



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

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

BY
Jon Gundry, Lead Petitioner

Submitted September 28, 2020
For the term July 1, 2021 through June 30, 2026

“The School of Arts + Enterprise is home”
- Gabriella Mendoza, The SAE Class of 2017



TABLE OF CONTENTS

AFFIRMATIONS AND DECLARATIONS.....	5
INTRODUCTION	8
THE GENESIS OF THE CHARTER	8
WHY POMONA AND THE ARTS COLONY?.....	8
ACCOMPLISHMENTS FROM PRIOR TERM.....	10
MEETING THE INTENT OF THE LEGISLATURE	15
CHARTER RENEWAL CRITERIA.....	18
ELEMENT A - EDUCATIONAL PROGRAM.....	24
MISSION AND VISION STATEMENTS.....	24
WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE - TARGET STUDENT POPULATION AND ENROLLMENT	25
WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY.....	27
HOW LEARNING BEST OCCURS – CURRICULUM AND INSTRUCTIONAL DESIGN	29
MASTERY LEARNING AND STANDARDS-BASED GRADING	33
TRANSFERABILITY AND ELIGIBILITY OF COURSES	55
SERVING SPECIAL STUDENT POPULATIONS	56
ELEMENTS B AND C - MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT	
OUTCOMES	73
GOALS, ACTIONS AND MEASURABLE OUTCOMES ALIGNED WITH THE STATE PRIORITIES.....	73
USE OF DATA TO IMPROVE EDUCATIONAL PROGRAM.....	84
PERFORMANCE REPORTING.....	84
ELEMENT D - GOVERNANCE STRUCTURE	85
NONPROFIT PUBLIC BENEFIT CORPORATION.....	85
BOARD OF DIRECTORS	85
EXECUTIVE DIRECTOR	87
THE SCHOOL OF ARTS AND ENTERPRISE ORGANIZATIONAL CHART	88
SCHOOL AS A WHOLE AND SCHOOL SITE LEADERSHIP TEAM.....	88
PARENT INVOLVEMENT IN GOVERNANCE.....	89
ELEMENT E - EMPLOYEE QUALIFICATIONS.....	93
ALL EMPLOYEES.....	93
TEACHERS.....	93
OTHER CERTIFICATED STAFF	94
OFFICE PERSONNEL.....	96
OTHER PERSONNEL.....	96
ELEMENT F - HEALTH AND SAFETY PROCEDURES	98
ELEMENT G - STUDENT POPULATION BALANCE	103
ELEMENT H - ADMISSION POLICIES AND PROCEDURES	105
ELEMENT I - FINANCIAL AUDIT.....	111
ELEMENT J - SUSPENSION AND EXPULSION PROCEDURES	112
ELEMENT K - RETIREMENT SYSTEMS	132
ELEMENT L - PUBLIC SCHOOL ATTENDANCE ALTERNATIVES.....	133
ELEMENT M - EMPLOYEE RETURN RIGHTS.....	134

ELEMENT N - DISPUTE RESOLUTION PROCEDURES.....	135
ELEMENT O - SCHOOL CLOSURE PROCEDURES.....	137
MISCELLANEOUS PROVISIONS	139
BUDGETS AND FINANCIAL REPORTING	139
INSURANCE.....	140
ADMINISTRATIVE SERVICES.....	140
FACILITIES.....	141
TRANSPORTATION	142
POTENTIAL CIVIL LIABILITY EFFECTS.....	142
CONCLUSION	144
APPENDICES.....	145
APPENDIX A - HISTORY AND COMMUNITY OF POMONA.....	146
APPENDIX B - WASC ACCREDITATION.....	147
APPENDIX C - GRADUATION RATE AND COLLEGE ACCEPTANCE LIST	151
APPENDIX D - THE SAE LIST OF SEMESTER-LONG PROJECTS	159
APPENDIX F - 2020-21 COURSE CATALOG, INCLUDING UC/CSU APPROVED COURSES	161
APPENDIX G - SUMMARY OF RESEARCH AND PHILOSOPHY IN SUPPORT OF INSTRUCTION AND EDUCATIONAL PROGRAM	199
APPENDIX H - 2020-21 SCHOOL CALENDAR AND BELL SCHEDULE	208
APPENDIX I - 2020-21 PROFESSIONAL DEVELOPMENT PLAN	210
APPENDIX J - ARTICLES OF INCORPORATION, BYLAWS, AND CONFLICT OF INTEREST CODE	213
APPENDIX K - BUDGET DOCUMENTS.....	233
APPENDIX L - SCOPE OF WORK FROM CSMC.....	253
APPENDIX M - LETTERS OF SUPPORT	278

Affirmations and Declarations

The School of Arts and Enterprise (“The SAE” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Haven Gallery declares that it shall be deemed the exclusive public school employer of the employees of The SAE for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



Jon Gundry (Sep 28, 2020 20:31 CDT)

Jon Gundry, Lead Petitioner

Sep 28, 2020

Date

"The SAE is a school where I am able to be my authentic self."

- Isiah Gonzales, Class of 2019

Introduction

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

The SAE seeks to renew the charter for a five (5) year term from July 1, 2021 to June 30, 2026.

THE GENESIS OF THE CHARTER

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

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

WHY POMONA AND THE ARTS COLONY?

The City of Pomona, in a 1994 ordinance backed by landowners and business leaders, committed its 20-block Downtown core to what is now a creative arts district dedicated to studios, galleries, related enterprises, and compatible housing. The area has become a leading community arts cluster for Southern California, with numerous public and private galleries that represent about

1500 artists, including many who are professors and teachers of art. About 200 artists are currently in residence downtown, many in live-work “loft” spaces in converted commercial buildings. There are numerous arts-related retail establishments, and about 20 “back office” creative content companies in fields such as graphic arts, architecture and entertainment media. The Arts Colony now has an infrastructure equivalent to that of a College of Art of a major university, with current growth in areas of media production and performing arts. Additional lofts and storefront business spaces, and hundreds of housing units mainly intended for educators are under development in the Downtown area, some next to “The SAE Downtown Center” (a gallery, theater, offices and computer labs in an attractive, restructured former bank building.)

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

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

“Art is my best friend. And The SAE has allowed to grow that friendship in ways I never thought possible”

- Jesse Marquez de la Torre, The SAE Class of 2022

Accomplishments from Prior Term

Fiscal Audits/ Fiscal Viability

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

SAE Student and School Accomplishments

Academic Accomplishments:

- English Language Arts academic performance indicator on the 2019 CA School Dashboard increased by 22.9 points with no student subgroups scoring at the red level.
- Mathematics academic performance indicator on the 2019 CA School Dashboard increased by 12.6 points with no student subgroups scoring at the red level.
- College/Career readiness performance indicator on the 2019 CA School Dashboard increased by 15.7 points. The SAE has nearly double the number of Hispanic students and socioeconomically disadvantaged students prepared for college and career when compared to the state average.
- The SAE has an outstanding academic record with nearly 100% of its seniors being accepted into college every year. All students are required to apply college during their House class their senior year.
- The SAE is graduating students ready for college or jobs in the creative economy. According to the *2020 Otis Report on the Creative Economy*, Southern California accounts for 49% of wage and salary employment and 52% of contract employment in California’s Creative Economy. Employment in the region’s creative industries accounts for 10% of regional employment.
- The highly diverse student body of The SAE reflects the future face of the California workforce.
- Less than half of The SAE students live within a five-minute drive from the Charter School; and more than 50% of The SAE’s students come from outside that radius, making the Charter School both a local and a regional magnet.
- The SAE Students are not academically or artistically screened, and the Charter School has both high ethnic diversity (79% Hispanic or Latino, 14% Caucasian, 6% African American and 1% Asian-American) and high economic diversity (71.4% of The SAE Students come from economically disadvantaged backgrounds), which is comparable to the District’s student population.
- Reflecting the diverse community and student demographics, more than 42% of the faculty and staff of The SAE are Hispanic or Latino.
- Development of a new Chemistry Lab at The SAE Main Campus. Featuring state of the art technology and open for use for the full SAE Science Department.
- The SAE was selected as US News and World Report Best High School In America three years in a row (2017, 2018 & 2019). This prestigious list recognizes the finest high schools in the country.

- The SAE’s programs are supported and enhanced through collaborative partnerships with Cal Poly Pomona, Cal State L.A., The University of La Verne, and Claremont Graduate University.
- The Class of 2017 saw the largest acceptance rates of graduates into 4 year national art universities in the history of The SAE. The SAE has seen similar acceptance rates in 2018 and 2019. Student artists were accepted into such prestigious artistic programs as UCLA, Otis College of Art and Design, University of California, San Diego, The Musician’s Institute, University of Southern California, The New School, The Theatre School at DePaul University, ArtCenter College of Design, and NYU Tisch School of the Arts.
- The SAE earned full accreditation for three years on the initial accreditation in 2006. The SAE earned the maximum, a full six-year accreditation, by the Western Association of Schools and Colleges (“WASC”) in 2009 and 2015. Attached as Appendix B, please find documentation of the WASC accreditation.

Artistic Accomplishments:

- In 2019, The School of Arts and Enterprise was named an Arts School Network National Exemplary School Award. This national award validates all of The SAE’s programs on the highest national level, and is awarded to The SAE through 2024.
- The SAE was selected as a California Department of Education Career Technical Education Arts, Media and Entertainment (“AME”) Professional Development Site in 2016 and continues today. This designation comes with a substantial grant from the state, and allows The SAE to welcome in educators from throughout California and show them how The SAE creates such dynamic AME Courses and Programs.
- The SAE is one of the only schools in the country with a fully equipped, professional audio and visual recording studio. This unique resource offers The SAE’s students the opportunity to develop professionally made films and recordings and get rare hands-on experience in high school that would typically only be available to those employed in the industry. The SAE Studios has released two professional recordings on major music platforms with additional recordings planned for release in the 2019-20 school year.
- The SAE successfully developed its AP 2 Dimensional Studio Art Class and the AP Music Theory course offerings. The SAE’s Class of 2016 and Class of 2019 Visual Arts Majors had a 100% passing rate in AP 2 Dimensional Studio Art.
- The creation and execution of the inaugural The SAE Arts Festival was in 2016. This event is a true Downtown Community Arts Festival - featuring all artistic disciplines taught at The SAE presented throughout the Historic Pomona Arts Colony. The SAE Arts Festival enters its fourth year in 2020
- The SAE Middle School mural, completed by Andre Miripolsky, internationally renowned artist, wraps the entire building and is considered a world-class public art installation. It is the largest of all Miripolsky’s projects and anchors the southern end of the Downtown Arts Colony. It is also the first public art project to be carried out with assistance from Pomona City’s Public Art Fee Fund.
- Partnerships with creative arts businesses engage The SAE’s student interns. Some businesses include The Fox Theatre, The Glass House, the American Museum of Ceramic Arts, The Covina Center for the Performing Arts, and The dA Gallery.
- The SAE has embraced a commitment to develop its schoolwide Instrumental Music Program. Since late 2014, the Charter School and the community has invested over \$90,000 in the purchase of a wide array of wind and brass instruments for our Student Artists.

- The SAE has founded and developed of The Gallery at The Downtown Center - a fully operational, professional Art Gallery overseen and curated by The School of Arts and Enterprise. In 2018-19 The SAE welcomed in over 17,000 patrons to 11 unique exhibitions featuring work of SAE students, local artisans and professional artists from throughout Southern California.
- The SAE's competitive Dance Company Team boasts numerous team and individual first place finishes in regional competitions including USA Dance, Sharp International, and Miss Drill Team USA.
- Since 2013, The SAE Full Time Arts Faculty has expanded from 5 Full Time Faculty Members to 14 Full Time Faculty Members.
- The SAE's online ticketing platform saetix.com surpassed \$230,000 in revenue in less than seven years of existence in 2020. Over 29,000 patrons have attended the 120 productions since its inception in December 2013.
- In 2016, The SAE upgraded all of its computer labs to the most current Adobe Creative Software, empowering our digital artists to work with the most current professional level software possible.

Stakeholder Engagement Accomplishments

- Beginning in the spring of 2017, the Charter School shifted our quarterly School as a Whole (“SAW”) meetings to incorporate much more specific content and parent input around the Local Control and Accountability Plan for the Charter School. Since then, SAW meetings have been consistently utilized for the LCAP cycle of continuous improvement, including monitoring of progress on LCAP actions, goals and metrics, providing input on any changes.
- The SAE provides regular opportunities for parent input in meetings such as Coffee with the Executive Director, Parent Support Group, and Steering Committee.
- The SAE initiated a Student Ambassador program. Student Ambassadors are the public student representatives of The School of Arts and Enterprise. New students coming to The School of Arts & Enterprise will be welcomed by one of The SAE's Student Ambassadors. The initiative was created because of expanding enrollment and the desire to raise student expectations; additionally, the program serves as an outreach to the community in which The SAE is located.
- The SAE's most laudable progress in seeking input for decision making is the empowerment of our School Site Council by educating parents on school funding and budgeting for LCAP oversight and annual update. The SSC meets monthly.
- We also have hired a new Director of Student Outreach and Engagement charged with increasing student and parent communication, support, and retention.
- The SAE also continues to host Coffee with the Executive Director monthly and School as a Whole meetings quarterly.
- In 2017, we began hosting an annual EL Empowerment Night where families with English Learner students were provided dinner with administrators, activities for the students, and discussions on educational and political issues surrounding English learners and immigrant families.
- SAE administers the Arts, Academics, and School Engagement survey in biannually to all students to measure student perceptions related to important aspects of school climate. Key learnings from the survey include the overall high percentage of students who feel safe and connected at school and the effectiveness of the arts at engaging

traditionally marginalized student populations and the strong correlation between arts engagement and student engagement in academics and the overall school community.

- **Artistic Awards for Students**

Dance (selected list – over 100 competition awards in last 5 years)

- 2020 Sharp International Sierra Vista Grand Champions
- 2019 Sharp International State Championships Grand Champions
- 2018 MDDT Six Flags Magic Mountain Classic High School High Point MS Hip Hop
- 2018 Sharp International Pomona Fairplex Grand Champions
- 2015 Sharp International Claremont High School Grand Champions

Digital and Visual Arts (selected list – over 120 student awards)

Advanced Placement Exams

- AP Drawing 100% pass rate (16 out of 16 students scoring 3 or higher)
- AP 2-D Art and Design 90% pass rate (9 out of 10 students scoring 3 or higher)

City of Claremont Art Competition

- Best Group Piece Middle School 2017-18
- 1st Place for Best High School Piece 2017-18
- 1st Place for Best Digital Artwork 2018

City of Pomona Chalk Art Competition

- Best Professional Design 2019 & 2018
- Best Use of Theme 1st 2018
- Best Use of Color 1st 2019

Millard Sheets Art Center HS Competition

- 2019 1st Place Digital
- 2019 1st Place Acrylic
- 2018 1st Place Watercolor
- 2018 1st Place Photography
- 2017 1st Place Markers
- 2016 1st Place Pen & Ink
- 2016 1st place Charcoal/Pastel

National Endowment for the Arts Competition

- 2019 2nd Place
- 2018 1st Place
- 2016 1st Place

Music

- 2018 Mt. San Antonio College Jazz Festival - Division 2nd
- 2018 Riverside City College Jazz Festival - Big Band Division 2nd

- 2018 Riverside City College Jazz Festival - Combo Division 2nd
- 2018 Riverside City College Jazz Festival - Middle School Division 1st
- 2019 Mt. San Antonio College Jazz Festival - Division 2nd
- 2019 Riverside City College Jazz Festival - Big Band Division 2nd (placed into higher division for 2020 competition)
- 2019 Riverside City College Jazz Festival - Combo Division 2nd
- 2019 Riverside City College Jazz Festival - Middle School Division 2nd

Filmmaking

- **2019 California Directing Change PSA Contest**
 - Sanamente Category- CA State 3rd Place
 - Mental Health Matters Category- CA Regional 1st Place
 - Suicide Prevention Category- CA Regional 2nd Place
- **2018 California Directing Change PSA Contest**
 - 2nd Place Regional - Suicide Prevention

Meeting the Intent of the Legislature

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

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

The SAE meets the intent of the Legislature as follows:

- **Improve Pupil Learning:** The SAE has a rigorous educational program, combining the best of the arts, entrepreneurship, and academics that meet state standards. Students are instructed utilizing project-management techniques in a professional arts community. Focus students are selected and monitored by teachers to ensure that all student needs are being met. Students are mentored by business and arts professionals as well as university faculty and students.
- **Increasing Learning Opportunities:** The SAE is the only arts and entrepreneurship focused school in the San Gabriel and Inland Valleys. Over 70% of the students currently enrolled in The SAE meet the guidelines for Free and Reduced Lunch; The SAE provides a well-rounded tuition-free visual arts and performing arts education.
- **Encourage the Use of Different and Innovative Teaching Methods:** The SAE utilizes Project-Based or “Hands On” learning with culminations and student presentations within the professional arts and business community. Our teaching methods utilize a collaborative community which immerses students in the academic, arts, and business curriculum. The curriculum is integrated and projects are designed to ensure all State Content Standards are met. The SAE teaches students to be self-evaluative and instructs

students in leadership and creative and critical thinking. As stated above, students are mentored by business and arts professionals as well as university faculty and students. Additionally, many of The SAE teachers are artists and business professionals outside of their classrooms.

- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Teachers develop curriculum, lesson plans, and pacing guides. The curriculum is driven by functionally integrated projects which the teachers design. Teachers are also responsible for the development and implementation of student achievements plans. Monthly staff meetings, content meetings, and grade level team meetings are all effective ways that The SAE uses to regularly examine student growth and success. Additional, support classes and after school tutoring help ensure that students' academic needs are being met. Teachers are members of the School as a Whole, serve on the School Site Leadership Team ("SSLT"), and chair many school-level committees, which is an integral piece of the governance of the Charter School. The SAE commits to ongoing professional development opportunities for its teachers, with a minimum of thirteen dedicated days.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system: As noted above, The SAE is the only arts and entrepreneurship focused school in the San Gabriel and Inland Valleys.
- Accountability to Pupil Outcomes: The SAE has adopted and complies with its LCAP and is committed to ongoing assessment of student achievement.
- Vigorous Competition within the Public School System: Since the creation of The SAE, the District has initiated several reform measures, including the approval of one dependent charter school, and the creation of specialized learning programs. Furthermore, the District has seen increases in standardized test scores.

