus for lunch. Students found off campus without school and parent/legal guardian permission are subject to disciplinary action. Some 12th graders may receive special privileges to go off campus for lunch, according to the following criteria:

Off-Campus Lunch Policy

Only 12th grade students may be eligible for Off-Campus Lunch Privileges. See the guidelines below for grade-level specific requirements. Each eligible student, in 12th grade, will be issued an Off-Campus Lunch Privilege card.

Unacceptable behavior while off campus may result in the permanent removal of a student's Off-Campus Lunch Privilege. Administration reserves the right to remove a student's Off-Campus Lunch Privilege indefinitely.

- Senior students are eligible to participate in The SAE's Off-Campus Lunch Privilege by submitting a permission form with parent/legal guardian signature
- Student must be back on time. After two tardies, off-Campus Lunch Privilege is removed for one month in addition to the consequences outlined in the tardy policy. The senior student will lose their lunch privilege for the semester after the 3rd tardy.
- Students must stay within the following parameters: Mission to Holt, Garey to Park, and Antique Row/Arts Colony.

Dropping Off Lunch

If a student is having lunch dropped off at the Main Campus, please have your student wait at the back gate for his/her food. Do not bring it to the Main Office. Middle School lunch drop-off is handled in the Middle School front office. Thank you.

Messages and Deliveries to Students

The office staff is not able to deliver messages to students in classrooms unless there is a case of serious medical emergency or circumstances of similar urgency.

Homeless Students

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Runaway children or children who are abandoned; and
5. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison

The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 USC 11432(g)(1)(J) & (e)(3)(C).):

Angelica Esquivel, Counselor
295 N. Garey Ave.
Pomona CA 91767
909 622 0699

The School Liaison shall ensure that (42 USC 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at The SAE.
3. Homeless students and families receive educational services for which they are eligible, including Head Start and Even Start programs.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens.
6. Enrollment/admissions disputes are mediated in accordance with law, The SAE and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

For any homeless student who enrolls at the School, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually.

Parking

Parents/legal guardians and other visitors to The SAE are subject to the parking procedures and restrictions that apply to the facility that they are visiting. If visiting The SAE Main Campus, there is free street parking on the streets surrounding the school, most notably on Thomas and Commercial Streets, but also on Monterey and Main Streets. If visiting the Downtown Center, visitors must purchase a parking pass (subject to change) at the small box in the center of the lot. Cars are subject to ticketing and towing if the parking pass is not displayed. Middle School parking is on Main Street and Third Street as directed by city regulations. In addition, two (2) hours free parking is available on the streets surrounding the school and in the Downtown Center parking lot in the marked spaces only.

Policy Regarding Student Projects

Project-Based Learning (PBL) is required as a critical part of The SAE's educational program. Projects may address the development of student entrepreneurial skills. Such projects may include, but are not limited to, the sale of student art work at local galleries, student production of a CD or film for sale, or the design and sale of student-made jewelry, bags, and t-shirts.

These projects are made possible through the joint efforts of The SAE administration in providing support, The SAE teaching staff in providing instruction, and the students in providing creativity. The following policy addresses use of funds and reimbursement with regard to student projects:

- Students shall not be permitted to garner any profit from the student project. Such projects are made possible through the use of public funds in a public instruction setting. Any profit resulting from student projects shall be contributed to an approved charitable organization, or shall be utilized for the benefit of the student's project class.

Students with Disabilities

If you believe your child may qualify for services or accommodations as a student with disability, please contact The SAE Director, Germaine Nesbitt. Her contact information is listed at the beginning of the Handbook.

SPECIAL EDUCATION

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (IDEIA), Education Code requirements, and applicable policies and practices of the El Dorado SELPA. These services are available for special education students enrolled at the School.

Section 504

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 SAE. 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 SAE. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of The SAE Section 504 policies and procedures is available upon request.

State Testing

The SAE shall annually administer state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress (“CAASPP”), as required by law. Notwithstanding any other provision of law, a parent’s or guardian’s written request to School officials to excuse his or her child from any or all parts of state assessments shall be granted.

Teacher Qualifications

All parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

Student Records

The School’s administrative team is in charge of student records. Pupil records maintained by the School consist of any item of information directly related to an identifiable pupil, including but not limited to subjects taken, grades received, standardized test results, attendance record, and health record. Pupil records are maintained at each school where the pupil is attending. The Executive Director or designee is responsible for maintaining each type of pupil record and the information contained therein. Additional records, such as psychological and special education reports, are maintained at those respective offices. Except for directory information, pupil records are accessible only to parents or legal guardians, a pupil 16 years or older or having completed the 10th grade, the personnel, including independent contractors, for the School who have a legitimate educational interest in the pupil and other specified persons under certain circumstances prescribed by law. When a student moves to a new school/ school district, records will be forwarded upon request of the new district within 10 school days.

If parents/guardians would like to examine a child’s record, the parents/guardians should submit a request in writing to the Executive Director or designee. The School will make the records available within five business days of receipt of a written request.

Confidential Student Information: The School must have a signed and dated written permission from the parent or before releasing any information from a student’s education record except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or

medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. In addition, the School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll.

Directory Information: The Family Educational Rights and Privacy Act (“FERPA”), a Federal law, requires that the School, with certain exceptions, obtain a parent/guardian written consent prior to the disclosure of personally identifiable information from your child's education records. However, the School may disclose appropriately designated "directory information" without written consent, unless a parent/guardian has advised the School to the contrary in accordance with this policy.

“Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. The School has designated the following information as directory information:

- Student's name
- Student's address
- Parent/guardian's address
- Telephone listing
- Student's electronic mail address
- Parent/guardian's electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Weight and height of members of athletic teams
- Degrees, honors, and awards received

- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

If you do not want the School to disclose directory information from your child's education records without your prior written consent, you must notify The SAE in writing at the time of enrollment or re-enrollment. Please notify the School Executive Director at:

The School of Arts and Enterprise
295 N. Garey Ave.
Pomona, CA 91767

If parents/guardians and eligible students believe the School is not in compliance with federal regulations regarding privacy, they have the right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education at 400 Maryland Avenue, SW, Washington, DC 20202-4605.

The parent of a pupil or former pupil may challenge the content of their child's pupil record to correct or remove any information recorded in the written records concerning his or her child which the parent alleges to be any of the following:

- 1) Inaccurate
- 2) An unsubstantiated personal conclusion or inference
- 3) A conclusion or inference outside of the observer's area of competence
- 4) Not based on the personal observation of a named person with the time and place of the observation noted
- 5) Misleading
- 6) In violation of the privacy or other rights of the pupil

A parent may use a pupil record challenge to appeal a suspension of a pupil which has already been served.