The manner in which the legislative intent is met by The SAE is further demonstrated throughout the fifteen (15) elements required by law and described in this Charter.

Serving Community Interests

As described in the Introduction above, there is a very unique need and interest for The SAE located within the Arts Colony in Pomona. The SAE provides a free, public school education with a strong focus on arts, entrepreneurship, and academics. This continues to be an exciting educational choice in a District where 90.1% of students are socioeconomically disadvantaged and 86.7% are Hispanic/Latino, who may not otherwise have access to a very finely tailored program like The SAE. Thus, the Charter School has regularly reached capacity for each grade level served and has established wait lists each year for interested applicants.

Further, the Charter School is particularly well situated in the Arts Colony. It benefits from having local artists and creative companies to provide resources and guidance for our students, and also contributes to the local community by training students with an interest and talent in these particular fields. Since The SAE has both a middle school and high school program, it is able to provide a strong foundation in arts and entrepreneurship to students from grade 6 through 12.

Further, as described above, The SAE and PUSD have mutually thrived and improved by having The SAE established in PUSD boundaries, and we look forward to continue to build upon this relationship so that both The SAE and the District can better serve the students of our community.



Charter Renewal Criteria

A. Evidence of Meeting Charter Renewal Criteria Pursuant to:

- **Education Code Section 47607.2(b) (middle track)**

Pursuant to the amendments made to Education Code Section 47607 by Assembly Bill 1505 (2019), a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California Schools Dashboard (“Dashboard”) compared to statewide performance on the same. The following tables display the Charter School’s and the State’s indicators for the 2017-18 and 2018-19 school years, along with the Charter School’s performance on its local indicators in the 2018-19 school year. The California Department of Education has determined that The SAE meets middle track criteria.

California School Dashboard Indicators – State and Charter School Results (2017-18 and 2018-19)

Indicator	2018 State	2018 SAE	Comparison	2019 State	2019 SAE	Comparison
CAASPP ELA	Orange	Orange	Same	Green	Yellow	Lower
CAASPP Math	Orange	Red	Lower	Orange	Yellow	Higher
English Learner Progress	65.2% well or moderately developed	66.1% well or moderately developed	Same	Medium (48.3% making progress)	Medium (46.2% making progress)	Same
Chronic Absenteeism	Yellow	Red	Lower	Orange	Yellow	Higher
Graduation Rate	Yellow	Green	Higher	Green	Orange	Lower
Suspension Rate	Yellow	Green	Higher	Yellow	Red	Lower
College/Career Readiness	Yellow	Orange	Lower	Yellow	Green	Higher

Local Indicators – Charter School Results (2019-20)

Local Indicator	Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

In some situations, the chartering authority shall consider the comparison between the Charter School’s measurements of academic performance for subgroups performing statewide below the state average in each respective year. The following tables display the measurements of academic performance for each subgroup performing below the statewide average.

Measurement of Academic Performance - CAASPP English

Subgroup ¹	2018 State	2018 SAE	Comparison	2019 State	2019 SAE	Comparison
Overall	Orange	Orange	Same	Green	Yellow	Lower
Students with Disabilities	Red	Red	Same	Orange	Orange	Same
English Learners				Yellow	Yellow	Same
Hispanic				Yellow	Yellow	Same
Socioeconomically Disadvantaged				Yellow	Yellow	Same

Measurement of Academic Performance - CAASPP Math

Subgroup	2018 State	2018 C.S.	Comparison	2019 State	2019 C.S.	Comparison
Overall	Orange	Red	Lower	Orange	Yellow	Higher
Students with Disabilities	Red	Red	Same			N/A

Measurement of Academic Performance – English Learner Progress

Subgroup	2018 State	2018 C.S.	Comparison	2019 State	2019 C.S.	Comparison
Overall	65.2% well or moderately developed	66.1% well or moderately developed	Same	Medium (48.3% making progress)	Medium (46.2% making progress)	Same

Measurement of Academic Performance - College/Career

Subgroup	2018 State	2018 C.S.	Comparison	2019 State	2019 C.S.	Comparison
Overall	Yellow	Orange	Lower	Yellow	Green	Higher
Hispanic	Orange	Orange	Same	Green	Green	Same
Socioeconomically Disadvantaged	Orange	Yellow	Higher	Green	Green	Same

The Education Code prescribes particular requirements for renewal depending on the comparison between the Charter School and the State.

¹ For purposes of Education Code Sections 47607 and 47607.2, “subgroup” means numerically significant subgroup as defined in Education Code Section 52052(a)(1). (Ed. Code 47607(c)(4).)

Middle Track: Education Code Section 47607.2(b)

Education Code Section 47607.2(b) states:

(1) For all charter schools for which paragraph (2) of subdivision (c) of Section 47607 and subdivision (a) of this section do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

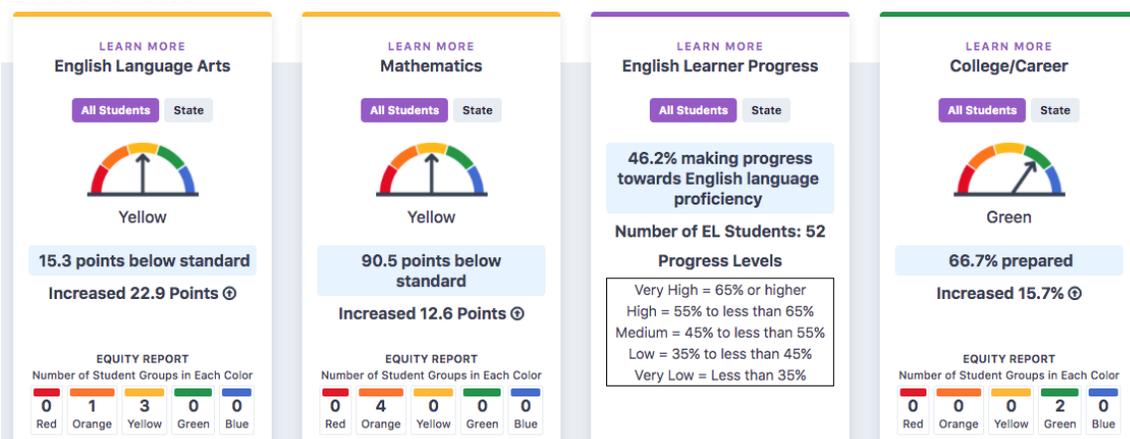
A charter petition renewed pursuant to this Section may be granted a renewal term of 5 years.

The Charter School **meets this criterion and is eligible for a renewal term of 5 years**, as determined by the California Department of Education, and as described below.

Analysis of Charter Renewal Criteria

California State Dashboard (Education Code Section 47607.2(b)(1))

The SAE clearly achieved significant and measurable increases in academic achievement in 2019, As reported on the California School Dashboard, The SAE showed growth in all academic indicators schoolwide (see above tables). The SAE also met its local indicators, as indicated in the above table.



The English Language Arts academic performance indicator on the 2019 CA School Dashboard increased by 22.9 points with no student subgroups scoring at the red level. The English Language Arts color indicator improved by one color from Orange to Yellow.

The Mathematics academic performance indicator on the 2019 CA School Dashboard increased by 12.6 points with no student subgroups scoring at the red level. The Mathematics color indicator improved by two colors from Red to Yellow.

The SAE attributes this growth in Math ELA CAASPP scores to the implementation of a revised RTI model that emphasized classroom interventions during first instruction in addition to pull-out support programs. The SAE provided implementation professional development on RTI for teachers and hired a full time RTI specialist, a fulltime general education paraprofessional, and a part time behavioral technician to provide greater support to teachers in the classroom.

The College/Career readiness performance indicator on the 2019 CA School Dashboard increased by 15.7 points. The SAE has nearly double the number of Hispanic students and socioeconomically disadvantaged students prepared for collage and career when compared to the state average.

As demonstrated in the tables above, in 2019, the Charter School only received a lower color in the ELA academic performance indicator overall. All subgroups received the same color for the ELA academic performance indicator as the state. The SAE received a higher color for both the Math and College/Career performance indicators than the state. While no colors are assigned for the ELPAC performance indicator, the SAE received the same “medium” progress level based on the percentage of students making progress towards English language proficiency as the state. The chartering authority must provide greater weight to the Charter School’s performance on measurements of academic performance, which was notably strong in the College/Career indicator and outperformed the State average in both the Math and College/Career indicator. The SAE improved in the ELA, Mathematics and College/Career indicators from 2018 to 2019. The ELPAC indicator was not measured in the same manner in 2018 and 2019 and thus the two sets of data cannot be compared directly. However, as shown in the table above, the SAE performed very similarly to the State in both 2018 and 2019 on the ELPAC indicator. In order to sustain this growth in our English learner population, The SAE created a position for a fulltime ELD teacher and coordinator. The SAE has also added an additional ELD class at both the middle school and high school to increase designated ELD provided to English learners.

Clear and Convincing Evidence of Student Growth and Postsecondary Outcomes (Education Code Section 47607.2(b)(1))

Verified Data: The SAE CAASPP Scores:

ELA	2015-16	2016-17	2017-18	2018-19
Schoolwide	46%	43.13%	36.52%	45.36%
Students with Disabilities	12%	23.53%	7.50%	17.65%
Economically Disadvantaged	43%	38.87%	32.98%	41.58%
English Learners	16%	2.94%	8.33%	5.00%
Hispanic	43%	40.26%	34.85%	40.43%
White	66%	60.46%	42.86%	78.38%

Mathematics	2015-16	2016-17	2017-18	2018-19
Schoolwide	16%	18.71%	18.96%	16.91%
Students with Disabilities	0%	11.76%	0%	0%
Economically Disadvantaged	11%	15.56%	18.50%	15.97%
English Learners	5%	5.71%	2.08%	0%
Hispanic	14%	17.10%	16.72%	14.29%
White	26%	25.58%	25.93%	27.02%

The SAE Postsecondary Outcomes

As demonstrated above, The SAE improved significantly in its College/Career Indicator on the California Dashboard. This increase is supported by the increase in college-going rates of The SAE graduates. Between 2017 and 2018, the percentage of graduates enrolling in a 2 or 4-year college increased from 58% to 65%. Notably, in 2017-18, the SAE's college-going rates exceeded that of the District, LA County, and the State.

The SAE College-Going Rates, 2016-17

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled in College	Enrolled in College	No Record
				(In-State)	(Out-of-State)	
The SAE	91	53	58%	52%	7%	42%
LA County	104,394	65,090	62%	57%	5%	38%
State	431,713	281,308	65%	59%	6%	35%
PUSD	1,581	942	60%	57%	3%	40%

The SAE College-Going Rates, 2017-18

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled in College	Enrolled in College	No Record of College Enrollment
				(In-State)	(Out-of-State)	
The SAE	98	64	65%	59%	6%	35%
LA County	105,481	65,285	62%	57%	5%	38%
State	439,211	282,740	64%	58%	7%	36%
PUSD	1,523	926	61%	58%	3%	39%

The data above demonstrates that the SAE performed comparable to the State on the California Dashboard, with the SAE showing improvement from 2018 to 2019. The SAE has also met standards on the five local indicators identified above.

In addition, the Charter School achieved measurable increases in academic achievement, as defined by at least one year’s progress as evidenced by The SAE’s CAASPP scores.

The SAE also has clear and convincing evidence of its strong postsecondary outcomes, particularly with a college-going rate in 2018 that was higher than the District, LA County, or the State.

As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion, and should be granted a renewal term of 5 years.



"The School of Arts and Enterprise allowed me to go the one of the best schools in the nation for what I love doing. I found my passion for it at The School of Arts and Enterprise."

- Gabriella Mendoza, Class of 2017

ELEMENT A **Educational Program**

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

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

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

MISSION AND VISION STATEMENTS

Mission

We live to unlock and nurture the passion of each and every student through a foundation of knowledge, creativity, and a lifelong love of learning.

We support this foundation on the transformational power of art, entrepreneurship and 21st century scholarship.

We empower passionate world-citizens with the confidence of knowledge, the power of creative thinking, and the tools needed to succeed.

We are The SAE.

Vision

The SAE will be recognized in the community and in particular amongst feeder schools as the top choice in college preparatory public middle and high schools offering a focus in the arts and

business. Students at The SAE will understand their options in post-secondary education, and be prepared for the option of their choice.

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

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

WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE - TARGET STUDENT POPULATION AND ENROLLMENT

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

Outreach is done throughout the geographic boundaries of the Pomona Unified School District. The SAE shall achieve a balance of racial and ethnic pupils, special education pupils, and English Learners, that is reflective of the general population residing within the District.

Approximately 75% of The SAE students are socioeconomically disadvantaged students, which is reflective of the District.

The majority of our students come from homes where Spanish is the primary language spoken. During the 2019-20 school year, 10.2% of our students were English Learners, and an additional 25% of our students were Reclassified as Fluent English Proficient (“RFEP”). Both the socioeconomically disadvantaged and English Learner population has increased significantly over the last term. Over half of the parents of The SAE’s students have not graduated from high school based upon demographic data reported to the State.

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

Emerging Artists

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

Community of Respect

Many of The SAE students choose The SAE because it focuses and breeds a community of respect for the diversity of learners that it serves, which includes, but is not limited to, race, gender, gender identity, gender expression, nationality, ability, disability, and sexual orientation.

Students at The SAE work together on projects from their first day of school and thus operate as a caring, respectful family of learners. Students who struggle in a traditional comprehensive middle or high school blossom within the environment of The SAE.

Enrollment

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

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

Middle School Program

As indicated above, the Charter School began as a high school and expanded by adding middle school grades starting in the 2013-14 school year. Since its inception, The School of Arts and Enterprise has committed to provide a rigorous and innovative learning environment in order to create accomplished life-long learners grades 6-12. Our standards-aligned, college-preparatory program emphasizes arts and business through innovative project-based learning. The SAE is the only charter school of its kind in the Pomona area. The Charter School has had great success in serving its population—notably, during the 2018-19 school year, the SAE achieved a 96% 12th grade non-cohort graduation rate and a 98% non-cohort college-going rate for graduates.

The goal of this expansion was to create a bridge for students entering the high school so that they are prepared for rigorous college preparatory curriculum that is delivered through real-world, inquiry-based projects. Additionally, the middle school provides exposure to arts fundamentals to younger students, across the genres of performing, visual, and digital media arts. This will allow students to choose an arts career pathway upon entering the ninth grade, allowing for more rigor and in-depth study in one area in order to compile a portfolio for college and career.

Based on the success of the middle school expansion, The SAE hopes to one day expand our program to serve elementary students in grades K-5 to provide a comprehensive K-12 educational program in the arts and business to raise up local leaders with creative minds.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

21st Century Learning Goals

Understand Diversity.

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

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

Never give up on excellence.

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

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

Learn to problem-solve.

Learn to problem-solve through creativity and critical thinking.

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

Open yourself to collaboration.

Open yourself to allow for effective collaboration.

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

Communicate clearly.

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

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

Know how to market.

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

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

The SAE Graduate

Academically Competent

Creative Innovators

Collaborative Leaders

Reflective and Adaptive

Natural Navigators

Open Minded

Entrepreneurs

Effective Communicators

Inquisitive Lifelong Learners

Respectful, Diversity

Accountable



HOW LEARNING BEST OCCURS – CURRICULUM AND INSTRUCTIONAL DESIGN

Overview

The SAE believes that learning best occurs when all students participate in a rigorous, relevant, and coherent standards based curriculum by following the Project-Based Learning (“PBL”) philosophy of education utilizing semester long projects that integrate the California state content standards, including, but not limited to the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), English Language Development (“ELD”) Standards, History-Social Science Framework and other applicable standards (hereinafter, collectively “State Standards”) in a real-life arts and business experience. Teachers are supporting students every step of the PBL process as they mentor, engage and listen to the student’s interests while maintaining the authenticity of the project.

The SAE offers an educational program which enables students to become self-motivated, competent lifelong learners by creating a school environment wherein every student learns the required knowledge and social emotional learning (“SEL”) skills needed to advance to the next grade level, essentially creating the foundation for which knowledge can build upon knowledge. Social emotional learning at The SAE enhances students’ capacity to set and achieve goals, integrate skills, establish and maintain positive relationships, and make responsible decisions. These interpersonal skills, developing self-awareness, and self-control are vital for school, work, and life success.

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

- Educational goals that are designed for student success.
- An evolving distance education structure that allows for digital online learning.
- A school design that incorporates best practices that implement the mission and best serves the students described herein.
- Teaching and learning that is focused on inquiry.
- Teaching and learning that fosters self-direction and student voice.
- Teaching and learning that occurs in multiple settings or contexts.
- Teaching and learning through students’ diverse life contexts.
- Teaching and learning that uses “houses” or interdependent group structures so students can learn from each other.
- Classroom and off-site activities that prepares students to work with the people, tools, and technologies encountered in the modern workplace.
- Teachers who are motivated and fully engaged in the educational process, with a high expectation for professional growth.
- Teachers who possess real-life experience in the arts and/or business in addition to a teaching credential.
- Parents and extended family who, regardless of their English language abilities, are involved in the educational process.
- Additional learning opportunities.
- Community partners who are actively involved in the school environment and decision-making.

- Stakeholders that participate in governance and curriculum development.
- A nurturing educational setting (small school size/small class size) that allows for more focused and individualized attention.
- Teacher expertise in providing academic support to second language learners (i.e. scaffolding and ELD strategies to access content).