To challenge a pupil record, a parent must file a written request with the Executive Director to correct or remove any information recorded in the written records concerning his or her child.

Within 30 days of receipt of a written request from a parent, the Executive Director or the Executive Director's designee must meet with the parent or eligible student and the certificated employee who recorded the information in question, if any. The Executive

Director must then sustain or deny the parent or eligible student's request and provide a written statement of the decision to the parent or eligible student.

If the Executive Director sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Executive Director or Executive Director's designee must then inform the parent or eligible student of the amendment in writing. However, the Executive Director shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

If the Executive Director denies any or all of the allegations and refuses to order the correction or the removal of the information, the Executive Director must inform the parent or eligible student of their right to a hearing under FERPA.

The parent or eligible student may, within 30 days of the refusal, appeal the decision in writing to the Board of Directors. Within 30 days of receipt of a written appeal from a parent, the Board of Directors will hold a formal hearing, in closed session, with the parent, eligible student and the certificated employee who recorded the information in question, if any, and determine whether or not to sustain or deny the allegations. The Board of Directors will give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing. The Board of Directors will give the parent or eligible student a full and fair opportunity to present evidence relevant to the requested amendment of pupil records. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney.

The Board of Directors will inform the parent or eligible student of its decision in writing within a reasonable period of time. The Board of Directors' decision will be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision. If the Board of Directors sustains any or all of the allegations, it must order the correction or the removal and destruction of the information. However, the Board of Directors shall not order a pupil's grade to be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing or both the reasons for which the grade was given and is, to the extent practicable included in all discussions relating to the changing of the grade.

The decision of the Board of Directors shall be final.

The Executive Director or the Board Chairman may convene a hearing panel to assist in making determinations regarding pupil record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- 1) The Executive Director of a public school other than the public school at which the record is on file

- 2) A certificated employee
- 3) A parent appointed by the Executive Director or by the Board of Directors, depending upon who convenes the panel.

If the final decision of the Board of Directors is unfavorable to the parent, or if the parent accepts an unfavorable decision by the Executive Director, the parent or eligible student shall be informed of their right to submit a written statement of objections to the pupil record information. This statement shall become a part of the pupil's school record and shall be maintained for as long as the record is maintained.

Student Parking

Students are not allowed to drive from campus to campus during the school day. They are required to walk under teacher /staff supervision, unless released with approved lunch permit, during lunch break. Students who choose to drive and park at the DTC must purchase a parking pass. Main campus student parking is available in the west lot of Amoca. This is a privilege to use our neighbors parking lot.

Student Drop-off and Pick-up

Each campus has its own procedures to follow to ensure the safety of students. Please refer to the illustrated maps on the following pages relevant to the building your student is attending. Please also remember to follow the instructions of staff and faculty when dropping off or picking up your student. Parents should drop-off their student(s) no later than 8:00 a.m. prior to school opening and pick up no later than 3:45 p.m. unless scheduled tutoring/ practice/ rehearsal.

Student Supervision

The SAE supervision is provided for SAE sponsored programs, activities, and instruction only. Unless otherwise noted for a specific program or activity sponsored by The SAE, hours of supervision at The SAE is 7:30 a.m.- 4:30 p.m.

SAE students who remain on campus after their SAE sponsored programs, activities, or instruction have ended are not the responsibility of The SAE. SAE students and their parents/legal guardians assume the risks involved if the student remains on the premises after The SAE supervised hours. Students may arrange a meeting time with their teachers beyond the regular school day, in which case teacher supervision will be provided until such time as the scheduled meeting has ended. Parents/legal guardians are strongly encouraged to pick-up their student(s) promptly when the student's school obligations have been met.

School Sponsored Events and Regulations

Dress for most school sponsored events and functions, including dances, will be regular school attire. Any special attire will be announced prior to the event, function or dance. Students who are not dressed appropriately will not be allowed into the event, function or dance.

Students will be asked to present their SAE ID card to enter any school sponsored events and functions. Students need to bring their ID cards to all dances. Students must remain inside or within specified areas once they have arrived. Once a student leaves the event, function or dance, the student cannot return. The SAE's discipline policy and dress code policy applies.

Students are expected to follow school rules and the Code of Conduct at all school sponsored events and functions (including dances). Rules about smoking and drinking apply at all times, including those events or functions held off campus. Serious behavior violations and all substance-use violations will be referred to the police.

Guest Passes

Students may obtain special permission to escort a Guest to school sponsored events or functions. Students must complete the Guest Pass form at least one (1) week prior to the event or function.

Guests must accompany the identified student at all times during the event or function; must be a student 18 years of age or younger; and must present ID to staff or faculty members upon entering the event or function. The SAE Code of Conduct and other school rules and regulations apply. The SAE reserves the right to refuse service to guests.

Tutoring

After school tutoring is available, and an important part of ensuring student success at The SAE. A schedule of which classrooms will be open each day will be provided, and we encourage your child to stay for tutoring to complete his or her daily homework and other guided practice activities. Tutoring is also an opportunity to further student understanding on concepts taught in class, to work towards mastery of standards.

Urban Art Policy

The SAE promotes the study of traditional art forms including but not limited to drawing and painting, instrumental and vocal performance, classical dance

techniques, and drama. However, non-traditional art forms such as urban art are rapidly moving into pop culture and mainstream media.

Here at The SAE, we want to distinguish between legitimate and appropriate forms of urban art from material that is offensive or destructive. Legitimate urban art is a valuable form of self-expression that can be a positive contribution to society as well as a legitimate business enterprise. Legitimate forms of urban art can be found in team banners, window displays, outdoor chalk, murals, auto detailing, advertisements, web design, vinyl toy and qee design, and surf, snow, and skate equipment. Urban art can also be found in contemporary literature, poetry, theatre, and dance. The Art Department is also committed to educating students on the history of urban art and artists who have brought their urban influence to "high art." The SAE provides a solid traditional art core curriculum in addition to a platform for students to express themselves and develop contemporary art skills.

Urban Art Guidelines

When students or teachers wish to alter campus property for the purpose of art; a proposal must be submitted to the administration for approval. All other art work representing The SAE must be approved by a facilitating teacher and/or administration. Inappropriate subject matter includes sexual content, gang orientation, illicit drug references, offensive language, and any content that is intolerant of any race, sex, or creed.

Vandalism and Tagging

Art without permission is vandalism. The SAE does not condone any type of graffiti or tagging that vandalizes, destroys, or in any way alters public or private property without the consent of the property owners. As stated in the student handbook, consequences of vandalism may include possible police notification and arrest, 2-5 days of suspension, parents/legal guardian notification, due process hearing, possible dismissal from the SAE, and payment for damages. Tagging tools/implements will be confiscated.

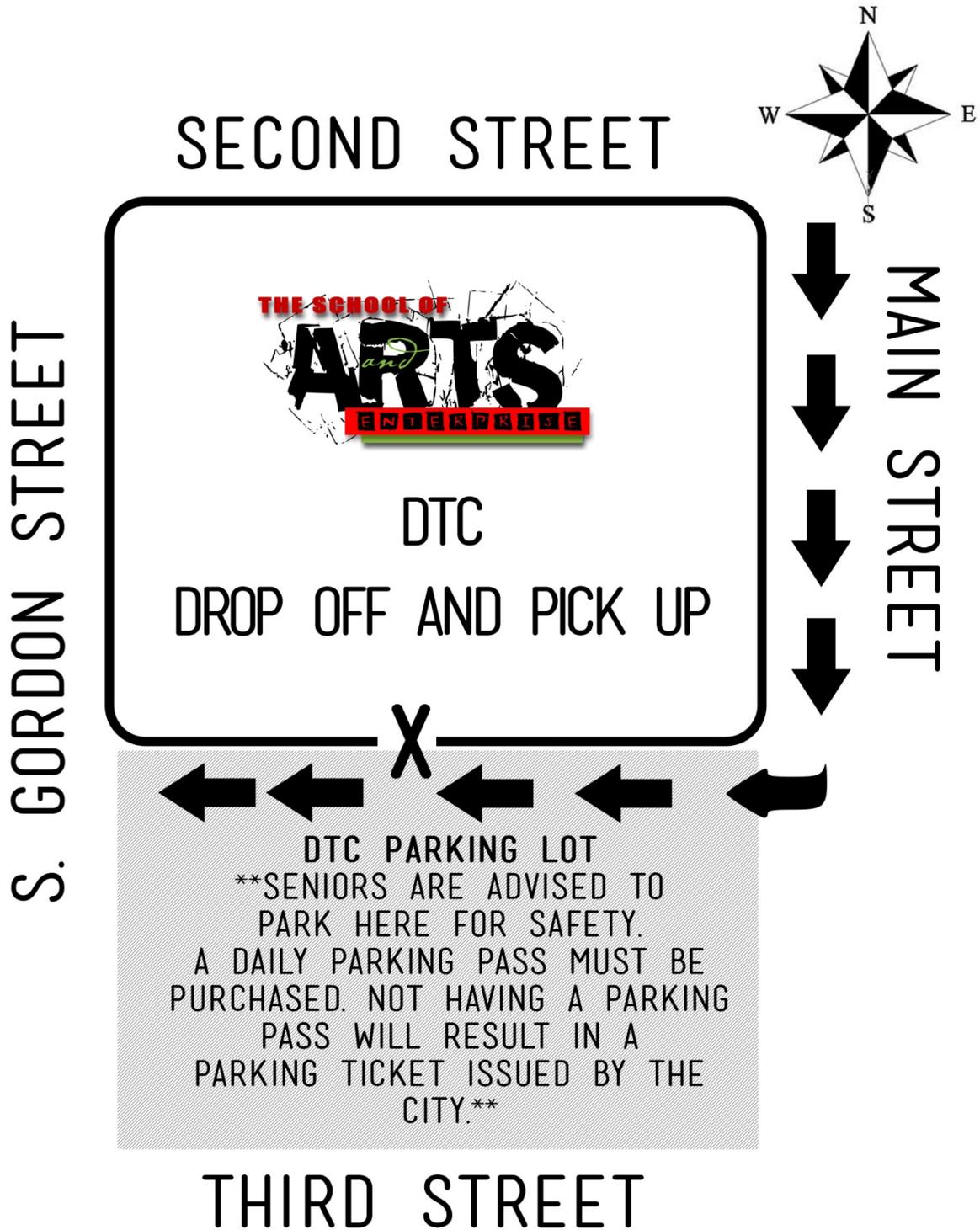
Valedictorian/Salutatorian Selection Guidelines

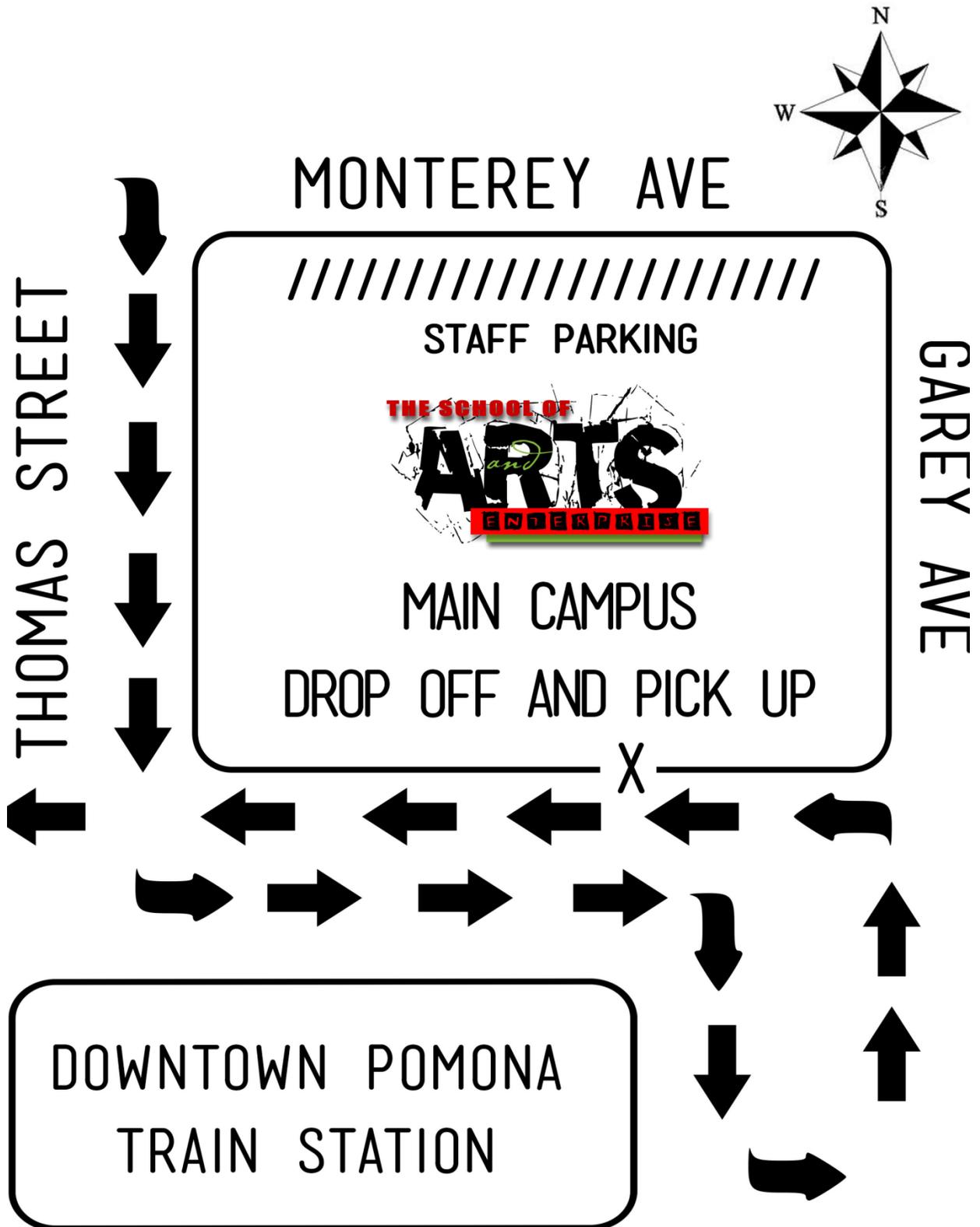
The SAE shall use the following guidelines to select valedictorian(s) and salutatorian(s).