Project-Based Learning

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

The SAE has adopted a project-based approach that focuses on connecting learning to our communities and the world around us. The SAE utilizes a PBL instructional approach that is designed to help teachers deliver highly engaging and developmentally appropriate lessons. We have combined functional content-area integration with the semester long projects in which a deep understanding of State Standards is essential for the completion of the project, while personalizing student learning by:

- Fostering projects that are centered around “student voice and choice”
- Promoting community knowledge, awareness and involvement
- Creating authentic experiences while booting academic outcomes
- Developing collaboration skills while celebrating others thoughts and ideas.

For example, the 11th grade Project *War on Waste* incorporates the following content areas that require teachers to collaborate toward the final project as follows:

- Science: Students learned about why waste is a problem and how it pollutes our environment. They designed and implemented a plan to reduce waste either on campus or in their community. They wrote a lab report detailing how they addressed the problem.
- History: Students had to research the history of the problem with the waste that was the focus of their project and write the research portion of the report. Students also had to volunteer with a local organization who had the same focus as their project (For example, a group that focused on composting volunteered at Pomona University and worked on their large compost piles and with their garden.)
- Language Arts: The students learned about the importance of advertisements and their placement on campus. They learned about professionalism and how to present at culmination. They also practiced their MLA formatting skills.
- Math: Students had to take data on their project (amount of cans vs. paper being recycled, the weight of e-waste, the items most composted at school, etc.) and then they had to graph the data and analyze it.

A cross-curricular integration of Place-Based education allows our Project-Based Learning to build authentic, professional, problem-solving environments for all students that feature a great deal of academic, artistic and business collaboration. Teachers plan and consciously develop these projects to integrate state standards, maximize student interaction and practice of essential skills. These projects culminate in a capstone event where students demonstrate, present, or

perform their learning. Further debriefing and reflection after the culmination event allows students to rethink the essential question of the project to measure what they have learned and which questions they may further explore.

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

As part of projects, students are provided many opportunities for field study, including study abroad programs to Australia, New Zealand, and Costa Rica. The following is a list of field trips taken during the 2018/2019 school year:

- A Noise Within Theatre - Production of A Christmas Carol
- ACE Hotel - Directing Change Award Ceremony
- Art Center College of Design Art Center and the career exploration
- Azusa Pacific University - Middle School Musical Theatre students are viewing a college production of Little Women
- Cal Poly Pomona Theatre - Viewing the Cal Poly production of Twelfth Night and touring the theatre.
- Cal Poly Pomona Theatre - The Middle School Theatre Project
- Cal State Dominguez Hills - Campus tour, master class, and dance concert
- California State University Fullerton - Titan Fast Pitch business competition
- Chaffey Community College - Out of state and international schools fair
- Costa Rica Study Abroad Program - Experience the biodiverse Latin American country
- Disneyland Leadership Camps - Scaffolded leadership training for beginning leaders and experienced leaders
- Disneyland Musical Theatre Workshop - Musical Theatre Workshop
- Dodger Stadium - College signing ceremony for College Spring Program
- Fox Theater - Financial literacy workshop with Kevin O'Leary (Shark Tank)
- Hawker College, Canberra, Australia Study Abroad Program - Live with host family, attend classes, participate in field research
- Hilton Checkers - Directing Change Ceremony
- Knotts Berry Farm - 8th grade fieldtrip
- LA Museum of the Holocaust - Field study of 10th grade History standards.
- LaVerne University -SAE Ambassador University tour
- Long Beach State - Dance Department tour and a master class on their college campus.
- Lyle Center at Cal Poly Pomona - AP Environmental Science class tour of sustainability practices
- Medieval Times - Facility tour
- Mt. San Antonio College - Jazz Festival Competition and professional clinics
- Mt. San Antonio College - Students with special needs and English learners campus tour
- New Zealand Study Abroad Program - Field research for research paper
- Ontario Convention Center - Students will be exposed to a variety of colleges all over the country.
- Otis College of Art & Design - Tour of Otis College of Art & Design for Visual and Digital Arts Juniors and Seniors

- Pomona Fair - Dance majors performance
- Pomona Transit Center - Walking Field Trip for artistic representation of bridge design.
- Redondo Beach Performing Arts center - Debbie Allen's Hot Chocolate Nutcracker for all dance majors and dance company
- Riverside Community College - Jazz Festival Competition and professional clinics
- Riverside Community College - High School Dance Day - Workshops and career exploration
- Riverside Community College - Middle School and High School Jazz Bands performance and clinics
- Segerstrom Center for the Arts - National touring theatre production of Dear Evan Hansen
- The Broad Museum - The Broad's Art + Story program
- The Candlelight Pavilion - Production of Peter and the Starcatcher
- The Huntington Library - Explore art, gardens, and book stacks
- UC Riverside - College readiness workshops

Instruction and Assessment

All teachers are required to use proven research-based instruction and assessment strategies in their lessons including, but not limited to, Differentiated Instruction, Complex Instruction, instructional strategies of Robert Marzano and other leading instructional authorities, and data-driven assessment. Teachers must also consider digital avenues of instruction in their pedagogical approach, to ensure distance learning has a high standard. Professional growth workshops on differentiated instruction ensure that teachers are engaging The SAE's diverse student population and providing multiple pathways for learning. Complex instruction workshops instruct teachers on effective student group structure that holds every student accountable to specific roles in their group. Teachers are also in-serviced on Robert Marzano's instructional strategies to increase students' ability to learn, retain, and apply content. Teacher lessons are monitored by content chairs and administrators over curriculum and instruction to maintain a consistent level of effective teaching in every classroom. Assessment data is managed and monitored through The SAE's data management system.

Regular professional growth workshops are provided to in-service teachers on using data to drive curriculum and instruction. Northwestern Evaluation Association ("NWEA") is The SAE's current data system that measures academic progress and monitors student growth over time. Department chairs are trained in NWEA to create benchmark tests and reports on benchmark data, Interim Assessment Blocks, Interim Comprehensive Assessments and other assessments. Content chairs are responsible for training department teachers on effective use of NWEA data, including the creation and administration of benchmark assessments, analyzing data by subgroups, and creating reports. NWEA manages student growth overtime while building on the state's mandated assessments, including the CAASPP, California Science Test ("CAST"), English Language Proficiency Assessments for California ("ELPAC"), and benchmark tests. Data is charted from NWEA to monitor student performance and drive course curriculum and instruction.

Teachers meet at least monthly by department to analyze assessment data, adjust pacing guides, and support the implementation of strategic instructional strategies. Results from department data analysis are used to determine the most effective differentiated instructional strategies, complex instructional strategies, project base learning strategies and Marzano's instructional strategies to

improve student performance. Department Chairs monitor the administration of benchmark assessments, teacher pacing guides, and the use of effective instructional strategies.

MASTERY LEARNING AND STANDARDS-BASED GRADING

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

- Learning objectives will be transparent from the first day of a unit and on each assignment.
 - Through formative assessment, students will have opportunities to practice, track and reflect on their progress on the content standards.
 - Summative assessments are the primary factor in academic grades.
 - Teachers offer multiple forms of summative assessments that address various learning styles. Final course grades should be an accurate reflection of standards mastered more so than a simple accumulation of scores.
- **Grades are based solely on mastery of academic standards and UNLOCK skills achieved.**

Standards-based Grading

- The SAE has adopted the Mastery Learning model of standards-based grading. Students are evaluated based solely on specific academic standards (learning goals) and UNLOCK skills. Students will no longer be given “points” for simply completing work or participating. Student must demonstrate their content knowledge and abilities on a variety of assessment types (i.e. quizzes, oral quizzes, discussions, tests, essays, reports, speeches, projects, presentations, portfolios).
- Students are evaluated on a 4-point rubric that is reviewed with students prior to each assignment.

4.0 = Advanced

3.5 = Approaching Advanced

3.0 = Proficient

2.5 = Approaching Proficient

2.0 = Basic

1.5 or 1 = Below Basic

- The rubric is clearly outlines and allows students to easily see which concepts they will be graded on.
- The rubric is designed to show a student’s understanding and ability in putting new information together, while evaluating area(s) a student may need more practice and instruction with.

Formative vs. Summative Assessments

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

Formative Assessments are activities given during the instructional process to inform teachers how students are progressing toward the learning goals and help students understand and track their progress towards standards mastery. Every formative assessment is aligned to a specific standard or standards. Formative assessments are included in the grade book to guide instruction and inform teachers of student learning needs. Students are given ample chances to move towards mastery of standards through

formative assessments. However, final grades are tabulated primarily through summative assessments.

Summative Assessments are given to enable students to demonstrate their mastery of the standards. Every summative assessment is aligned to a specific standard or standards. Students take summative assessments only after feedback from multiple formative assessments have been received. Grades on summative assessments are the primary calculation for a student's final course grade. Because formative assessments are required before summative assessments, retakes on summative assessments are discouraged. Retakes on summative assessments will be granted on a case-by-case basis.

A	88.0 – 100.0%
B	75.0 – 87.99%
C	62.5 – 74.99%
D	60.0 – 62.49%
F	0 – 59.99%

Final Course Mark for Mastery Learning

A student's final course grade should be an accurate reflection of the level of standards that have been mastered by the end of the course. Final grades will be an average of the most recent assessment of each standard as well as UNLOCK Skills assessments. UNLOCK Skills should count for about 10% of the final grade for academic courses.

Students must earn a D or higher to pass a course and receive credits. For college preparatory courses, a student must earn a C or higher for A-G credit.

Differentiated Instruction Defined

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

The Differentiated Instruction Model is composed of several key components:

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

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

for advanced students. All teachers are in-serviced regularly on strategies to tier instruction and assessment.

Complex Instruction

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

Complex Instruction (“CI”) has four major components:

- 1) Multiple ability curricula are designed to foster the development of higher-order thinking skills through group work activities organized around a central concept or big idea. The tasks are open-ended, requiring students to work interdependently to solve problems. Most importantly, the tasks require a wide array of intellectual abilities so that students from diverse backgrounds and different levels of academic proficiency can make meaningful contributions to the group task. Research has documented significant achievement gains in classrooms using such curricula.
- 2) Using special instructional strategies, the teacher trains the students to use cooperative norms and specific roles to manage their own groups. The teacher is free to observe groups carefully, to provide specific feedback, and to treat status problems which cause unequal participation among group members.
- 3) To ensure equal access to learning, teachers learn to recognize and treat status problems. Sociological research demonstrates that in CI, the more that students talk and work together, the more they learn. However, students who are social isolates or students who are seen as lacking academic skills often fail to participate and thus learn less than they would if they were more active in the groups. In CI, teachers use status treatments to broaden students' perceptions of what it means to be smart, and to convince students that they each have important intellectual contributions to make to the multiple-ability task.
- 4) In teaching how to use collaborative groups to take advantage of multiple intelligences, Complex Instruction addresses the issues of: the nature of group tasks; new roles for persons working in groups; problems of unequal participation in group work; integration of group work and other modes of instruction (such as labs and whole class discussion); and performance assessment in groups.

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

Marzano’s Strategies

Robert Marzano, Debra Pickering, and Jane Pollock reviewed hundreds of studies on instructional practices that have proven to affect student achievement based on a theory of instruction derived from the research of human learning. Critical to the implementation of these strategies is the theory (ITIP model developed by Madeline Hunter) that the teacher is the key to effective instruction. The theory was developed on the premise that teaching is decision making,

not a "recipe" to be followed rigidly. This model identifies the decisions that all teachers make, supplies teachers with a repertoire of research-based skills and strategies (processes), and encourages teachers to select those processes which are appropriate (given existing conditions in content, teacher, student and situation) in order to increase the probability of learning.

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

1. **Identifying similarities and differences:** Identifying similarities and/or differences between two or more items being considered
2. **Summarizing and note taking:** Recording information that is considered important and requiring students to provide a brief summary of content
3. **Effort and recognition:** Reinforcing and tracking student effort and providing recognition for achievement
4. **Homework and Practice:** Massed and distributed practice on a specific skill, strategy, or process and providing students with opportunities to increase their understanding through assignments completed outside of class
5. **Nonlinguistic representations:** Providing a representation of knowledge without words (e.g., a graphic representation or physical model)
6. **Cooperative learning:** Students working together in small groups
7. **Setting goals/objectives:** Identifying a learning goal or objective regarding a topic being considered in class
8. **Generating and testing hypothesis:** System analysis, Problem-solving, invention, inquiry.
9. **Cues, questions, and advance organizers:** Using hints and questions to activate prior knowledge and deepen student understanding, and providing students with a preview of new content.

Focus on Literacy

Beginning in the Fall of 2013, the SAE implemented schoolwide practices to support literacy and CCSS. All teachers use a reading strategy of annotating the text. We have adopted a common marking system for teaching and using annotation. In addition, all teachers are expected to reinforce academic vocabulary with word walls and classroom discussions and activities where students are expected to utilize academic language. Finally, to support writing even further, during the Fall of 2018, The SAE adopted the Claim, Evidence and Reasoning ("C.E.R.") writing method. This schoolwide writing method includes teacher training and student modeling with scaffolded instruction among all content areas. C.E.R. requires students to build upon their argumentative writing skills by developing a claim that is supported with evidence and explained/evaluated to form their final reasoning. The use of C.E.R. has developed both the students' writing skills, along with the ability to organize their thoughts, which has resulted in deeper analytical thinking. The SAE continues to support teachers with professional development on CCSS literacy and C.E.R writing method.



Student Example- 1:

Prompt: Why should we, as environmental scientists, care if the Amazon is burning?

Evidence: Read this article about the Amazon fires

<https://www.smithsonianmag.com/smart-news/three-things-know-about-fires-sweeping-through-amazon-rainforest-180972962/>

Write a **CER paragraph** responding to the prompt. You must have at least 2 pieces of evidence from the article or from the "One Strange Rock" , "Gasp" episode.

Fires in the Amazon rainforest are starting to raise the concern of the scientists and researchers who study it, and researchers like Albert Setzer from INPE claim that it is not all due to natural phenomena. According to the [www.smithsonianmag.com](https://www.smithsonianmag.com/smart-news/three-things-know-about-fires-sweeping-through-amazon-rainforest-180972962/) article entitled "Three Things to Know About Fires Sweeping Through the Amazon Rainforest", the majority of the fires were started by farmers trying to clear way for cultivation. Clearing the forest, would not only affect the natural wildlife that exists in its rich environment, but it would also mean the loss of a large source of humanity's most valuable resource; oxygen. In the article, it is explained that the rainforest is one of the "world's greatest defenses against climate change." The fires should be taken seriously, because without the rainforest, the Earth will lose a valuable commodity. Large portions of the forest are also home to indigenous tribes, which are numbered at around 500 that exist today. Animals, will die, and humans, will be without homes. Farmers efforts to clear the forest for profit is not only selfish but inhumane, and they are fully aware of what they are doing. To combat this issue, the Brazilian government is responding poorly, and has allowed for politics to interfere with a just cause to help end the fires.

Student Example 2:

Source #1	
Article Title	Mental Health & Stereotyping : Another danger of stereotyping
Author:	Harvard Medical School-Harvard Mental Health Letter-Dr. Michael
CER	
Claim	Stereotype threat can lead to self-consciousness that is not only distracting and anxiety-provoking, but can also interfere with achievement.
Evidence	As members of a stereotyped group grapple with how their self-image interacts with a stereotype, they may be dealing with a predicament that mental health professionals call stereotype threat.
Reasoning	How we others perceive us interferes with our mental perception of ourselves. For example, when an exam is billed as a test of intellectual ability, people of color perform worse than caucasians, presumably because the situation evokes racial biases about intelligence. When the same test is advertised as a neutral problem-solving task, people of color and caucasians perform equally well.
Source	Harvard Mental Health Letter
Link	https://www.health.harvard.edu/press_releases/mental_health_stereotyping

Content Literacy

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

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

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

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

Houses

The specialized structure of The School of Arts and Enterprise as a project-based school consequently places each student in a "House" class that is at the core of The SAE philosophy. Students travel to each core academic class in their respective "houses," creating both a sense of community and competition. This sense of community and competition binds the student to the school as well as to their participation in each semester-long, State Standards-infused, "House"-based project. Likewise, each core academic class integrates the project components into their respective curriculum, guaranteeing an unparalleled depth of study as well as delineating a potentially specific 7-year course of study for each student enrolled at The SAE from 6th grade through their senior year in high school.

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

Community Service/ Service Learning

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

- Internships with artists and local businesses
- Neighborhood beautification
- Informational health programs for the community
- Donation Drives
- Cultural Awareness Campaigns
- Tutoring and Mentoring projects
- Event organization and sponsorship
- Environmental outreach and awareness

Portfolio

“Portfolio prepared me for the real world because I am more confident in my strengths and can follow a career path according to my abilities.” -SAE Graduate, 2019

At the SAE we celebrate our differences and this action creates a space where we can promote an empathetic form of individualism that only exists within our community. The SAE implemented a new portfolio assessment in the 2013-14 school year, and in the fall of 2019, The SAE proudly printed and bounded the very first version of the Charter School’s Portfolio Handbook.

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

SAE Portfolio Core

Portfolio demonstrates the root of our Charter School’s community and identity. It supports EL students, students with IEPs and 504s, as well as our AP students by providing a rigorous but inclusive program. Portfolio’s comprehensive nature helps the SAE’s diverse population prepare for transitions within adolescent development as well as for world citizenship. It encourages teachers to increase the rigor of their curriculum and allows them to fully integrate the arts into a space that in other schools is mostly academic.

Portfolio supports students' social-emotional growth by providing a space for students to reflect upon their own identity, work ethic and impact upon their communities, while pushing them to contextualize their growth in terms of their artistic, academic and professional goals. It is an all-encompassing program that requires care and supervision because of all its moving parts. It increases the rigor within the House curriculum, and grounds the UNLOCK Skills in a product-oriented assessment of which SAE graduates can be proud of as they enter the world after high school. Portfolio is an integral piece to continue to promote lifelong learners within the SAE Program of study.

What is a Portfolio Defense?

It is an opportunity for students to defend their learning process throughout their career at the SAE in front of a panel of peers, SAE teachers and administrators. From Promotion, Benchmark and Graduation Defense, students will use Artifacts as evidence to showcase and justify their readiness for the next step of their lives.