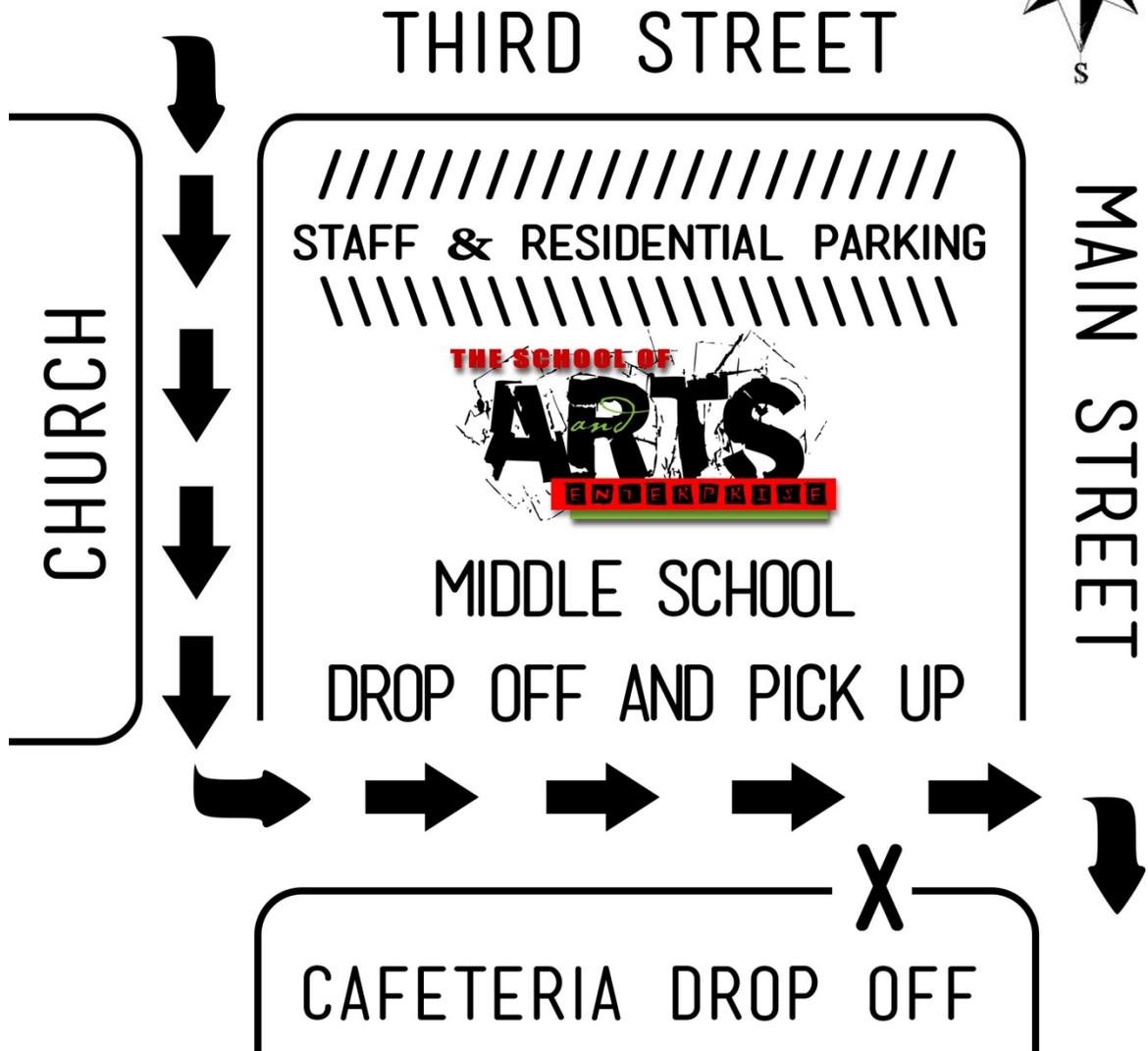
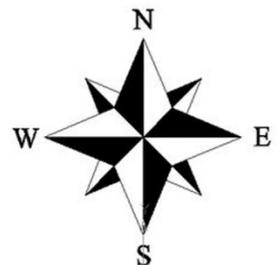
- The valedictorian shall have the highest cumulative unweighted grade point average at the end of the 1st semester of the year in which the student(s) graduates. Grades will be evaluated at the end of the 3rd Quarter. Grades must be maintained.

- The cumulative unweighted grade point average shall be based on whatever courses students have completed through the end of the 1st semester in which they are graduating. The total number of courses may include courses from community college and ROP(s).
- The SAE director shall appoint a committee to review unique student situations that warrant the selection of valedictorian(s) and salutatorian(s). Also will review situations of additional valedictorian(s) and salutatorian(s). The committee shall consider scope and rigor of academic, student attendance and student behavior. The committee will take into account any unique personal circumstances or situations of each student.
- The SAE shall provide an opportunity for each valedictorian(s) and salutatorian(s) to speak at graduation. (The Director shall supervise and coordinate the student speech preparation and shall make final determinations of valedictorian(s) or salutatorian(s) who will speak at graduation ceremony).
- The Valedictorian and Salutatorian must have attended The SAE for two consecutive years.

Campus Drop-off Maps







Appendix M

STATEMENT OF WORK
by and between
EdTec Inc. and The Haven Gallery,
on behalf of The School of Arts and Enterprise

Scope of Services:	<p>1. FINANCE and Accounting</p> <p>Budgeting:</p> <ul style="list-style-type: none">• Annual and multi-year budgets including cash flows• Budget revisions (as needed, on demand)• Updated monthly budget forecasts <p>Financial Statements:</p> <ul style="list-style-type: none">• Monthly year-to-date financial statements• Monthly cash flow projections• Financial statement analysis (monthly)• Customized financial analysis• Support in resolving financial issues <p>Accounting:</p> <ul style="list-style-type: none">• Setup of school's chart of accounts and general ledger• Customized account codes• Fund accounting• Training• Transaction recording• Journal entries and account maintenance• Bank reconciliation• Account for capital outlay expenses• Generate financial reports as requested <p>Accounts Payable & Receivable:</p> <ul style="list-style-type: none">• Revenue verification• Revenue collection• Accounts payable• Form 1099 processing <p>Purchasing:</p> <ul style="list-style-type: none">• Vendor selection• Purchasing assistance on big-ticket items
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Government Financial Reporting:

Subject to timely receipt of information and/or materials from Client, EdTec provides the following:

- Preliminary and final budget reports
- Interim financial reports
- Audited financial reports

Audit:

- Audi Support
- Audit compliance training
- Single Audit Act of 1984
- IRS Form 990 support
- Annual auditor selection form
- The school is responsible for attendance and audit of employee work.

2. PAYROLL

- Payroll processing
- Payroll reporting
- Payroll record maintenance
- W-2 processing
- IRS, SDI, WC Support
- STRS/PERS and other retirement plan administration

3. BUSINESS CONSULTING

- Negotiations
- Strategic budget development
- Financing support
- Legal services optimization
- Special projects

[4. BOARD MEETING SUPPORT

- Board mailouts (electronic)
- Board meeting attendance (quarterly)
- Board meeting minutes

5. FACILITIES

- Facility needs assessment and planning
- Prop 39
- District negotiations
- SB 740
- Financial reporting to lender
- Facilities funding support
- Facility acquisition/lease negotiation

6. COMPLIANCE and ACCOUNTABILITY

- Mid-year internal review
- NCLB compliance support
- SPED compliance
- Funding compliance
- District and State regulation compliance

7. ATTENDANCE and DATA REPORTING

- Local attendance reporting
- State attendance reporting
- Non-attendance reporting
- Attendance procedures assistance
- Quarterly ADA analysis
- Start of year setup and support

**8. CHARTER DEVELOPMENT and GRANTS
ADMINISTRATION**

- Financial reports
- Fund accounting
- Consolidated Application (ConApp)
- After School Education and Safety Program (ASES)
- School-Based Medi-Cal Administrative activities (CSFIG)
- Deferral Exemption Application
- Charter Renewal

Appendix N



POMONA FOX OFFICES 281 S. THOMAS ST. STE. 505, POMONA, CA 91766

Members of The Board of Education
Richard Martinez, Superintendent
800 South Garey Avenue
Pomona, CA 91766

April 24th, 2015

Dear Members of The Board,

The Pomona Fox Theater is proud to write this letter of support for the Renewal of The School of Arts and Enterprise. We feel that the SAE is a dynamic presence in Downtown Pomona and compliments the Art Colony in its purpose of continuous growth in the artist community, business and education.

Downtown Pomona and surrounding Pomona neighbors have benefitted by the effects that the SAE has had on its students. The SAE has given students the skills in the arts and business, which allow them to find alternative creative outlets for their energy. The positive influence has prevented students to participate in gangs. The students' community engagement is reflected in the continuous participation in local events and the exposure of their art pieces on Second Saturdays Art Walk and around the City of Pomona.

The Pomona Fox Theater is happy to renew its partnership with The SAE by continuing to allow the school to hold its annual GALA fundraising event and Graduation at the Fox. Other school events continue to be welcome as well. The Fox will also continue to engage interns from the SAE, when possible, to learn a variety of skills needed for the operations of a large entertainment venue. The skills include, but are not limited to, public relations, sound systems management and operations management.

The School of Arts and Enterprise is now an integral part of our community, and many families are fortunate to have this school as an alternative education opportunity. We request that Board Members renew the Charter of this outstanding school

Sincerely,

Gerald V. Tessier
Fox Theater Pomona, Director



281 S. Thomas St. Suite 505
Pomona, CA 91766
(909) 623-0535

April 25, 2015

Members of the Board of Education
Richard Martinez, Superintendent
Pomona Unified School District
800 So. Garey Ave
Pomona, Ca., 91766

Re: School of Arts and Enterprise
295 No. Garey
300 W. 2nd St
375 So. Main
Pomona, Ca., 91767

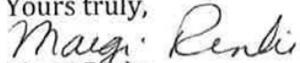
To whom it may concern:

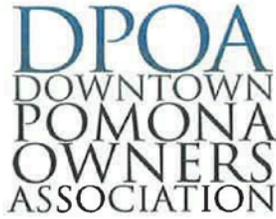
Our real estate management company has been operating in Pomona for over twenty-five years. We continue to witness the on-going and long-term changes in our central downtown area community. Our primary goal over these past years has been to implement development of multiple uses – commercial, retail, restaurants, entertainment venues, non-profit, government, residential – and education. We manage over 225,000 square feet of successful mixed use buildings in the core of Pomona’s downtown.

The School of Arts and Enterprise (the SAE) has been an integral part of this Pomona community development for over ten years. The SAE successfully continues its collaboration with businesses, artists, residents, and entertainment and that cooperation is steadily growing.

The SAE embraces its all-inclusive student body and broadens its project centered programs every year. Our downtown community tenants are fortunate to have this education asset; they interact with and support the students through the SAE’s many interactive programs. And the students have the opportunity to see an urban downtown community working in many different ways – all to the benefit of both parties

The SAE must continue to be an integral part of not only the downtown but of our entire community. Our youth continues to seek the unique educational settings that the SAE offers.

Yours truly,

Margi Rinke



June 4, 2015

Members of the Board of Education
Richard Martinez, Superintendent
Pomona Unified School District
800 South Garey Avenue
Pomona, CA 91766

Dear Members of the Board,

The Downtown Business Owners Association welcomes the Charter Renewal of The School of Arts and Enterprise. The SAE's presence in the downtown has definitely made a difference in the vitality and economic development of the Arts Colony. More than 25% of The SAE's students attend the school from cities outside of Pomona. One benefit to the Downtown Arts Colony is the promotion it receives from the school and its students who bring families and friends from outside the area into the downtown.

The SAE has made many efforts to engage the business community with its students and its curriculum, as well as, to give back to the community through its students who perform and create art throughout the downtown. I personally have been involved in the judging of The SAE's Practicum Challenge, a part of their *SAENOMICS* Program for seniors. Senior students from Cal Poly Pomona mentor senior students at The SAE to perform a SWOT Analysis of a local business. Students then develop a deliverable to present to the business owner to enhance their business. There is nothing better as a business leader than seeing the mentorships and internships that develop from this school led program.