SAE Portfolio Goal Outline

The Portfolio Process allows students and teachers to develop a holistic approach to the learning process. By asking students to self-reflect, connect their academic and artistic learning and showcase evidence of career and college readiness, they become equipped to meet the challenges they will face after the SAE.



Below are the four specific goals that facilitate our community's successful Portfolio Process:

Goal 1: SAE Graduates will show readiness for College/Career by:

- Completing A-G Requirements
- Showing proficiency in CAASPP Testing
- Passing College Entrance Exams
- Creating a plan for College and Career (HOUSE)
- College Entry Auditions
- Workplace Learning Experience (11th & 12th)

Goal 2: SAE Graduates will demonstrate Content Knowledge and Mastery Learning through PBL projects in our Core Competencies.

- Inquiry
- Analysis
- Research
- Collaboration
- Creative Expression

Goal 3: SAE students who Promote or Graduate will demonstrate Reflection through:

- Recognizing and acknowledging growth, accomplishments and successes as well as areas of future growth and development.
- Revising work to proficiency based on feedback from teachers and peers.
- Portfolio Interviews (8th/10th/12th HOUSE)
- Modules (MS HOUSE)

Goal 4: SAE Graduates will demonstrate their UNLOCK Skills proficiency by:

- Showcasing the skills applied within their projects, artifacts, the UNLOCK self-assessment and the Portfolio Defense presentation itself.
- Understanding Diversity
- Never Give Up on Excellence
- Learn to Problem Solve
- Open Yourself to Collaboration
- Communicate Clearly
- Know How to Market

As we continue to develop Portfolio at The School of Arts and Enterprise, we hope to empower students to embrace their differences and recognize their strengths within themselves and others.

Independent Study / Distance Learning Coursework

Independent Study (“IS”) at The School of Arts and Enterprise is permitted on a case-by-case basis. The SAE follows all applicable legal requirements regarding independent study and applicable guidelines set forth by the California Department of Education for Independent Study programs. IS plans can be created for students who need part-time independent study, full-time independent study on a short-term basis, and full-time independent study on a long-term basis.

As may be necessary, distance learning will be offered to Charter School students in accordance with all applicable legal requirements.

Part-time (Partial) Independent Study

- Coursework completed through IS in conjunction with regular on-campus classes
- Student attends classes on campus either full-time or part-time
- Administration approval required
- Curriculum and assessments provided by SAE faculty or through UCScout or similar vendor
- Master Agreement written for each student
- Master Agreement can be for complete semester courses or for specific units of a course being completed on campus

Full-Time Independent Study

Short-term (3 - 10 school days)

- Administration approval required
- Curriculum and assessments provided by SAE faculty
- Master Agreement written for each student

Long-term (greater than 10 school days)

Full-time long-term IS is reserved for students with extenuating circumstances as determined by SAE administration.

- Initiated by parent/guardian
- Approved by administration
- Student curriculum assigned by Academic Counselor through UCScout or similar vendor

Attendance

The Charter School shall comply with all applicable laws and regulations regarding the calculation of attendance for independent study students.

Arts Program Highlights

In 2019, The School of Arts and Enterprise was named an Arts School Network Exemplary School. This is the highest honor an Arts School can receive nationally and puts The SAE shoulder to shoulder with some of the most respected arts focused schools in the country.

In 2017, The School of Arts and Enterprise was named a CTE Arts, Media and Entertainment Professional Development Site by the California Department of Education. Along with an annual grant of over \$15,000, The SAE provides the region with access to its campuses and national award winning arts programs, showcasing its alignment and best practices with the CTE Arts, Media and Entertainment Pathway as determined by the California Department of Education.

The SAE's Nationally Award-Winning Arts Programs are comprised of 5 unique Artistic Departments.

- The Department of Dance (1 FT Staff, 2 PT Staff)
- The Department of Digital and Visual Arts (4 FT Staff)
- The Department of Music (3 FT Staff)
- The Department of Musical Theatre (1 FT Staff)
- The Department of Theatre, Film & New Media (3 FT Staff)

Art at The SAE Middle School

In grades 6-8, students experience all of the arts that The SAE offers. The Middle School programs are specifically designed as an exploratory phase for young student artists, offering them the freedom to explore as many opportunities as possible. The SAE Middle School Arts faculty work to integrate both the California State VAPA Standards and The National Art Standards across the schoolwide curriculum. The SAE currently employees 5 full time Middle School Credentialed Arts Faculty at the middle school level.

Middle School Specific Arts Programs

- **The SAE Middle School Voices**-Schoolwide Performance Show Choir
- **The SAE Middle Dance Company**
- **The SAE Middle School Yearbook**
- **The SAE Middle School Jazz Band**
- **The SAE Middle School Rock Band**
- The Visual Arts students of **The SAE Middle School** present bi-monthly shows in The Lucille H. Berger Gallery, housed on the campus of The School of Arts & Enterprise Middle School.
- **The SAE Middle School Musical** – Middle School students present an annual musical theatre production.

Art at The SAE High School

As part of our effort to encourage depth of knowledge and support a world class accessible arts education, The SAE implements Arts Majors at The SAE High School. The Arts Majors are specifically designed to be of pre-professional, pre-university level rigor and training for our

artists. Student Artists that have graduated from The School of Arts and Enterprise have been accepted and are attending some of the most prestigious and competitive university arts programs in the country including but not limited to:

- Art Center College of Art & Design (BFA Visual Arts),
- Art Institute of Chicago (multiple acceptances)
- Boston Conservatory (BFA Acting),
- Columbia College (BFA Acting, BFA Visual Arts),
- Emerson University (BFA Acting),
- Maryland Institute College of Art (BFA Visual Arts),
- New York University – Tisch School for The Arts (BFA Acting),
- Otis College of Art and Design (15+ acceptances),
- Pace University (BFA Acting),
- The Musician’s Institute (BA Vocal Performance),
- The New School (BFA Acting),
- The Theatre School at DePaul University (BFA Acting and BFA Scenic Design),
- University of California Los Angeles – UCLA (BA Dance, BFA Acting)
- University of Southern California - USC (BFA Stage Management), and
- Yale University

All students at the high school will select an Arts Major at the beginning of their 9th grade year. A rigorous exploration in this specific discipline and pre-professional arts training in a small ensemble/group setting will follow within their selected major until their graduation from The School of Arts & Enterprise. The SAE employs 6 full time and 2 part time arts faculty at the high school level.

The high school offers the following majors - Dance, Digital Arts, Filmmaking, Instrumental Music, Theatre, Visual Arts and Vocal Music. Students from these majors are also able to participate in The SAE’s Dual Musical Theatre Major.

Highlights of The School of Arts & Enterprise Artistic Programming

Performing Arts

The SAE continues to produce one of the nation’s largest Performing Arts seasons. The SAE has produced 130 productions since December 2013 – including, but not limited to – dance concerts, film festivals, music concerts, musicals, and plays.

The SAE’s online ticketing platform saetix.com surpassed \$230,000 in revenue in less than seven years of existence in 2020. Over 29,000 patrons have attended the 120 productions since its inception in December 2013.

Supporting The SAE’s mission of accessible arts education – over 5,000 free tickets have been provided to families and students to productions. The SAE’s Free Theatre for Young Audience program has become an integral part of the region’s cultural programming – providing access to thousands of elementary age students from over a 40 mile radius access to The SAE’s artistic programming.

Visual Arts

The SAE continues to provide one of the largest cultural experiences in the historic Downtown Pomona Arts Colony with the curation and management of The Gallery at The Downtown Center. Since The Gallery's official opening in 2014 – over 50,000 patrons have attended 55 unique exhibitions featuring over 4,000 unique pieces of student artwork.

The Master's at The School of Arts and Enterprise

In 2017, The School of Arts and Enterprise officially launched its Master Artist Series – *The Master's at The School of Arts and Enterprise*. It was created to provide SAE students access to acclaimed visiting artists who create meaningful and often life-changing experiences for our student artists. SAE students have attended and participated in Master Classes with such renowned artists as Natalie Weiss, Emmy Nominee and Choreographer Chloe Arnold, Disney Channel Star and Choreographer Phil Wright, Voice Over Artist Jason J. Lewis, Animator and Emmy Nominee Rafael Navarro, TV Star and Vocalist Beda Spindola and Broadway and Recording Artist Shoshana Bean.



Academic Curriculum

English

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

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

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

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

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

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

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

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

Mathematics

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

Mathematical Practices

1. **Make sense of problems and persevere in solving them.** – Proficient students explain to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
2. **Reason abstractly and quantitatively.** – Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships. They attend to the meaning of quantities, not just how to compute them; and they purposefully and flexibly using different properties of operations and objects.
3. **Construct viable arguments and critique the reasoning of others.** – Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases and can recognize and use counterexamples. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
4. **Model with mathematics.** – Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. Mathematically proficient students can apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions.
5. **Use appropriate tools strategically.** – Mathematically proficient students consider the available tools when solving a mathematical problem. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems.
6. **Attend to precision.** – Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision

appropriate for the problem context. In the middle school grades, students give carefully formulated explanations to each other.

7. **Look for and make use of structure.** – Mathematically proficient students look closely to discern a pattern or structure. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects.
8. **Look for and express regularity in repeated reasoning.** – Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

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

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

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

Integrated Mathematics I

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

Integrated Mathematics II

The focus of the Integrated Mathematics II course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I. Instructional time is concentrated in five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic

functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

Integrated Mathematics III

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

Pre-calculus

This course combines the trigonometric, geometric, and algebraic concepts learned in prior courses needed to prepare students for the study of Calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. The main topics in the course are complex numbers, rational functions, trigonometric functions and their inverses, inverse functions, vectors and matrices, and parametric and polar curves.

Calculus

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

Science

The Science Department of the School of Arts and Enterprise emphasizes project-based learning through inquiry-based and exploratory practices. We utilize the Next Generation Science Standards, the California Science Framework, and ELD Standards to prepare our students to become critical thinkers and SAE citizens (by emphasizing the UNLOCK standards).

The Next Generation Science Standards ask students to think like scientists. Through each step of an NGSS lesson, students are to feel and behave like the scientist in that given field. In middle school, students receive the foundational science that includes the following disciplinary core

ideas listed below while integrating the science and engineering practices and the crosscutting concepts.

6th Grade	7th Grade	8th Grade
PS 3.3 Thermal Energy Transfer	PS 1.1 Atoms → Molecules	PS 2.1 Newton's 3rd Law (Action/Reaction)
PS 3.4 Relationship between kinetic energy and temp	PS 1.2 Physical and Chemical change	PS 2.2 Newton's 1st/2nd Law
PS 3.5 Kinetic energy transfer	PS 1.3 Synthetic materials made from natural resources	PS 2.3 Electric/Magnetic Forces
	PS 1.4 Solids, Liquids, Gases	PS 2.4 Gravity is affected by Mass/Distance
LS 1.1 Living things are made of cells	PS 1.5 Conservation of Mass	PS 2.5 Electric/Magnetic Fields interact w/ objects
LS 1.2 Cell structure and systems	PS 1.6 Design a project that releases or absorbs thermal energy by chemical processes	PS 3.1 Graph $F=MA$
LS 1.3 Body is made of systems of cells		PS 3.2 Potential energy
LS 1.4 Animal behavior and plant structure drive reproduction in both	LS 1.6 Photosynthesis	PS 4.1 Waves – Amplitude
LS 1.5 How environmental and genetic factors influence growth of organisms	LS 1.7 Chemical reactions made new substances (food)	PS 4.2 Waves – Reflect, absorbed, transmitted
LS 1.8 Receptors send messages to the brain for behavior or memories	LS 2.1 Resource availability	PS 4.3 Digitized signals more reliable than analog signals
LS 3.2 Asexual vs. sexual reproduction	LS 2.2 Interactions in ecosystems	
	LS 2.3 Conservation of matter and energy in ecosystems	LS 3.1 Mutations – Harmful or beneficial
ESS 2.4 Water cycle	LS 2.4 Changes physical and biological to ecosystem	LS 4.1 Fossil Records – Diversity and extinction
ESS 2.5 Weather systems	LS 2.5 Maintaining biodiversity	LS 4.2 Anatomical similarities and differences to infer

		evolutionary relationships
ESS 2.6 Weather → climate patterns		LS 4.3 Compare embryological development across multiple species
ESS 3.3 Monitoring human impact	ESS 2.1 Cycling of earth's materials (rock cycle)	LS 4.4 Genetic Variations → survival of the species organisms
ESS 3.5 Global warming	ESS 2.2 Geological processes have changed earth's surface	LS 4.5 How do humans affect inheritance of desired traits in organisms
	ESS 2.3 Fossil and rock evidence for plate motion	LS 4.6 Probability to explain population trends
	ESS 3.1 Geoscience processes cause uneven distribution of earth's mineral, energy and groundwater	
	ESS 3.2 Forecasting and preventing natural disasters	ESS 1.1 Earth/moon/sun model - Eclipses and seasons
		ESS 1.2 Gravity in solar system
		ESS 1.3 Analyze scale in solar system
		ESS 1.4 Geologic time scale
		ESS 3.4 Human population affects natural resources

In high school, students explore biology, physics, and AP environmental science. We emphasize the importance of evidence-based claims as well as well-constructed arguments with a high expectation of C.E.R. to support all scientific inquiry. Students get experience in integrated science beginning in the 9th grade through 11th grade. They build on their scientific foundational skills developed in middle school, to further comprehend scientific concepts while exploring scientific careers throughout the world.

The integrated model of teaching sciences shows students how all the sciences tie together. This has allowed students to get exposed to all sciences and to support multiple interests. Furthermore, they are able to deepen their scientific exploration by exposing them to all sciences throughout their high school career.

History/Social Science

Our history courses are aligned to the History–Social Science Content Standards for California Public Schools, and the CCSS Literacy Standards. The curriculum is designed to support the Charter School's mission to foster life-long learners through innovative project based learning. We provide to our students a social understanding that includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical

environments and cultural settings, and the emerging trends that appear likely to shape the future in an interdependent world. Each year students will learn and build upon their critical thinking skills to reconstruct and interpret the events of the past through a series of history courses. The goal of our curriculum progression is to develop students' analytical and communication skills necessary for them to assume the responsibilities of a global citizenship in our ever-changing world.

Attached, as Appendix F, please find The SAE 2019-2020 Course Catalog which describes the middle and high school curriculum offered at The SAE.

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

Attached as Appendix H, please find the 2019-2020 school calendar and bell schedule.



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

6 th Grade	7 th Grade	8 th Grade
<ul style="list-style-type: none"> ● Advisory/ House ● English Language Arts 6 ● Core Connections I Math ● Physical Science ● Social Science - Ancient Civilization ● <i>Performing Art or Visual Arts</i> ● <i>SAE - Support Class</i> ● Projects ● STEM ● Humanities 	<ul style="list-style-type: none"> ● Advisory/ House ● English Language Arts 7 ● Core Connections II Math ● Life Science ● Social Science - Medieval World ● <i>Performing Art or Visual Arts</i> ● <i>SAE - Support Class</i> ● Projects ● STEM ● Humanities 	<ul style="list-style-type: none"> ● Advisory/ House ● English Language Arts 8 ● Core Connections III ● Earth Science ● Social Science -U.S. History ● <i>Performing Art or Visual Arts</i> ● Projects ● STEM ● Humanities

9 th Grade	10 th Grade	11 th Grade	12 th Grade
<ul style="list-style-type: none"> ● Advisory/ House ● English Language Arts 9 ● Integrated Math I ● Biology ● Media /Digital Design ● <i>Performing Arts, Visual Arts, or Digital Media Arts Major</i> ● Projects ● STEM ● Humanities ● Spanish I or II ● Physical Education 	<ul style="list-style-type: none"> ● Advisory/ House ● English Language Arts 10 ● Integrated Math II ● Physics ● World History ● <i>Performing Arts, Visual Arts, or Digital Media Arts Major</i> ● Marketing Model (2016-17) ● Projects ● Spanish II/ III/ AP ● Physical Education 	<ul style="list-style-type: none"> ● Advisory/ House ● English Language Arts 11 ● Integrated Math III ● U.S. History ● AP Environmental Science ● Social Media Marketing (2016-17) ● <i>Performing Arts, Visual Arts, or Digital Media Arts Major</i> ● Spanish II/III/AP 	<ul style="list-style-type: none"> ● Advisory/ House ● English Language Arts 912 ● Pre-Calculus or Calculus ● Government and Economics ● Business Entrepreneurship ● <i>Performing Arts, Visual Arts, or Digital Media Arts Major</i> ● Practicum Challenge ● Business of You Project ● Spanish II/III/AP

TRANSFERABILITY AND ELIGIBILITY OF COURSES

The SAE will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements in the SAE Course Catalogue.

SERVING SPECIAL STUDENT POPULATIONS

1) English Learners

Overview

The SAE meets all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School shall maintain policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

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

English Language Proficiency Assessments for California Testing

All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered

individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The SAE will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Serving English Learners

A significant number of The SAE students live in homes where English is not the primary language. During the 2019-20 school year, 10.2% of our students were English Learners, and an additional 25% of our students were Reclassified as Fluent English Proficient (“RFEP”). Our faculty is dedicated to providing EL students with an exceptional education, with an aim of transitioning them into English proficiency as soon as possible. We also recognize the importance of valuing students’ native languages and cultures, and will reinforce an appreciation for the cultures, customs, and languages of all its students through the school’s core curriculum.