The School of Arts and Enterprise is a valued resource for the City of Pomona. The arts and business themed High School takes entrepreneurship from vision to reality for their students. I encourage you to reauthorize the Charter of The School of Arts and Enterprise.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Larry Egan', is written over a light blue circular stamp.

Larry Egan
Executive Director



"Providing a multidisciplinary center for the arts for all ages for over 28 years for Pomona and the surrounding communities"

May 2015

To Whom It May Concern:

The School of Arts and Enterprise (SAE) is an essential and important institution in our Community in Pomona, CA. I have observed the SAE mature and gain traction with their entire academic programming over the course of the past two years. The liberal arts and business course offerings are preparing students with core tools to apply to all future facets of their lives.

The dA Center for the ARTS is a neighboring small Cultural Arts Center offering art, studio art classes, art exhibitions, concerts, literary arts programs, film and theatre. The dA's creed promotes that the ARTS are languages that all people speak that cut across racial, cultural, social, educational, and economic barriers and enhance cultural appreciation and awareness. That Art is an underestimated universal language that does not discriminate and exists to celebrate the highest form of the manifestation of the human spirit. The ARTS provide opportunities for self-expression, bringing the inner world into the outer world of concrete reality. The ARTS develop both independence and collaboration. The ARTS make it possible to use personal strengths in meaningful ways and to bridge into understanding sometimes-difficult abstractions through these strengths. The ARTS improve academic achievement -- enhancing test scores, attitudes, social skills, critical and creative thinking. The ARTS exercise and develop higher order thinking skills including analysis, synthesis, evaluation, and "problem-finding."

And the ARTS provide the means for every student to learn.

The SAE is an accessible educational institution that provides a true need for the residents in the Pomona Community.

Respectfully,

Margaret Aichele
Executive Director

dA Center for the Arts 252 -D South Main Street Pomona, CA 91766
tel: 909.397.9716 fax: 909.629.8697 www.dacenter.org daartcenter@gmail.com

A non-profit Arts Organization Since 1984

**Pomona Breakfast
OPTIMIST CLUB
P.O. Box 2605
Pomona, CA 91769**



May 26, 2015

Members of the Board of Education
Richard Martinez, Superintendent
Pomona Unified School District
800 South Garey Avenue
Pomona, CA 91766

Dear PUSD Superintendent and School Board Members:

As a Service Club in the City of Pomona, we have watched many changes in the downtown area occur over the past several years. Prior to The School of Arts and Enterprise (SAE) purchasing and renovating their main school buildings on Second Street, Main and Monterey, these half full and vacated buildings were used as a homeless encampments, considered unsafe and were a neglected area within the City.

The corner of Monterey and Garey Avenue is now a safe and a beautiful artistic location. The second building used by The SAE is a former bank building on the corner of Second Street and Main in the heart of downtown. Since moving into "The Downtown Center," SAE students have added a great liveliness to the Arts Colony. The school is a very important part of downtown Pomona.

It's not just the physical improvements to the area made by The SAE, students can be seen working side by side with artists and business owners and strumming their guitars on park benches. Their family, friends, teachers and staff also visit the area for the monthly Art Walks. Students also shop and eat at local establishments, helping businesses survive during difficult economic times.

The SAE has done an excellent job of channeling the creative energy of their students in a positive way. We are very fortunate to have The SAE as a part of community and a part of the solution to our educational challenges. The SAE has added a new energy and life to our community by providing visual and performing arts at many of the city's events. The SAE has also taken a leadership role in the implementation of City sponsored community, arts events and on many occasions working with Service Clubs within the City of Pomona.

We are delighted to write this letter in support of the Charter Renewal of The School of Arts and Enterprise and we enthusiastically ask the PUSD Board to approve the renewal of the School of Arts and Enterprise Charter. We want to have many more years of dealings with this great school.

Sincerely Yours,

Margarita Silva
Club President





Errless Legal Research & Document Preparation
2087 W. Whittier Blvd., La Habra, CA. 90631
Phone: (310) 867-9308
Fax: (909) 670-7829
E-Mail: 4errless@gmail.com
Web: www.errless.com

May 6, 2015

Members of the Board of Education
Richard Martinez, Superintendent
Pomona Unified School District
800 South Garey Avenue
Pomona, CA. 91766

Dear Board Members:

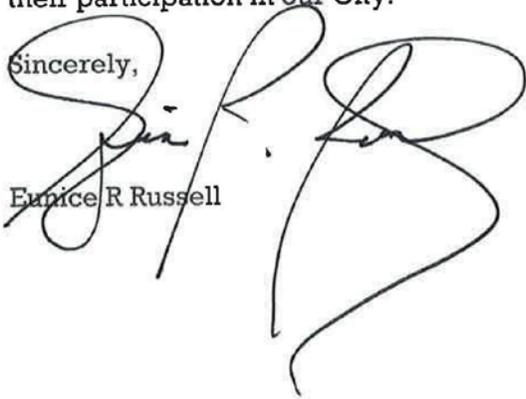
As a resident of Pomona who also serves as a Trustee of the Pomona Public Library, I am honored to write this letter in support of the Charter Renewal of The School of Arts and Enterprise (SAE). The SAE is at the forefront in supporting City sponsored activities and events. They are always available to participate and share their talented student body.

In addition to their participation in programs and services throughout the City their purchase and renovation of buildings throughout the downtown area has added to the safety as well as the beauty of downtown Pomona.

SAE has excelled in creating positive and creative channels for their students artistic expressions that have enhanced the City of Pomona. This coupled with their 98% graduation rate along with 96% of their students being accepted into college makes it evident that the school has created a positive atmosphere for learning and growth.

I wholeheartedly support the renewal of their charter and look forward to many more years of their participation in our City.

Sincerely,


Eunice R Russell

OFFICE OF THE CITY COUNCIL

City Hall, Pomona, California 91769

DEBRA MARTIN
Councilmember, District Number Six



May 19, 2015

Members of the Board of Education
Richard Martinez, Superintendent
Pomona Unified School District
800 South Garey Avenue
Pomona, CA 91766

Dear Members of the Board,

As a Councilmember in the City of Pomona I have watched many changes in the downtown occur over the past several years. Before The School of Arts and Enterprise purchased and renovated the buildings on their main campus on Garey Avenue the vacated buildings were used as a homeless encampment and were seen as an unsafe and depressed block within our community. The corner of Monterey and Garey Avenue is now a safe and beautiful artistic statement with a fence made of recycled iron pieces from the renovation. The second building used by The SAE is a former bank building in the heart of the downtown. Since moving into "The Downtown Center" The SAE students have added a great vitality to the Arts Colony and the school now serves as the second largest business in the area.

Besides the physical improvements to the area made by The SAE, students can be seen working side by side with artists and business owners and strumming their guitars on park benches. Their family, friends, teachers and staff also visit the area for Second Saturday Art Walks and to shop and eat at local establishments helping businesses survive during difficult economic times.