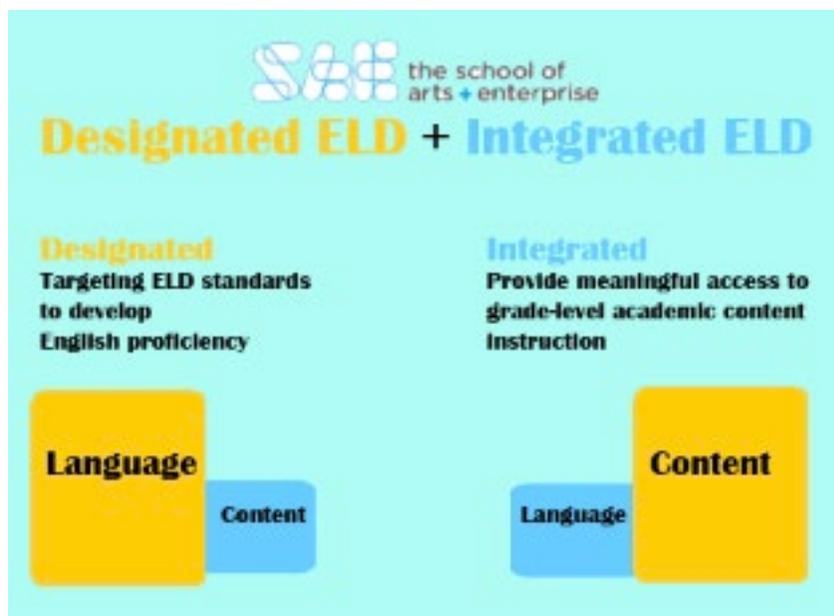
The SAE teachers will utilize the ELD Standards. These standards are not intended to replace the Common Core State Standards for ELA but instead to amplify the language knowledge, skills, and abilities of those Common Core State Standards that are critical in order for ELs to simultaneously be successful in school while they are developing English. The SAE teachers will receive professional development focused on the ELD Standards to ensure EL students are receiving the support they need in class. SAE teachers will recognize and appreciate the particular needs of EL students and will continually evaluate the educational program with those needs in mind.

The SAE recognizes its dual obligation to provide a program for ELs to overcome language barriers and also provide access to the core curriculum. The SAE’s ELD program is (1) based on a sound educational theory; (2) implemented effectively with sufficient resources and personnel; and (3) evaluated to determine whether they are effective at having students overcome language barriers and meet the same academic goals set for all other students within a reasonable period of time.

EL students who are “reasonably fluent” will be fully mainstreamed. EL students’ fluency will be evaluated by the EL Coordinator, Academic Counselor, and grade level teachers based on ELPAC scores, CAASPP scores, transcript grades (with a focus on ELA grades), teacher recommendations, oral interviews, and/or writing samples to determine if the student is fluent enough to attain proficiency² in their content classes with standard support (e.g., afterschool tutoring). EL students identified as not reasonably fluent will be placed in one or more support classes.

Comprehensive Approach to ELD

The English Language Arts/English Language Development at The School of Arts and Enterprise will support all English Learners at their level of English Language proficiency. The supports will include both a designated **and** integrated ELD support program by an authorized ELD teacher/coordinator.



Designated ELD @ The SAE

The School of Arts and Enterprise will have a designated ELD program for all EL students. Designated ELD will ensure there is a scheduled time in each of the EL students’ regular school day to receive EL support.

The instruction will focus on an ELD curriculum that supports students to learn English at the level of a native speaker, while improving their skills of listening, speaking, reading and writing in the English Language. This is done by developing the language skills needed to learn the content taught in English while building the skills needed for all EL students to express themselves in English. The ELD program will follow CDE recommendations and required [ELD standards](#), while using the [English language Road Map](#) as a direct guide.

² Proficiency at The SAE is defined as scoring a ‘3’ or higher on summative assessments recorded in a teacher’s standards mastery grade book.

The ELD teacher/coordinator will organize check-ins with English learners *every week* to provide ELD lessons and support. Students that have lower proficiency levels will have additional supports, that may include but not limited to small group check-in's to build student peer interaction while building on the students language skills.

Integrated ELD @ The SAE

In addition to the designated ELD program, The School of Arts and Enterprise will provide integrated ELD instruction by incorporating the ELD standards along with the state content standards. During the students' ELA class time, all students will receive academic instruction in English while receiving the push-in classroom support from the ELD teacher/coordinator.

The ELD teacher/coordinator will also organize planning time with ELA teachers to share best practices and provide cognitive coaching strategies to strengthen understanding and implementation of integrated ELD. This will include but not limited to the review of Common Core standards and instruction, to facilitate modeling and sharing of effective planning practices, effective pedagogy, strategies and curriculum to improve students English Language proficiency.

In addition to Specially Designed Academic Instruction in English ("SDAIE") strategies, teachers will also provide students with differentiated explicit language instruction. Teachers will use the Common Core State Standards with support from English Language Development resources, in order to provide a rigorous, yet scaffolded, instructional experience for all students identified as English Learners. In addition, The SAE will be utilizing the EL Achieve instructional frameworks as the basis for English Language Development instruction for students, including embedding the theoretical frameworks of Systematic ELD and Constructing Meaning into the Charter School's instructional plans, including the scope and sequence, unit plans, and daily lesson plans.

In addition to the structured English immersion modifications teachers make in their mainstream classes within The SAE's daily schedule, students who are not "reasonably fluent" are placed in ELD classes. In these classes, instructors provide supplemental support in reading, writing, and listening and speaking skills. To target reading and literacy acquisition, instructors enhance students' decoding and phonics skills, and utilize texts at the appropriate lexile level. To improve student written and grammatical development, ELD instructors coordinate with the instructors from their students' core courses to help students understand and progress through their academic coursework. The text *High Point* is the adopted ELD class support text. Additionally, the ELD instructors note which SDAIE strategies are most effective for each individual student, and communicate this to the EL coordinator. The EL coordinator visits the grade level team meetings once a week to share the best strategies for the ELD students with their core academic team so students can have increased success in their non-ELD courses.

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

To ensure that our English Learners receive a supportive program that encourages their academic development through in-class participation in Project-Based Learning and other enriched

curricular activities, The School of Arts and Enterprise ensures that all teachers are appropriately credentialed to serve English Learners with a Crosscultural, Language and Academic Development (“CLAD”) or Bilingual, Crosscultural, Language and Academic Development (“BCLAD”) certificate, or an alternative California Commission on Teacher Credentialing recognized certification. The School of Arts and Enterprise will be knowledgeable about implementing SDAIE to provide access to content area curriculum. Our teachers will receive ongoing professional support to acquire strong effective methods of teaching and assessing ELs.

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

Reclassification of English Learners to Fluent English Proficient

Reclassification criteria shall include the following:

- (1) Assessment of English Language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the ELPAC”
- (2) Teacher evaluation of the student’s curriculum mastery.
- (3) Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- (4) Parental opinion and/or consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process

Parental notification and consultation shall occur prior to final reclassification to FEP.

The SAE will closely monitor EL students who are reclassified in order to ensure that EL students maintain their English proficiency level for at least four years after reclassification. The monitoring process will include: the Executive Director will maintain a database of all reclassified EL students; the Executive Director will meet at the beginning of each school year with the students’ classroom teachers and the EL Coordinator to ensure that all responsible parties know of reclassified students; if a reclassified student subsequently fails to meet grade level standards, the Executive Director will work with the teacher to develop individualized interventions, which will typically follow a 3-step process including in-class modifications, referral to the Executive Director for appropriately designed interventions, and a Student Study Team (“SST”); and all efforts will be appropriately documented in the student’s file.

2) Plan for Students Who are Academically Low-Achieving

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

- Enroll all students in a rigorous academic program that prepares them for success in post-secondary education, career and adult life without the need for remediation.
- Provide a curriculum that values diversity and provides greater cultural contexts so students make valuable learning connections between course content and real-life experiences.
- Require parent/guardian conferences for students who drop below a C average.
- Support existing programs while developing additional programs to meet a variety of student needs and interests.
- Expand on-site vocational training and CTE to engage students who need alternative instruction to achieve success and demonstrate proficiency in State Standards; build industry and community partnerships to assist in developing these programs.
- Provide for flexible scheduling that targets interventions without taking away opportunities for all students to access the core curriculum
- Increase the number of available intervention programs in the 6th through 9th grades in order to lower the number of students repeating classes during the junior and senior year
- Increase the number of underrepresented students taking upper level mathematics and science courses.
- Provide immediate intervention for students in grades 9-12 if performing below a 2.0 or for students who need extra assistance in completing A-G course requirements.
- Provide on-going professional development that helps teachers understand the needs of diverse learners, and empower departments to address these concerns. (Attached as Appendix I, please find The SAE's Professional Development Plan.)
- Offer a summer bridge program for students transitioning from the 8th to the 9th grade.
- Assign required after-school intervention classes for students in grades 6-8, including but not limited to content specific tutoring and tier 2 ENCORE academic support as necessary until they meet academic outcomes for the grade-level. This will help assure readiness for the high school curriculum.
- Determine support for students based on the students GPA and academic need through the SST, which includes accommodations within the general education setting with parent input and support. This includes a pre-meeting with data collection and parent input, and a six-week follow up meeting to track progress. Students that show academic success will be transitioned out of Tier 3 support into a Tier 2 or 1 support See the chart below for a description of the supports provided in each tier:

Tier 1- Academic Support	Tier 2- Academic Support <u>Small Group Intervention</u> <u>Delivery & Progress</u> <u>Monitoring (Tier 2)</u>	Tier 3- Academic Support <u>Individual Intervention</u> <u>Delivery & Progress</u> <u>Monitoring (Tier 3)</u>
<p><u>Classroom Setup</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> May designate any area in the classroom for students to keep materials or completed work to prevent them from being misplaced. <input type="checkbox"/> Updated Communication Board: (1) Agenda, (2) Objective, (3) Essential Question, (4) Homework, and (5) Date. <input type="checkbox"/> Provide Students with important dates of upcoming assessments, projects, etc. <p><u>Classroom Instruction</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-teaching opportunities may include: <ul style="list-style-type: none"> <input type="checkbox"/> Small-Group Instruction <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Intentional Scaffolding <input type="checkbox"/> Appropriate Transition Time <p><u>Classroom Expectations</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Updated Powerschool log entries <input type="checkbox"/> Clear Classroom Expectations <input type="checkbox"/> Follow Student Handbook 	<p>Interventions that Intervention Coordinator Implements and Teachers Monitor</p> <p><u>Academic</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Tracking Agenda Completion <input type="checkbox"/> Discuss with parents the time spent on homework (document signed by parents) <input type="checkbox"/> Discuss with parents the amount of time spent in academics versus extracurricular activities <input type="checkbox"/> Ensure students are pulled out for academic support with the intervention specialist (i.e., study group) as needed. <input type="checkbox"/> Monitor student work submissions (i.e., what is being turned in and what is not being turned in) to provide support in areas of need. <input type="checkbox"/> Monitor work progress when the student attends tutoring. <input type="checkbox"/> Assign ENCORE <input type="checkbox"/> Grade check <input type="checkbox"/> Small group tutoring <input type="checkbox"/> Parent meeting <input type="checkbox"/> A variety of practice opportunities that coordinate with 	<p>Interventions that Intervention Coordinator Implements and Teachers Monitor</p> <p><u>Academic</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Using Speech to Text tools <input type="checkbox"/> Break Frequency <input type="checkbox"/> Amount of time extensions are asked for Academic Work Completion <input type="checkbox"/> Amount of times student submits complete work compared to not submitting <input type="checkbox"/> Weekly Check-in with Intervention Coordinator <input type="checkbox"/> Implementing and monitoring support from Tier 1 and Tier 2. <input type="checkbox"/> Student Study Team

<ul style="list-style-type: none"> <input type="checkbox"/> Collaborative Learning Groups <input type="checkbox"/> Provide Breaks as needed <input type="checkbox"/> Facilitate backpack cleanout and binder check (Suggested: monthly or quarterly) <p><u>Parent/Student Communication: Logged in PS</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent Phone Calls <input type="checkbox"/> Parent Square messages <input type="checkbox"/> Tutoring Recommendations <input type="checkbox"/> Teacher-Student Conferences <p><u>Student Monitoring</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Tracking Tutoring Attendance through Google Form sign-ins <input type="checkbox"/> Work submission and completion <input type="checkbox"/> Monitor absences/attendance 	<p>identified classroom skills but use different approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Peer-tutor <input type="checkbox"/> Goal setting <input type="checkbox"/> Monthly Check-in with Intervention Coordinator and Counselors 	
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The SAE will expand enrichment and intervention opportunities for students during this next charter term. The school day has been extended to provide targeted interventions. After school tutoring opportunities provide students the means to obtain necessary help in all core subjects.

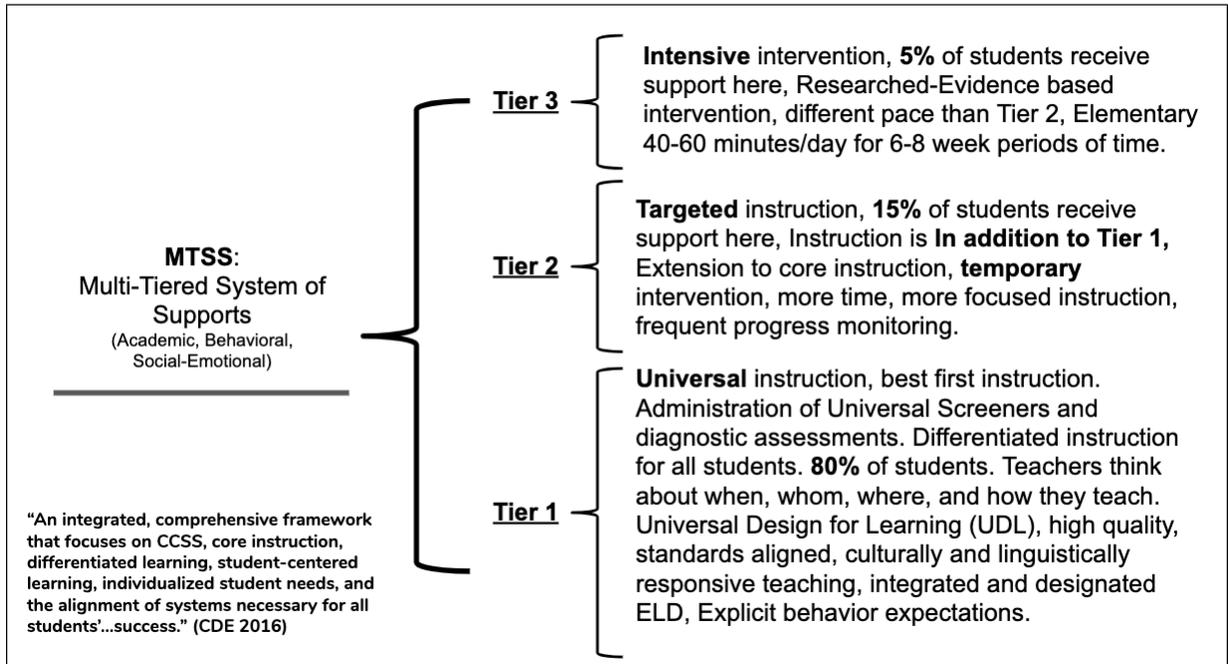
Summer school programs will offer a range of options for students, allowing for both enrichment classes and subject area remediation.

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

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

- First, Project Based Learning provides both peer tutoring and role modeling. The PBL projects will be designed to address deficiencies; this is one of the successes of the approach.
- Second, differentiated instruction is utilized as described above.

- Third, regular assessments of students (as explained in Elements B/C below) will provide early identification of students who are not at grade level using the NWEA MAP test within the first 30 days of enrollment. If the assessment comes back that a student may not meet the State Standards, teachers will plan and strategize effective interventions using the Multi-Tiered Support System (“MTSS”) model as seen below:



- Fourth, there is a joint teacher planning time that includes teacher, intervention specialist, admin and counseling built into the schedule for this purpose; and
- Fifth, The SAE will have academically oriented after school programs in a safe environment for students to complete homework and receive tutoring and/or ENCORE support.

Student Study Team

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

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

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

The Charter School 12 SST meeting steps shall include:

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

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

3) Plan for Students Who are Academically High Achieving

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

- Summer Business Leadership Academy (University of La Verne, HS Junior year)
- Scholarship Programs
- Arts and University Summer Programs
- Honors and A.P. Courses in a variety of academic core and Art subjects
- Concurrent/Dual Enrollment opportunities with local community colleges including but not limited to Mt. San Antonio College, Citrus College and Chaffey College.
- Online enrichment courses aligned with A-G approved vendors included but not limited to UC Scout and/or BYU.

4) Special Education

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

The School of Arts and Enterprise is its own local educational agency (“LEA”) member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a), The SAE sits on the SELPA Steering Committee and CEO Council.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the Authorizer, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Special education services are provided through a combination of internal staffing and contracts with appropriately licensed non-public agencies as needed to fulfill the requirements of student individualized education programs (“IEPs”). Our staff benefits from quarterly staff development activities centered on special education. The Charter School shall continue to comply with all State and Federal laws and regulations related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The SAE participates with the Special Education Information System (“SEIS”).

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

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

Services for Students under the IDEA

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

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

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

Staffing

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

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

Response to Requests

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

Identification and Referral

The SAE shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will adopt and implement policies and procedures to align with SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred by the Charter School for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

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

Assessments

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

IEP Meetings

The SAE shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Executive Director and/or the Charter School designated representative with appropriate administrative authority as required

by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall also arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

IEP Development

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

IEP Implementation

The SAE shall be responsible for implementation of IEPs and supervision of services. The Charter School shall provide the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information. The Charter School shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll during the school year in the Charter School from another school district within the state, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the Charter School shall implement the existing IEP at the Charter School, to the extent practicable or as otherwise agreed between the Charter School and parent/guardian.

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

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if

determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

The SAE shall adopt policies and procedures in alignment with SELPA policies as they apply to responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

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

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

Due Process Hearings

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

Parent Involvement and Procedural Safeguards

All parents and/or guardians are afforded meaningful participation and involvement in the education of their pupils and are afforded all procedural safeguards and protections under state and federal laws.

The SAE will provide parents and/or guardians with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions regarding placement, at least once per year. The SAE will utilize the Notice of Procedural Safeguards used by the SELPA.