The arts atmosphere has been enhanced by these students. The SAE has done an excellent job of channeling the creative energy of their students in a positive way. We are fortunate to have The SAE as a part of community and a part of the solution to our challenges. I welcome many more years of interaction with this great school and encourage the PUSD Board to approve the renewal of the School of Arts and Enterprise Charter.

Sincerely,

Debra Martin
Vice Mayor

City Hall, 505 S. Garey Avenue., Box 660, Pomona, CA 91769 (909) 620-2051, Fax (909) 620-3707
Email: debra_martin@ci.pomona.ca.us

Pomona • Vibrant • Safe • Beautiful



June 22, 2015

Lucille H. Burger
The School of Arts & Enterprise
295 North Garey Avenue
Pomona, CA 91767

Dear Ms. Berger:

Los Angeles County Firefighters serving the City of Pomona appreciate the opportunities they've been given to work with your staff and students. Battalion 15 Fire Stations located in Pomona are community minded and have enjoyed supporting SAE activities such as pancake breakfasts, holiday meals for those less fortunate, and canned food drives just to name a few.

For over ten years personnel from our stations have participated in SAE's Career Day, and as a result we've seen an increase in students interested in becoming a Los Angeles County Fire Department Post 15 Explorer. The Explorer Program provides young men and women ages 15 to 21 with an opportunity to learn more about a career in the fire service, training opportunities and service to the community. Students from your campus have represented Post 15 well - both as participants and alumni.

On behalf of the Los Angeles County Fire Stations in the City of Pomona, we are proud to support the School of Arts & Enterprise and applaud the school's mission of creating life-long learners, and creative thinkers. We look forward to future endeavors that allow us to continue and strengthen this partnership.

Sincerely,

A handwritten signature in black ink, appearing to read "Troy Flath", is written over the word "Sincerely,".

Troy Flath
Activing Assistant Fire Chief

THE CITY OF POMONA

Office of the Police Chief



*"Working Together
Pomona's Future..."*

June 8, 2015

Lucille H. Berger
Executive Director
School of Arts and Enterprise
295 N. Garey Ave.
Pomona, CA 91767

Dear Ms. Berger,

The Pomona Police Department is pleased to support the Charter Renewal of the School of Arts and Enterprise. The department has partnered with the SAE by participating in its Career Day each year and working collaboratively with the school on crime prevention programs.

The SAE, in turn, has supported the efforts of the Pomona Police Department by having school staff speak at local elementary and middle school career fairs sponsored by the department. Their students have also generously provided entertainment and art activities at our annual Community Engagement Group Campouts at the Fairplex and "National Night Out."

The department is proud of their efforts in creating a safe environment for their students as they obtain an education thus ensuring that our youth rise to their full potential. They are truly making a difference in the lives of our city's teens. We look forward to many more years of collaborative partnership with the School of Arts and Enterprise.

Sincerely,

A handwritten signature in cursive script that reads "Paul Capraro".

Paul Capraro
Chief of Police



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

CHARTER COLLEGE OF EDUCATION

Office of the Dean

May 15, 2015

Letter of Support

Pomona Unified School District Board Members
800 South Garey Avenue
Pomona, CA 91766

Regarding: **The Schools of Arts & Enterprise Charter Reauthorization**

Dear Members of the Board:

The Charter College of Education at California State University, Los Angeles is delighted to reaffirm its partnership with the School of Arts and Enterprise in Pomona. The former Dean, Allen Mori was involved in founding and supporting this School and, as his successor, I very much am committed to supporting the work of these charter schools in the coming years. Tragically, the budget crisis in education has led to the closure and defunding of arts programs in schools throughout California. We believe The School of Arts and Enterprise focus on the arts as well as its project based learning approach provides a unique option for parents and children who may not be well served in more traditional public schools. We know that children respond to different learning modalities and approaches to learning, thus to serve all children's needs, we must preserve programs that provide a focus on arts and business education as well as the academic focus. SAE's students are alternative thinkers and often need an alternative and instructional approach program in which to succeed. And succeed they do. I understand that SAE's high school graduation rate and college going rates have ranged from 92 to 100% since the school opened its doors. This is quite extraordinary for a school serving mainly low income often Spanish speaking families that are Hispanic, African American and mixed race.

We have had a charter schools project at Cal State LA (CHES-Charter Emerging as Successful Schools) since 1993 which saw the beginning of the charter movement in California. Since the beginning, our faculty has worked with dozens of charter schools in the southwest. I personally advise the leadership of the Marc and Eva Stern Math and Science School that was built on the Cal State LA campus a few years ago. Many of our teacher candidates complete their internships there. We've also had a long and productive history of working with other charter schools through the placement of our student teachers to complete their credential requirements. Several of my faculty members have and continue to serve on the governing boards of charter school organizations including the School of Arts and Enterprise; a role that not only assists in helping the schools become more effective, but it also provides an opportunity for my faculty to better grasp the challenges that schools and school districts face today with our every changing population and fiscal challenges.

We have provided expertise through the continuous membership of Professor Slovacek on SAE's governing board since the school was founded. The Charter College of Education at Cal State LA has also been instrumental in helping The School of Arts and Enterprise access appropriate consultants to provide professional development for their teachers. The co-founder of the school, Lucille Berger, is one of our distinguished alumni!

We cannot afford to lose this critical option for the students and families in Pomona and its surrounding communities so I urge you to support the reauthorization of the school's charter.

Please do not hesitate to call if you wish to discuss my commitment to and support of this school further. We need more success stories in Education.

Sincerely yours,

A blue ink signature of Eunsook Hyun, Dean of the Charter College of Education.

Eunsook Hyun, Dean
Charter College of Education



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

CHARTER COLLEGE OF EDUCATION

Division of Applied and Advanced Studies in Education

May 15, 2015

Letter in Support of SAE Charter Petition Renewal

Programs in: Pomona Unified School District Board Members
800 South Garey Avenue
Pomona, CA 91766

Educational
Administration
and Leadership

Regarding: The Schools of Arts & Enterprise Charter Reauthorization

Educational
Foundations

Dear Distinguished Members of the Board,

Instructional
Technology

As one of the original Founding members of The School of Arts and Enterprise (SAE) high and middle schools in Pomona, I have served on the School's Board of Directors since it opened its doors 12 years ago and have followed its progress and growth since the very beginning. I am writing to you for two reasons, the first is to ask that you reauthorize the School of Arts and Enterprise charter petition which is before you. The second reason is to pledge my continued involvement with the school as a supporter and donor, as a Board member, a Board officer, and a seasoned long time educator in the field of K-12 education and charter schools.