SELPA Representation

The SAE shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

5) Section 504 of the Rehabilitation Act

The SAE recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

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

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

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

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

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

Goals, Actions and Measurable Outcomes Aligned with the State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control and Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the CDE and is also available on our website at https://www.thesae.k12.ca.us/apps/pages/index.jsp?uREC_ID=210868&type=d&pREC_ID=468236 and in the Appendix. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the chartering authority and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

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



"I transferred to The School of Arts and Enterprise the beginning of my junior year, and it was a burst of energy that changed my life."

- Sofia Levi, Class of 2019

ELEMENTS B and C

Measurable Student Outcomes and Methods of Measurement Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

And

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

GOALS, ACTIONS AND MEASURABLE OUTCOMES ALIGNED WITH THE STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the CDE and is also available on our website at https://www.thesae.k12.ca.us/apps/pages/index.jsp?uREC_ID=210868&type=d&pREC_ID=468236 and in the Appendix. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the

chartering authority and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

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

The Charter School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

In addition to its LCAP, The SAE also presents the following goals and actions, as well as methods of measurement, in the State Priorities.

Goals and Actions

Goal

Goal #	Description
1	Create a college and career driven culture that promotes high expectations for academic achievement and a climate that is optimal for learning.

An explanation of why the LEA has developed this goal.

While SAE's estimated Distance from Standard improved in both ELA and math from 2017-18 to 2018-19, Math performance is significantly weaker than ELA. Middle school ELA performance is also weaker than grade 11.

We strive to maintain a high 4-year graduation rate.

The SAE seeks to improve English proficiency in English learners: English learner progress is high with approximately two-thirds of English learners scoring in the top two levels of the ELPAC in 2017-18, but more progress can be made.

State Priorities: 1 (Basic Services), 2 (Implementation of Academic Standards), 4 (Student Achievement), 5 (Student Engagement), 7 (Course Access)

Measuring and Reporting Results

Metric	Baseline 2018-2019	Desired Outcome for 2022–23
SBAC distance from standard (DFS) - ELA	All Students: -15.3 EL: -64.1 SED: -22.9 SwD: -106.5 Black: -46.7 Hispanic: -22.9	All Students: 15 EL: 0 SED: 10 SwD: 0 Black: 15 Hispanic: 15
SBAC distance from standard (DFS) - Math	All Students: -90.5 EL: -123.6 SED: -98.1 SwD: -185.1 Black: -123.3 Hispanic: -100.5	All Students: -25 EL: -35 SED: -25 SwD: -35 Black: -25 Hispanic: -25
English learner proficiency – CA Dashboard indicator % making progress	46.2%	90%
Credentialing - % of teachers teaching courses aligned to valid credential	98%	100% of academic teachers hold a valid CTC teacher credential properly aligned for all courses taught & 100% of arts teachers hold a CTE or CTC credential properly aligned for all courses taught
4-Year cohort graduation Rate	88.5%	95%
College/Career readiness – CA Dashboard Indicator % prepared	Prepared: 66.7% Approaching: 17.9% Not Prepared: 15.4%	Prepared: 90% Approaching: 10% Not Prepared: 0%
2-yr college eligibility rate	98%	100%
4-yr university acceptance rate	58%	75%

Metric	Baseline 2018-2019	Desired Outcome for 2022–23
Rigorous college preparatory courses – student survey % agree or strongly agree: SAE courses prepare students to be successful in college	82%	95%
A-G completion - % of SAE graduates meeting requirements	52%	95%
CTE pathway completion- % of SAE graduates meeting requirements	87%	95%
High quality teacher retention - % of teachers retained with a satisfactory or better teacher evaluation	*	90%
Portfolio pass rate	MS: 80% HS: 100%	MS: 90% HS: 100%

Actions

Action #	Title	Description
1	Retention of high quality academic teachers with CTC credential	<ul style="list-style-type: none"> a. Improve teacher evaluations with increased collaboration with SAETA (teachers union) b. Review and revise teacher recruitment and hiring c. Continue BTSA support program d. Conduct regular audits of teacher credentials e. Provide PD and training for AP teachers f. Provide in-class coaching g. Provide PD differentiated learning h. Provide PD on CAASPP interim “non-standardized” administrations i. Provide PD on CAASPP interim assessments results analysis j. Increase collaboration time for department and grade level teaching teams k. Provide PD for College Spring teachers l. Provide PD on Google Classroom and other online learning support applications
2	Retention of high quality arts teachers with CTE credential	<ul style="list-style-type: none"> a. Improve teacher evaluations with increased collaboration with SAETA (teachers union) b. Review and revise teacher recruitment and hiring c. Continue CTE mentoring and coaching program d. Continue BTSA support program e. Conduct regular audits of teacher credentials f. Provide PD and training for AP teachers g. Provide in-classroom coaching h. Provide PD differentiated learning i. Increase collaboration time for department teams j. Provide PD on Google Classroom and other online learning support applications k. Continue annual CTE Demo Day at The SAE
3	Response to Intervention (RTI)	<ul style="list-style-type: none"> a. Provide adequate staffing of specialists and paraprofessional educators b. Conduct annual program and staff evaluation c. Provide PD for teachers and staff d. Create or acquire remedial skill-building curriculum

Action #	Title	Description
4	Standards-aligned and college preparatory curriculum	<ul style="list-style-type: none"> a. AP readiness program starting in 6th grade b. Continue full-time Independent Study program through SAE teacher created curriculum or UCScout for no more than 20 students with extenuating circumstances c. Maintain or increase AP course offering d. Provide appropriate field trips for enhanced student learning e. Provide guest speakers and on-site workshops for enhanced student learning
5	Assessments	<ul style="list-style-type: none"> a. Assess students twice yearly through NWEA b. Assess students twice yearly through CAASPP Interim Comprehensive Assessments (ICA) c. Provide PD for NWEA and CAASPP administration
6	Project Based Learning (PBL)	<ul style="list-style-type: none"> a. Conduct annual evaluation of teacher-created projects b. Provide regular PD on PBL c. Continue annual Academic Expo d. Continue annual Arts Expo
7	Graduation plans	<ul style="list-style-type: none"> a. Create individual college plan for each student b. Monitoring progress towards meeting A-G completion c. Monitoring progress towards meeting CTE Pathway completion d. Provide credit-recovery options through UCScout or other standards-based A-G aligned independent study program e. Provide credit-recovery options through summer school
8	College readiness	<ul style="list-style-type: none"> a. Continue Naviance curriculum b. Provide guidance on college application and financial aid for students c. Provide guidance on college application and financial aid for parents
9	English Language Development and English learner support	<ul style="list-style-type: none"> a. Provide adequate staffing of ELD coordinators b. Monitor intervention systems c. Provide appropriate ELD curriculum and learning resources d. Provide PD on ELPAC administration and data analysis

Action #	Title	Description
10	Students with disabilities support and special education (SPED)	<ul style="list-style-type: none"> a. Provide adequate staffing of education specialists and paraprofessional educators b. Provide services as mandated by student IEPs c. Provide PD on services students with disabilities

Goal

Goal #	Description
2	Engage family and community involvement in student learning and growth.

An explanation of why the LEA has developed this goal.

It is important for SAE to accurately track students’ attendance and work with parents and families to ensure that students are not chronically absent. Absence is an important indicator of academic success.

Parents have reported much improvement in communication. We want to build on this foundation of communication and increase opportunities for families to engage in with the school and provide valuable feedback. Spanish speaking families report translations need increases proofreading.

The success of SAE continues to require strong community involvement, including, but not limited, collaboration with our academic culminations and artistic performances.

State Priorities: 5 (Student Engagement), 3 (Parent Engagement)

Measuring and Reporting Results

Metric	Baseline 2018-2019	Desired Outcome for 2022–23
Chronic absence rate	12.5%	4.5%
Attendance Rate	95.1%	96%
SAW meeting Average parent attendance	224	275
Coffee with the Executive Director Average parent attendance	8	25

Metric	Baseline 2018-2019	Desired Outcome for 2022–23
ParentSquare usage rate	98%	100%
CTE Demo day attendance - # of visiting schools	14	50
Academic Expo attendance - % of SAE families	*	90%
Arts Expo - % of SAE families	*	90%
Internship - % of seniors who have participated in an internship	*	20%
Parent Survey response rate	35%	75%
Student Engagement Survey - % of students who agree or strongly agree they feel engaged with the school community	82%	90%
After school program participation - % of students	Data not collected	TBD

Actions

Action #	Title	Description
1	Student attendance	<ul style="list-style-type: none"> a. Assure Chronic Absenteeism is being tracked appropriately in CALPADS b. Continue #SAEeveryday awards c. Continue SART program d. Quarterly review of students at-risk for chronic absenteeism e. Increase interventions and documentation for students at-risk for chronic absenteeism (e.g. parent meetings, home visits, and positive incentives)
3	Performing arts shows for persons with disabilities	<ul style="list-style-type: none"> a. Enhance performing arts production to increase accessibility for persons with disabilities b. Sponsor at least one (1) show per year
4	Internships	<ul style="list-style-type: none"> a. Collaborate with local business b. Provide coordinator or adequate support staff
5	Business Practicum Challenge	<ul style="list-style-type: none"> a. Students conduct analysis of local businesses b. Support community participation as part of an evaluation of student business

Action #	Title	Description
6	Free student-run theatre	<ul style="list-style-type: none"> a. Create opportunity for SAE students to produce art performance local elementary and middle school students to attend. b. Sponsor at least one (1) show per year
7	Public gallery shows of student work	<ul style="list-style-type: none"> a. Create opportunity for SAE students to showcase their artwork in a publicly attended gallery show. b. Sponsor at least two (2) shows per year
8	Academic Expo	<ul style="list-style-type: none"> a. Increase planning time for teachers b. Provide clear budget and resources
9	Arts Expo	<ul style="list-style-type: none"> a. Increase planning time for teachers b. Provide clear budget and resources
10	Student Advisory Counsel	<ul style="list-style-type: none"> a. Provide support monthly for student meetings (e.g. complimentary lunch, admin facilitator) b. Review student concerns and recommendations by admin, SSC, and SSLT
11	School Site Council (SSC) support	<ul style="list-style-type: none"> a. Support monthly meetings b. Recruit and Retain parents, teachers, staff, and students c. Review and update LCAP d. Oversee SAW steering committee e. Conduct annual public f. Provide Brown Act or Greene Act training
12	School Site Leadership Team (SSLT) support	<ul style="list-style-type: none"> a. Support monthly meetings b. Recruit and retain teachers c. Conduct evaluations of schoolwide programs
13	School as a Whole (SAW)	<ul style="list-style-type: none"> a. Support Quarterly meetings b. Recruit and retain parents, teachers, staff, and students for SAW Steering Committee c. Ensure appropriate translations and interpreters
14	English Learner Advisory Committee (ELAC) and EL engagement	<ul style="list-style-type: none"> a. Support monthly meetings b. Recruit and retain parents, teachers, staff, and students c. Increase support for translation proofreading d. Sponsor Reclassification ceremony e. Sponsor EL Empowerment Night
15	After school program	<ul style="list-style-type: none"> a. Recruit and retain exploratory/pilot team b. Develop and implement an after school program

Goal

Goal #	Description
3	Foster a safe school that promotes social-emotional growth of our diverse student population.

An explanation of why the LEA has developed this goal.

The SAE historically attracts a high number of students with mental health and social-emotional needs. Recent years has also seen the need to decrease suspension and increase positive behavior supports. The SAE continues to strive for clean, safe, and engaging facilities.

State Priorities: 6 (School Climate), 8 (Other Student Outcomes)

Measuring and Reporting Results

Metric	Baseline 2018-2019	Desired Outcome for 2022–23
Suspension rate	5.2%	<1%
Student survey results - % of students who agree or strongly agree they feel safe	80%	90%
Student survey results - % of students who agree or strongly agree they feel welcome	92%	96%
Facilities inspection rate - % of months when school inspections occurred & necessary repairs completed	100%	100%
PBIS rewards rate - % of students receiving PBIS rewards monthly	6th - 98% 7th 99% 8th 84% 9th 87% 10th 84% 11th 88% 12th 40%	100%

Actions

Action #	Title	Description
1	Positive Behavioral Interventions and Supports (PBIS)	<ul style="list-style-type: none"> a. Implement PBIS plan to acknowledge, document, and reward positive student behaviors b. Conduct program evaluation annually c. Provide necessary staff support d. Provide rewards and incentives e. Provide PD for teachers and staff
2	Restorative Justice (RJ)	<ul style="list-style-type: none"> a. Implement RJ plan to mediate interpersonal conflicts (including disciplinary issues) and facilitate re-entry of disengaged or suspended students b. Conduct program evaluation annually c. Provide necessary staff support d. Provide appropriate resources e. Provide PD for teachers and staff
3	Personal Counseling	<ul style="list-style-type: none"> a. Provide personal counseling for students with mental health and social-emotional needs b. Provide PD on identifying and referring students in need of personal counseling
4	Alternative to Suspension	<ul style="list-style-type: none"> a. Develop and implement safe alternatives to suspension b. Provide necessary staff support
5	Supervision of Students	<ul style="list-style-type: none"> a. Review student supervision plan for non-classroom times (e.g., lunch, after school) b. Ensure appropriate adult supervision
6	Facilities	<ul style="list-style-type: none"> a. Maintain clean and safe facilities in good repair b. Provide necessary staff c. Conduct inspections frequently d. Respond to maintenance requests promptly e. Provide appropriate supplies and resources

*Data not yet collected

Assessments

<u>Assessment</u>	<u>Grade Levels</u>	<u>Frequency</u>
CAASPP – SBAC ELA/Math	6-8, 11	Annually
CAST	8, once in high school (9-12)	Annually
ELPAC	6-12	Initial Assessment – Based upon Home Language Survey

		Summative Assessment – Annually
NWEA MAP	6-12	Twice Annually
CAASPP Interim Comprehensive Assessment ("ICA") – ELA/Math	6-12	Twice Annually

USE OF DATA TO IMPROVE EDUCATIONAL PROGRAM

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

Regular professional growth workshops are provided to in-service teachers on using data to drive curriculum and instruction. Teachers meet at least monthly by content area to analyze assessment data, adjust pacing guides, and support the implementation of strategic instructional strategies. Results from department data analysis is used to determine the most effective differentiated instructional strategies, complex instructional strategies, and Marzano’s instructional strategies to improve student performance. Content chairs monitor the administration of benchmark assessments, teacher pacing guides, and the use of effective instructional strategies.

PERFORMANCE REPORTING

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

ELEMENT D

Governance Structure

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

NONPROFIT PUBLIC BENEFIT CORPORATION

The Charter School is a directly funded independent charter school that is operated by a California Nonprofit Public Benefit Corporation, Haven Gallery, dba The School of Arts and Enterprise.

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

Attached, as Appendix J, please find the Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code of the Charter School.

BOARD OF DIRECTORS

The Charter School is governed by a corporate Board of Directors in accordance with its corporate bylaws, which shall be consistent with the terms of this charter.

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

- Dr. Simeon Slovacek, Board Secretary/Treasurer, Professor Emeritus, CSULA
- Dr. George Charney, Provost Academic Affairs (Retired), Western University
- Mark M. Skvarna, Board President, Retired Superintendent, Baldwin Park Unified School District
- Kirsten Woo, Board Member, Marc and Eva Stern Math and Science School
- Joshua Swodeck, Parent Representative and Cultural Arts Commissioner, City of Pomona

The Board shall be comprised of no less than five (5) and no more than nine (9) Board members. Board members are appointed by the current Board members. Board members shall be comprised of community members, including a faculty representative from the Charter College of Education at CSULA and a representative from Western University. The Board shall seek members with a background and experience in arts, education, business, school finance, lawyers, public relations, fundraising, government, facilities management, construction and other related business fields.

In accordance with Education Code Section 47604(c), the Authorizer may appoint a representative to the Board of Directors.

Each director shall hold office unless otherwise removed from office in accordance with the Bylaws for two (2) years and until a successor director has been appointed or elected.

Board Duties

The Board of Directors of the Charter School will meet regularly, at least quarterly each year and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors is fully responsible for the operation and fiscal affairs of The SAE including but not limited to the following:

- Hiring, supervision, evaluation, discipline, and dismissal of the Executive Director of the School
- Approve or ratify all contractual agreements.
- Approve and monitor the implementation of general policies of the Charter School.
- Approve and monitor the Charter School's annual budget and budget revisions.
- Act as a fiscal agent. This includes the receipt of funds for the operation of the Charter School in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the Charter School.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Establish operational committees as needed and as required by the charter.
- Regularly measure progress of both student and staff performance.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Strategic Planning.
- Approve the school calendar and schedule of Board meetings.
- Review requests for out of state or overnight field trips.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments as necessary and submit material revisions as necessary for Authorizer for consideration.
- Approve annual fiscal audit
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions as necessary.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

The Charter School has adopted a Conflict of Interest Code which complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code Conflicts of Interest rules. As noted above, the Conflict Code is attached within Appendix J. As required, the Conflict Code has been submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

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

EXECUTIVE DIRECTOR

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

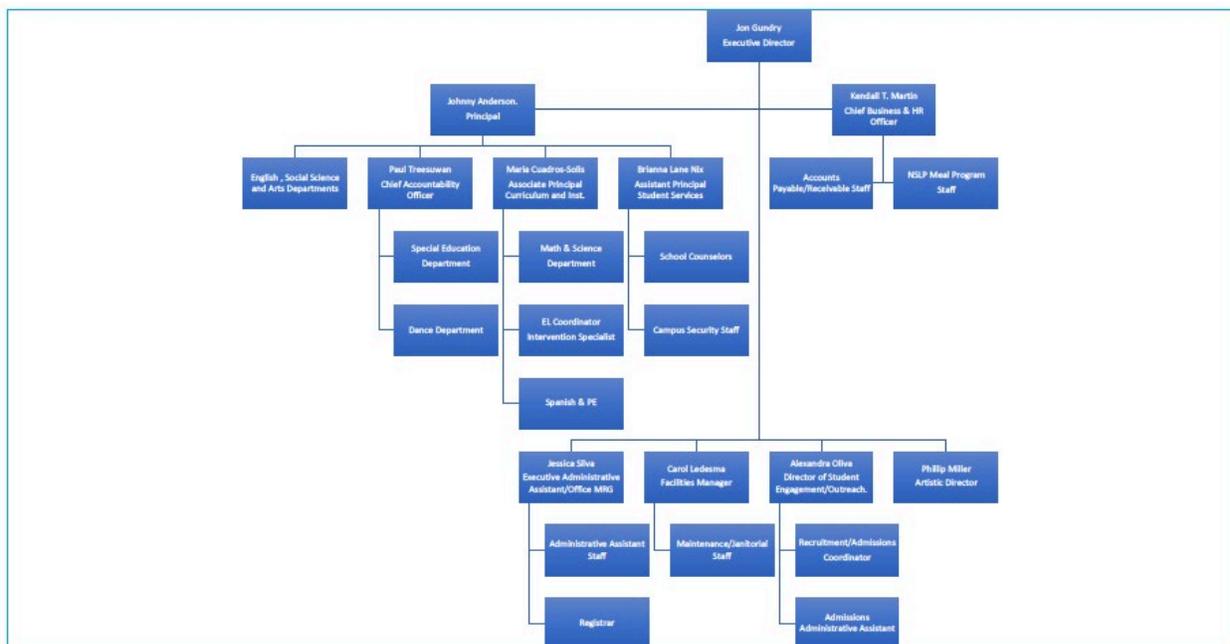
The Executive Director is assigned to perform or delegate and/or monitor assigned tasks directed from the Charter School Board of Directors and is required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

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

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

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

THE SCHOOL OF ARTS AND ENTERPRISE ORGANIZATIONAL CHART



SCHOOL AS A WHOLE AND SCHOOL SITE LEADERSHIP TEAM

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

SAW

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

School Site Leadership Team

The School Site Leadership Team (“SSLT”) consists of grade level or subject matter content teacher-leaders. During one of its two meetings each month, the SSLT’s membership will be expanded to include a composition that ensures parity between (A) the Executive Director or designee, teachers (selected by teachers), and other Charter School personnel (selected by personnel); and (B) an equal number of parents (selected by parents), or other community members selected by parents, and students (selected by students). The School Site Leadership Team is responsible for the following:

1. Ensure that the entire Charter School is focused and moving in the direction of the Charter School’s mission and vision.
2. Serve as a clearinghouse for information to facilitate communication.
3. Monitor any school-level committees to ensure progress toward goals and accomplishment of duties.
4. Assist any school-level committees in developing and refining recommendations for consideration by the SAW.
5. Participate in the development of the School Plan for Student Achievement, including any applicable budgeting.
6. Participate in the development of the LCAP, including any applicable budgeting.
7. Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student.
8. Instructional and auxiliary services to meet the special needs of EL students; educationally disadvantaged pupils; gifted and talented pupils; and pupils with exceptional needs.
9. A staff development program for teachers, other school personnel, and volunteers.

PARENT INVOLVEMENT IN GOVERNANCE

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

School Site Counsel

The primary purpose of our SSC is to monitor and provide input on school improvement plans, including our Local Control and Accountability Plan (LCAP). SSC members are comprised of 1 school administrator, 1 school non-teacher staff, 1 teacher representative from each grade level, 1 arts dept teacher, and a number of parents and students that is at least equal to the number of school personnel. Members will be trained in school accountability and funding allocation, and

will have the opportunity to have a very direct and meaningful impact on the education plans for their child.

English Learner Advisory Committee (ELAC)

The English Learner Advisory Committee (ELAC) at The SAE is comprised of parents, staff, and community members designated to advise school officials on English learner programs and services. The ELAC advises the principal and staff in the development of a site plan for English learners, assists in the development of the schoolwide needs assessment, and assists to make parents aware of the importance of regular school attendance. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent in the student body. ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions.

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

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

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

- Believe in myself and expect the best from myself as a student and as a person
- Take pride in my work and achievements.
- Demonstrate respect for my schoolmates, school staff, others and myself.

- Be willing to work cooperatively with others as a team member.
- Come to school prepared with completed homework and all necessary supplies.
- Seek help when it is needed.
- Regularly attend all classes and arrive on time.
- Strive for excellence in academic work. Complete all assignments neatly, accurately, on time, and make up work missed during absences within the timeframe established by the teacher.
- Comply with all requirements in the Charter School's Student-Parent Handbook.
- Show respect for property and materials and not deface school property or textbooks.
- Talk to my parents daily about my school activities, assignments, and concerns.

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

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

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

- Individual Student–Led Parent-Teacher Conferences

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

- Parent Training

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

- Saturday Beautification

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

- Coffee with the Executive Director

Parents will meet regularly with the Charter School Executive Director and administrative team to discuss school issues and concerns, learn about new programs, and identify how parents can become more involved.

- Community Events

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

In accordance with Education Code Section 47605(n), the Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.



ELEMENT E

Employee Qualifications

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

The School of Arts and Enterprise will not discriminate against any employee on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics) or any other protected classification.

ALL EMPLOYEES

All employees must meet the fingerprinting, background and tuberculosis risk assessment requirements prior to commencing employment as described in Element F.

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

Key Employee Qualifications:

The following are those employees the Charter School regards as key in each category, including the additional qualifications expected of individuals assigned to those positions.

TEACHERS

In accordance with Education Code Sections 47605(l) and 47605.4(a), the Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. All teachers shall be appropriately credentialed to serve English Learners with a CLAD or BCLAD certificate or an alternative California Commission on Teacher Credentialing recognized certification. Any teacher interns shall be in the process of completing their preliminary credential and have completed course work that meets CLAD authorization requirements.

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

Teachers will be selected by the Executive Director, Chief Business & Human Resources Officer,

and a designated personnel committee based on an application and interview basis and a collaborative 2nd interview during which the applicant will work with their potential team. Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced credentialed teachers will be hired on (1) educational experiences as demonstrated by presenting a lesson to be evaluated by the Executive Director or designee to assess teaching competencies: being a former paraprofessional, school volunteer, child care, and so on, (2) work experiences found beneficial to education, and (3) resumes with excellent references. Teachers will receive ongoing support to:

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

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

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

OTHER CERTIFICATED STAFF

A pool of day-to-day substitutes has been established and a list of qualified substitutes is maintained by the Human Resources Office. Substitute teachers are required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.

Executive Director

The Executive Director will be selected and appointed by the Board of Directors of the Charter School. The Executive Director shall meet the following minimum qualifications:

- Proven experience in educational leadership
- Educational vision for and experience with low-income and/or minority children
- Demonstrated ability in program design and/or development, entrepreneurial skills, and interest and commitment to educational reform.

- Master's degree (required)
- Clear Administrative Services Credential
- Experience in supervision and evaluation of employees
- Ability to communicate effectively with diverse groups, the Board and the community (required)
- Demonstrated ability to facilitate collaboration with individuals holding diverse views and reach consensus decisions (required)
- Experience with school operations including finances, fundraising, facilities, health and safety, and other operational management (preferred)
- Be familiar with special education services and the provision of these services (preferred)

Chief Business & Human Resources Officer

- Bachelor Degree (required); Master's degree preferred
- Oversight with respect to personnel management, recruiting, compensation, and employee relations communication.
- Identify staff vacancies; recruit and verify necessary credentials of applicants, as applies to vacant positions, check professional references.
- Serve as a link between management and employees by handling questions, interpreting and administering employment agreements and help resolve work-related problems.
- Manage the Charter School's finances, banking and school credit cards
- Maintains employee records i.e., time cards, tuberculosis risk assessment results, I-9 verification, DOJ documents, credentials, and mandated training verifications.
- Oversee the Charter School's nutrition program

Principal

- Bachelor's degree (required); Master's degree preferred
- Minimum preliminary administrative credential required
- Experience in school administration
- Ability to communicate effectively with diverse groups (required)
- Demonstrated ability to facilitate collaboration with individuals holding diverse views and reach consensus decisions (required)
- Observe and evaluate certificated, administrative and classified staff.
- Experience with school operations including finances, fundraising, facilities, health and safety, and other operational management.
- Ability to manage large groups of employees
- Be familiar with special education services and the provision of these services (preferred)

Associate Principal – Curriculum and Instruction

- Bachelor's degree (required); Master's degree preferred
- Minimum preliminary administrative credential required
- Experience in school administration (preferred)
- Observe and evaluate teachers

- Ability to develop and monitor classroom instruction to achieve the mission and vision.
- Oversee individual professional development plans for each teacher.
- Ability to communicate effectively with diverse groups (required)
- Demonstrated ability to facilitate collaboration with individuals holding diverse views and reach consensus decisions (required)
- Be familiar with special education services and the provision of these services (preferred)

Assistant Principal – Student Services 6-12

- Bachelor’s degree (required); Master’s Degree preferred
- Minimum preliminary administrative credential required
- Experience in school administration (preferred)
- Provide appropriate discipline for 6-12 students/engage in parent meetings
- Observe and evaluate teachers
- Monitor school-wide attendance
- Develop, maintain and conduct interventions for students with chronic attendance problems
- Ability to communicate effectively with diverse groups (required)
- Demonstrated ability to facilitate collaboration with individuals holding diverse views and reach consensus decisions (required)
- Be familiar with special education services and the provision of these services (preferred)

OFFICE PERSONNEL

Office personnel will be selected by the Executive Director, Chief Business & Human Resources Officer and/or School Administrative Team on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. Office personnel duties will include, but not be limited to:

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

OTHER PERSONNEL

Classified and other personnel will be selected by the Executive Director, Human Resources Officer and/or School Administrative Team on an application and interview basis. Selection will

be based on the ability to perform the job duties for that position. Classified personnel will perform duties suitable for their job positions.



ELEMENT F

Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).

The School of Arts and Enterprise has adopted and implemented a comprehensive set of health, safety, and risk management policies that are contained in the Charter School's Employment Handbook and Student Handbook. These policies are summarized as follows:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The SAE shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Chief Business and Human Resources Officer of the Charter School shall monitor compliance with this policy and report to the Executive Director and the Charter School Board of Directors on a quarterly basis. The Board Chair shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

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

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

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

Diabetes

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

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

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

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

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including HIV and hepatitis B virus (“HBV”).

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

Drug Free/Alcohol Free/Smoke Free Environment

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

Facility Safety

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s anti-discrimination and harassment policies. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.



ELEMENT G

Student Population Balance

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

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

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting process.
- The development of promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that is easily transmittable to all of the various racial and ethnic groups represented in the district.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district.
- The following statement will be included in all recruitment and outreach material moving forward: “The School of Arts and Enterprise is committed to establishing and sustaining an equitable community that achieves its equity mission to end the predictive value of race and ensuring each individual student’s and staff member’s success.”
- Outreach meetings in several areas of the District to reach prospective students and parents.
- Hosting open houses, orientations, and school tours on a regularly scheduled basis.
- Publicizing the instructional program.

Middle School Recruitment

In addition to the recruitment methods used at the high school level, The SAE will offer elementary and middle school invitational events throughout the year to performances and

student exhibitions. The SAE will provide the transportation for local elementary (grades four and five) and middle school students to see and experience the culture of The SAE first-hand. This live experience will be followed up with invitations to open houses and application materials. Additionally, students at the high school level will provide enrichment activities for students in local schools (grades four through eight) as part of their community service hours and academic real-world projects. The interactive connections will ensure that all students in the Pomona area are aware of the exceptional opportunities for them at The School of Arts and Enterprise. The printed marketing campaign will feature brochures geared towards middle and upper-elementary students as well as the parent/guardian and high school student materials the Charter School now has. All recruitment and outreach efforts have also been extended to virtual and online platforms, such as social media recruitment, online news publications, digital advertising, etc.

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



ELEMENT H

Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

Overview

This Policy shall apply to The School of Arts and Enterprise Charter School (“The SAE” or the “Charter School”). This Policy shall be published in the instructions for student application for admission, the Charter School’s Parent and Student Handbook, and on the Charter School’s website at thesae.org

All students who wish to attend the Charter School shall be admitted, subject to The SAE’s capacity. If there are more applications than the Charter School has capacity, enrollment, except for pupils currently enrolled in The SAE, shall be determined by public random drawing (or “lottery”), conducted in accordance with the procedures described below.

The lottery, if necessary, is held in Spring each year. Information about the date, time and location of the lottery will be posted on the Charter School’s website, at the school site, included in newsletters and/or flyers posted in the community, and will be available by calling the Charter School information number that will be included on all student admissions/lottery materials. The SAE strongly encourages all potential applicants to review the charter and the Parent and Student Handbook (available on the Charter School’s website), and published information regarding The SAE, prior to submitting an application for admission.

Assurances

In addition to any other requirement imposed under law, the Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.

The Charter School’s Board of Directors shall ensure that student outreach activities and information sessions, including but not limited to those activities as described in The SAE charter, which are designed to recruit a broad, diverse representation of students, are conducted in accordance with the charter.

No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

A) Application for Admission

1. Submission of an application for admission is not a guarantee of admission to The SAE; the application is an entry into The SAE's lottery (should one be required). If an applicant does not submit an application by the posted open enrollment deadline, the applicant will not be entered into The SAE's lottery (should one be required).
2. There is no fee to apply to or attend the SAE.
All applicants must complete an application for admission. Beginning the 2020/2021 academic year, applications are available solely online. Families requiring assistance in the application process may visit the Charter School at the Charter School campus: 300 W. Second Street, Pomona, CA 91766 or contact the Admissions team at admissions@thesae.org.
3. Applications for admission for each academic year are valid solely for that academic year. Any offers of admission to The SAE or wait list positions from one academic year shall not carry over to any other academic years. Any applicant who was not offered admission in one academic year, and who wishes to reapply to The SAE in the future, must submit a new application for the new academic year by the posted open enrollment deadline.
4. Applications for admission must be received at The SAE's office with a postmarked date no later than the specified deadline date in early May of the same academic year of enrollment (e.g., May 17, 2021 for enrollment in academic year 2021-22) or by email by the same date and time. Submitted applications will be date- and time-stamped by The SAE's staff. The open enrollment deadline will be posted on the Charter School's website and also indicated on all admission applications. Facsimile copies of applications cannot be accepted; although enrollment documents can be mailed, faxed or emailed.
5. Once an application is received, it is "on file" for entry in the lottery. Applicants may phone Charter School staff to confirm receipt of the application.
6. Applications received with a postmarked date after the specified deadline date, or hand-delivered after that date, will not be placed in the lottery but are marked with the date and time of receipt and will be held in abeyance for a subsequent lottery.

B) Admission Selection Process and Public Random Drawing/Lottery

1. Each year, the Board of Directors, acting on recommendations from The SAE Executive Director (or designee), will approve a plan for school growth for the upcoming academic year, which shall include the capacity per grade level, and in accordance with the charter.
2. If, at the end of the open enrollment period, the Charter School receives more applications than it has capacity as determined by the Board of Directors, except for existing students of The SAE, who are guaranteed re-enrollment, admission shall be determined by a public random drawing in accordance with Education Code Section 47605(e)(2).
3. **Lottery Date and Time:** The lottery shall be held within approximately two weeks of the application deadline. Public notice of the lottery will be posted at the school site and on The SAE's website, regarding the date, time, and location of the lottery.
4. **Lottery Location:** The lottery will be held in one of the classrooms at The SAE Charter School, 375 S. Main Street, Pomona, CA 91766. If necessary, the location of the lottery will be arranged to ensure maximum parent participation in a public space large enough to safely accommodate all interested families. The Charter School reserves the right to conduct a virtual lottery in the event of any health and/or safety concerns for interested families and Charter School staff.
5. **Admission Preferences:** Admission preferences in case of a lottery will be given in the following order:
 - a. Siblings of students admitted to or attending the Charter School, who reside within Pomona Unified School District ("PUSD" or the "District") boundaries
 - b. Siblings of students admitted to or attending the Charter School, who reside outside of PUSD boundaries
 - c. Students who reside in the District
 - d. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

6. If a student is extended an offer of admission due to one of the admission preferences, the Charter School may require **supporting documentation** from the parent/guardian with the student's enrollment package. The SAE shall conduct verification of such documentation prior to finalizing the student's enrollment. If the student was offered enrollment via a preference and The SAE deems that the student does not qualify, the offer of admission will be rescinded and the student will be placed at the bottom of the waiting list.
7. **Existing students** are exempt from the lottery and are guaranteed enrollment in the next academic year if the following steps are completed:
 - a. **Intent to Return:** The SAE will distribute an electronic Intent to Return Form to parents annually in the Spring. This form must be completed by the specified date in order to secure the student's enrollment at The SAE. If the form is not completed by the specified date, the Charter School will document in its records that the student is not re-enrolling at The SAE. If a student later decides that he or she does wish to re-enroll, before the application deadline, then he or she will be entered into the lottery. Applications received after the application deadline will be handled consistently with paragraph A6 above.

- b. **Re-enrollment Registration:** The online re-enrollment registration process must be completed in full and submitted to the Charter School by the specified date to ensure the student is re-enrolled. If the form is not completed by the specified date, the student's space is no longer reserved and may be filled by the next student on the waiting list.
8. **Siblings** of students admitted to or attending the Charter School receive the highest admission preference in the lottery, with a higher preference for siblings who reside within PUSD boundaries. For purposes of this policy, the term "sibling" is defined as a child who has at least one biological or adoptive parent in common with the existing pupil, or who has been legally adopted by or placed under legal guardianship of at least one biological or adoptive parent of the existing pupil. Cousins are only considered siblings if they reside at the same address. Siblings of students admitted to or attending the Charter School must submit an application for enrollment in accordance with The SAE's policy. Applicants must indicate on their application that they have a sibling admitted to or attending The SAE.
9. **Students residing within the District** will be given preference in the admissions process if a lottery is held. If offered admission, applicants indicating that they live within PUSD's boundaries may need to present an official document in the student's enrollment package to verify proof of residency. In the event of a lottery, students residing within the District will receive a preference over students residing outside of the District. Acceptable proof of residency will include the following:
 - a. Utility bill (current bill within 30 days)
 - b. Homeowner's or renter's insurance policy
 - c. Lease agreement
 - d. Current property tax bill from the County Tax Collector's Office
 - e. Official letter or form from a social services or government agency (current within 30 days)
10. **All other applicants** will not receive a preference in the lottery.
11. **Lottery Procedures:** The lottery will be operated by at least two currently employed Charter School staff members with no personal interest in the lottery. The lottery will be open to the public, and families will be encouraged to attend; however, families are not required to be present at the time of the drawing to be eligible for admission.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the subsequent preference category will be drawn in the

lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

The SAE reserves the right to purchase or license specially-designed charter school lottery software to run the admission lottery. The Charter School will input all applicant information and admission preferences into the lottery software, and the software program will run the lottery for each impacted grade in the manner described above and generate the admission and wait lists. The program will be run at the designated lottery date and time, and the results will be posted in real time at the Charter School and on The SAE's website. The results will be read out by the lottery officials and posted on a board or projection screen so that the public has an opportunity to view the results. The results of the software program will be auditable.