Research and
Evaluation

Teaching English to
Speakers of Other
Languages

As for the renewal of the petition, the reasons are many and compelling. The first is that the school does an outstanding job with respect to their mission. Since SAE has been in business, it has successfully graduated numerous high school classes with stunning numbers: the graduation rate has averaged a verifiable 96%-98% (with some years being 100%) and the college going rate has always exceeded 92%. This is exceptional given the very high proportion of low income Hispanic and African American students we serve in the schools. In fact, Don Shalvey of the Bill and Melinda Gates Foundation shared with me the results of a study the Foundation had completed a few years ago showing that 61% of Hispanics do not complete high school in four years -they drop out or stop out. Yet SAE graduates 98% - not 39%.

The second reason is that your board would be risking very little in reauthorizing this charter. This year, WASC reaccredited SAE fully for 6 more years with flying colors (there were no conditions or stipulations) while there were plenty of accolades from the Accreditation Visiting Team. One member shared that ours was one of the best visits he been a part of in his years of service to WASC. Yet another reason is the mission which provides students with an opportunity to study and learn the visual and performing arts while preparing to enter and succeed in colleges and universities. Tragically, the budget crisis in education has led to the closure and defunding of arts programs in schools throughout California. We believe The School of Arts and Enterprise's focus on the arts as well as its project based learning approach which aligns quite well with Common Core provides a unique and effective option for parents and children who may not be well served in more traditional public schools. This is especially true of students with different learning styles. SAE's students more often than not need an alternative program in which to succeed. To serve all children's educational needs, we must preserve high performing programs like those at the SAE that provide a focus on arts and business education as well as the academic focus.

My own expertise in assisting to found and govern charter schools dates back to the first charter school law passed in California. During the last twenty two years I have served as a founding Board member on three non-profits that started 20 new charter schools in Los Angeles County. These three non-profit school boards govern successful charter schools serving over 6,000 low income, predominantly minority, low-income children. This as well the elected community offices I've held and continue to hold on these Boards more than anything is a testimony to the confidence other professionals and colleagues in Education have in my judgment and ability.

I could continue on for many pages with reasons for you to reauthorize this charter petition, but the most compelling reason is that the school does an exceptional job in serving Pomona and the surrounding communities through the unique educational programs for youth. So in closing, I am delighted to reaffirm my partnership with the School of Arts and Enterprise in Pomona. I am very much committed to supporting the work of this charter high school and its middle school in the coming years.

Sincerely yours,



Simeon Slovacsek, Professor Emeritus
Charter College of Education
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032

and

Founding Board Member, Board Secretary and Treasurer
The School of Arts and Enterprise Board of Directors' (2002-present)

Founding Board Member and Vice President (and past Treasurer),
The Accelerated Schools Board of Trustees (1994- present)

Retired Board Member and Secretary,
The Inner City Education Foundation Board of Trustees (1998-2014)



Teacher Education Department

May 7, 2015

Esteemed Charter Renewal Team,

I am pleased to write this letter on behalf of the School of Arts and Enterprise (SAE). The SAE has been a valuable partner of our Teacher Education Program at Claremont Graduate University (CGU). We have found the SAE to be a kindred spirit, sharing ideas of what is best for students.

The SAE has had consistent growth over the past few years both in enrollment and in class offerings. The middle school campus has been a welcomed and much needed addition to the community. Being present for the opening of that campus was very exciting. In this time of growth, the SAE have never lost sight of remaining accountable for providing the best possible education for each student. They truly know their students, the families, and the community. They make a conscious effort to build strong, meaningful relationships with each group. Each year the SAE adds new classes, including AP courses that appeal to many families.

Like the Teacher Education Program here at CGU, the SAE feels a strong obligation to students and to their families. They pride themselves in being accountable for providing a rigorous and meaningful education. At the same time, they have embraced the arts in a way that many schools simply cannot accomplish. Not only do the students have the benefit of taking designated arts classes, but the school does an incredible job of integrating creative and innovative projects across the content areas.

The SAE has hired many of our Teacher Candidates as interns. We know from firsthand experience that the teachers at the SAE receive substantial support. Our interns feel supported both in their curriculum and in managing the daily demands of teaching in a rigorous program. We know that they provide a space where teacher candidates are able to do what is best for students.

For the past few years we have been able to offer a unique and challenging summer program in partnership with the School of Arts and Enterprise. This program gives our teacher candidates the opportunity to work with students and gain practical clinical experience in a warm and supportive setting. At the same time, the community gains access to credit recovery and enrichment classes with low student to teacher ratios. This setup allows for small group and individual instruction that has boosted student achievement and given students what they need to start the new school year with confidence. This program is run at no cost to the families. It is truly a win-win opportunity for all parties involved.

925 North Dartmouth Avenue • Claremont, California 91711-6160

Tel: 909.621.8076 • Fax: 909.607.7793

A MEMBER OF THE CLAREMONT COLLEGES

We are grateful for our partnership with the SAE and we hope to work with them for years to come. Renewing SAEs charter status would allow this relationship to continue to grow and reach the needs of more students each year. I wholeheartedly recommend the charter renewal.

Please don't hesitate to contact me if you would like to talk. I am available by phone at 909-621-8076 or by email at DeLacy.Ganley@cgu.edu.

Sincerely,



DeLacy Ganley, PhD

Director of Teacher Education

Claremont Graduate University

CERTIFICATION OF COMPLIANCE WITH APPLICABLE LAW

California Code of Regulations, Title 5, Section 11967(b)(3)

A charter petition that has been previously denied by the governing board of a school district may be submitted to the county board of education or the State Board of Education. See Education Code Section 47605(j)(1). As per Education Code Section 47605(j)(5), the State Board of Education has adopted regulations implementing the provisions of Section 47605(j)(1). See Title 5, California Code of Regulations Section 11967 (5 CCR Section 11967).

5 CCR Section 11967 requires that a charter school petition that has been previously denied by a county board of education must be received by the State Board of Education not later than 180 calendar days after the denial. 5 CCR Section 11967(a). In addition, subdivision (b)(3) of Section 11967 requires the charter petitioner to provide a “signed certification stating that petitioner(s) will comply with all applicable law” when submitting the denied petition to the State Board of Education.

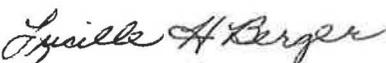
The following certification is submitted in compliance with 5 CCR Section 11967(b)(3).

Certification

By signing below, I certify as follows:

1. That I am the authorized representative and that I am competent and qualified to certify to the facts herein;
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of 5 CCR Section 11967(b)(3) only; and
4. That the charter petitioner(s) and the charter petition are in compliance with applicable law.

Name: Lucille Berger, Lead Petitioner

Signature: 

Date: December 11, 2015

School Name: **The School of Arts and Enterprise**