12. During the lottery, once maximum enrollment is reached, the remaining numbers will continue to be drawn and will be placed on a **waiting list** in the order drawn. If vacancies occur during the school year, the vacancies may be filled according to the waiting list. Once all enrollment slots have been filled, remaining students will be added to the wait list in the order in which they were randomly drawn, which takes into account their admissions preference, if any. Records will be kept on file at the Charter School documenting the fair execution of the lottery.
13. Results from the lottery will be posted in hard copy in public locations. Follow up phone calls or emails will be made to those applicants who will be offered an enrollment spot as the spot becomes available.
14. Students who are not offered seats for the academic school year for which the lottery was held will remain on the waiting list until the end of that academic school year unless otherwise requested by the parent/guardian to be removed. The waiting list shall be cleared at the end of the academic year for which the lottery was drawn and shall not carry over from one year to the next; students who remain on the waiting list at the end of the academic year will be required to submit an application again for the next school year.

C) Admission Offers and Acceptance of Offers/Enrollment

1. Following acceptance through the lottery, families who are offered admission at The SAE will have fifteen (15) business days to complete the following:
 - a. Online Registration: All sections in the Registration process must be completed to gain enrollment at The SAE. Detailed instructions will be given to families to assist parents/guardians in ensuring that all necessary paperwork is accounted for and submitted to the Charter School.³ All paperwork and documentation, as indicated in the online registration must be returned per The SAE's instructions.
2. Enrollment offers are valid only for the applied for academic year. There is no option to defer an offer for enrollment. Applicants who remain eligible for an admission preference, as defined above, may still receive such preference if they decline an offer of enrollment and then reapply for a future academic year. Similarly, applicants who were waitlisted and who remain eligible for preference, as defined above, may still receive such preference if they reapply for a future academic year.

³ The Charter School shall not request a pupil's records or require a parent, guardian or pupil to submit the pupil's records to the Charter School before enrollment.

3. If slots become available because an accepted student declines acceptance or a student leaves the Charter School after the start of the academic year, or as spots become available, The SAE staff may notify families on the waiting list via telephone and/or email (as stated in the student's application for admission) in the order they appear on the waiting list. Families shall have 2 business days to accept the enrollment slot (via telephone or email to the Charter School) and proceed with the enrollment process. This procedure may be repeated until all slots for the upcoming/current academic year have been filled with applicants who confirm their enrollment in The SAE.

Issues Not Covered Under this Policy

In the case that the procedures herein do not cover a situation that arises during the admissions and enrollment process, the Executive Director will take any additional steps necessary to execute the admissions and enrollment process.



ELEMENT I

Financial Audit

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

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

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

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

ELEMENT J

Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).

Suspension, Expulsion, and Alternatives to Suspension

This Pupil Suspension, Expulsion, and Alternative to Suspension Policy has been established in order to promote learning and protect the safety and well-being of all students at the SAE. The full Policy can be found at the Main Campus Front Office.

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by The SAE for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision.. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Alternative to Suspension

The SAE recognizes the research stating that frequent and/or consistent use of out of school suspensions, student isolation, and expulsion has multiple negative impacts on not just students, but the entire school community. When working with students who commit serious offenses, The SAE will first consider alternatives to suspension, including, but not limited to the following:

- Restorative Practices/Justice/Restitution
- Community Service
- Counseling Supports
- Behavior Intervention Contracts and Planning
- Alternative Scheduling or Programming
- Parent Supervision

Serious offenses include:

1. Defiance of or disrespect for authority putting safety and order at risk
2. Fighting/Horseplay
3. Profanity
4. Vandalism
5. Theft or cheating
6. Sexual harassment
7. Possession of any weapon, tobacco, controlled substance or explosive device.
8. Intimidation
9. Severe acts of disobedience may result in suspension or a recommendation for expulsion.

Procedures

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, 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, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 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. This section shall apply to pupils in any of grades 9 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- 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) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, 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.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation,

which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the SAE.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, 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. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit

photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) 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 student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

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, 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, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) 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.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) 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.
- r) 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.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) 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 SAE.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, 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. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 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.
 - u) 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 (3)(a)-(b).
 - v) 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.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm 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, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) 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 ten (10) 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 parent/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.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall 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. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

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 and/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.

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 (5) 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.

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.

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.

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.

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.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity 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.

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.

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.

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.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity 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 parent/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 during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code section 49079 and the corresponding enumerated offenses set forth above.

P. 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, (which could constitute a change of

placement and the student's IEP would reflect this change) 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 direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if 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, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

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) school 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 U.S.C. Section 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 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

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

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline.

The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

ELEMENT K

Retirement Systems

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

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

STRS

All eligible employees will participate in the State Teachers' Retirement System ("STRS"). Employees will accumulate service credit years in the same manner as all other members of STRS.

PERS

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

Federal Social Security

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

Miscellaneous

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

Optional 403(b) plans

All full-time employees have the option of enrolling in a 403(b) plan through Schools First Federal Credit Union. The plan is 100% employee contributions.

ELEMENT L

Public School Attendance Alternatives

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

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

ELEMENT M

Employee Return Rights

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

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

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT N

Dispute Resolution Procedures

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

Disputes Between the Charter School and the District

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

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

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

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

The Charter School recognizes that, because it is not a LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.

The Charter School recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with *EC* Section 47604.5, the matter will be addressed at the SBE's discretion in accordance with that provision of law and any regulations pertaining thereto.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT O

School Closure Procedures

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

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

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

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

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

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

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure.

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

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the non-profit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

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

Miscellaneous Provisions

BUDGETS AND FINANCIAL REPORTING

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

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

- Budget narrative
- A projected budget
- Financial projections and cash flow for three years of operation

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

The Charter School shall provide reports to the District (if the Authorizer) and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the Authorizer:

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

The Charter School shall provide reporting to the Authorizer as required by law and as requested by the Authorizer including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the Authorizer to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the Authorizer.

INSURANCE

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

ADMINISTRATIVE SERVICES

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

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

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

The School of Arts and Enterprise contracts with Charter School Management Company ("CSMC"), its back office services company to handle its business operations. (Attached as Appendix L, please find CSMC's Scope of Work.) CSMC specializes in supplying business services to developing and operational charter schools. CSMC currently works with over 230 schools in California. The SAE reviews its contract with CSMC on a yearly basis. When necessary, other measures may be explored to effectively manage the Charter School's business operations and monitor its adherence to charter school laws. The SAE retains the right to make alternative arrangements for business services at any time.

CSMC supports the Charter School in business, finance, and operational issues and assists in the management of financial and compliance affairs of the Charter School. CSMC provides the following services for The School of Arts and Enterprise: 1) develops the annual budget and monthly forecast 2) reviews and summarize county reports 3) serves as the financial liaison with the SBE 4) manages the payroll system 5) completes and submits state and federal required reports, and 6) assists with vendor relationships.

CSMC is also responsible for coordinating, collecting and providing the auditors with all necessary financial records including but not limited to: a general ledger with related statement of activities, functional expenses, year -end cash flow, systems documentation, cash receipts journal, cash disbursement journal, payroll journal, bank statements copies of operating and capital leases, loan agreements, securities, copies of all board of directors minutes, and payroll tax returns.

CSMC monitors the Charter School's daily attendance tracking and completes the P-1, P-2, and Annual attendance reports required by the State. When necessary, CSMC trains school site staff on proper attendance accounting procedures. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter School Act and the California Code of Regulations sections defining the Charter School Average Daily Attendance accounting. ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of instruction by the school. The Charter School's instructional calendar will provide the equivalent of 182 days of instruction to avoid the fiscal penalty for providing fewer than 175 days of instruction as provided by law.

FACILITIES

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

The Charter School operates in a completely transformed, unique facility, located at 295 North Garey Avenue, Pomona. The design of the Charter School facility was carefully planned so that students feel that they are walking into an artistic design company rather than a typical high school. The facility sits on an entire city block with over 24,000 square feet and houses 15 core academic classrooms, a digital media computer lab, visual arts indoor and outdoor art yard, music room, dance room, several student quads, and administration offices. It is admired by all who drive by because of its visually impressive architecture and uniquely designed wrought iron fence.

The facility renovation and construction are viewed as one of Pomona's most impressive city revitalization projects. It happens to sit in the corner of one of downtown Pomona's busiest intersections (on Garey Ave & Monterey), across the street from the YMCA's large historical building.

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

The SAE's middle school campus is located at 375 S. Main Street, which is walking distance to the high school's main campus and houses 12 academic core classrooms, of which three are science labs. All classrooms facilitate a project-based learning environment. The arts courses are housed in 4 additional classrooms along with a dance studio. Additionally, the middle school

campus includes: a resource room; a digital media arts lab; a multipurpose room; a lunch café, which opens to an outdoor eating area to provide indoor/outdoor space; an outdoor garden area; an outdoor classroom for project-based learning; a teacher workroom; a conference room; a main lobby with gallery space; and three private administrative offices. A mural of historic significance has recently been completed.

In accordance with Education Code Sections 47605.1 and 47610, the SAE will comply with all applicable requirements regarding facility locations and building standards.

TRANSPORTATION

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

POTENTIAL CIVIL LIABILITY EFFECTS

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

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

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

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

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

As stated above, insurance amounts shall be determined by recommendation of the Authorizer and the Charter School's insurance company for schools of similar size, location, and student population. The Authorizer shall be named an additional insured on the general liability insurance of the Charter School.

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



Conclusion

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

Appendices

APPENDIX A
HISTORY AND COMMUNITY OF POMONA

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 Appendix N 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
WASC ACCREDITATION

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

presents to

THE SCHOOL OF ARTS AND ENTERPRISE
GRADES 6–12

this

CERTIFICATE OF ACCREDITATION

this School is accredited through

JUNE 30, 2021


Commission Chair




President



Accrediting Commission for Schools Western Association of Schools and Colleges

533 Airport Boulevard, Suite 200 • Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
mail@acsWSC.org • www.acsWSC.org

FRED VAN LEUVEN, ED.D.
Executive Director

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

COMMISSION MEMBERS

VALENE STALEY
Chairperson
Association of California School Administrators

DAMON KERBY
Vice Chairperson
California Association of Independent Schools

SAMANTHA BENISH
California Federation of Teachers

GRANT BENNETT
Association of California School Administrators

RICHARD BRAY
Association of California School Administrators

THOMAS BUTLER
Western Catholic Educational Association

STEPHEN CATHERS
East Asia Regional Council of Schools

RODNEY CHAMBERLAIN
Hawaii Association of Independent Schools

CHAD COLDEN
Western Catholic Educational Association

CHASE DAVENPORT
Charter Schools

JOSEPH DUGAN
Public Member, California

WILLIAM ELLERBEE
California Department of Education

JON FERNANDEZ
Pacific Islands

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:

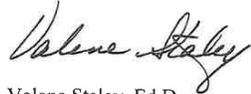
- Addressed the critical areas for follow-up throughout the schoolwide action plan
- Made appropriate progress on the implementation of the schoolwide action plan
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

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 cursive script that reads "Valene Staley".

Valene Staley, Ed.D.
Commission Chairperson

cc: Visiting Committee Chairperson
Superintendent



Accrediting Commission for Schools Western Association of Schools and Colleges

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FRED VAN LEUVEN, Ed.D.
PRESIDENT

MARILYN S. GEORGE, Ed.D.
VICE PRESIDENT

March 27, 2018

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

Dear Ms. Berger:

Based on the ACS WASC mid-cycle review, it has been determined that The School of Arts and Enterprise (The SAE) (6 - 12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's progress report, and the satisfactory completion of the on-site mid-cycle accreditation visit.

The School of Arts and Enterprise (The SAE)'s accreditation is now reaffirmed through the end of the six-year cycle ending in June 2021.

Accreditation status is conditioned upon The School of Arts and Enterprise (The SAE)'s continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members 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.

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,

Fred Van Leuven, Ed.D.
President

cc: Visiting Committee Chairperson
Superintendent

APPENDIX C
GRADUATION RATE AND COLLEGE ACCEPTANCE LIST



CLASS OF 2020

Graduation & College Information Report - June 2020

Graduation Information

*Graduating: 100%

College Acceptance: 97%

Grants & Scholarships: ~\$350,000/year

College & University Acceptances

California

Private 4-yr colleges and universities

- **Azusa Pacific University**
- **California Baptist University**
- **Concordia University- Irvine**
- **University of La Verne**
- **University of Redlands**
- **University of Southern California**
- **Whittier College**
- **Otis College of Art and Design**

Public 4-yr colleges and universities

- **California Polytechnic State University, Pomona**
- **California State University, Bakersfield**
- **California State University, Channel Islands**
- **California State University, Dominguez Hills**
- **California State University, East Bay**
- **California State University, Fullerton**
- **California State University, Long Beach**
- **California State University, Los Angeles**
- **California State University, Monterey Bay**
- **California State University, San Bernardino**
- **Chico State University**
- **Humboldt State University**
- **San Diego State University**

- San Jose State University
- San Francisco State University
- Stanislaus State University
- University of California, Berkeley
- University of California, Davis
- University of California, Los Angeles
- University of California, Merced
- University of California, Riverside
- University of California, San Diego
- University of California, Santa Barbara
- University of California, Santa Cruz

Public 2 yr colleges

- Chaffey College
- Citrus College
- Crafton Hills College
- Moreno Valley Community College
- Mount San Antonio College
- Riverside City College
- Santa Monica College

Out of State

Private 4 year colleges and universities

- Abilene Christian University
- Adelphi University
- Boston Conservatory at Berklee
- Clark University
- Columbia College-Chicago
- Grand Canyon University
- University of Portland
- University of New Haven
- Vassar College

Public colleges and universities

- Butte College
- Boise State University
- Northern Arizona University
- Oregon State University
- Southern Oregon University
- University of Oregon
- University of Illinois at Chicago

**3 students pending to complete graduation requirements*



CLASS OF 2019
The School of Arts and Enterprise
Graduation & College Information Report - June 2019

Graduation Information

*Graduating: 100%
College Acceptance: 97%

College Information

4-year College Acceptance: 58 % (41)
2-year College Acceptance: ~39% (27)

Grants & Scholarships: ~\$350,000/year; \$1.4 Million to be disbursed for the next four years

College & University Acceptances

California

Private 4-yr colleges and universities

- Azusa Pacific University
- Concordia University- Irvine
- University of Southern California
- Whittier College

Private 4-yr Arts colleges and universities

- Art Center
- Art Institute
- California College of the Arts
- Otis College of Art and Design

Public 4-yr colleges and universities

- California Polytechnic State University, Pomona
- California State University, Dominguez Hills
- California State University, East Bay
- California State University, Fullerton
- California State University, Long Beach
- California State University, Los Angeles
- California State University, Monterey Bay
- California State University, San Bernardino

**3 students pending to complete graduation requirements*



CLASS OF 2018
The School of Arts and Enterprise
Graduation & College Information Report - June 2018

Graduation Information

Graduating: 102
College Acceptance: 98%

College Information

4-year College Acceptance: 51 % (53/104)
2-year College Acceptance: 47% (49/104)

Grants & Scholarships: ~\$725,500/year; \$2.9 Million to be disbursed for the next four years

College & University Acceptances

California

Private 4-yr colleges and universities

- Azusa Pacific University
- Mills College
- University of La Verne
- University of Redlands
- University of San Francisco
- Western University
- Whittier College

Private 4-yr Arts colleges and universities

- American Academy of Dramatic Arts
- Art Institute
- California College of the Arts
- Fashion Institute of Design & Merchandising
- Otis College of Art and Design
- The New School of Cooking
- Woodbury University

Public 4-yr colleges and universities

- California Polytechnic State University, Pomona
- California Polytechnic State University, San Luis Obispo

- California State University, Dominguez Hills
- California State University, East Bay
- California State University, Fullerton
- California State University, Long Beach
- California State University, Los Angeles
- California State University, Monterey Bay
- California State University, San Bernardino
- California State University, San Marcos
- California State University,
- Humboldt State University
- San Diego State University
- San Francisco State University
- University of California, Berkeley
- University of California, Davis
- University of California, Irvine
- University of California, Los Angeles
- University of California, Merced
- University of California, Riverside
- University of California, San Diego
- University of California, Santa Barbara
- University of California, Santa Cruz

Public 2 yr colleges

- Citrus College
- East Los Angeles College
- Fullerton College
- Los Angeles City College
- Long Beach City College
- Mount San Antonio College
- Pasadena City College
- Riverside City College

Out of State

Private 4 year colleges and universities

- Adelphi University
- Baldwin Wallace University
- Concordia University-Irvine
- Columbia College-Chicago
- DePaul University
- Emerson College
- Grand Canyon University
- Pacific University
- Pace University
- Pratt Institute
- Savannah College of Art and Design

- University of Portland
- Willamette University

Public 4 year colleges and universities

- Northern Arizona University
- University of Oregon

Military

- U.S. Navy

- Humboldt State University
- San Diego State University
- San Francisco State University
- University of California, Davis
- University of California, Irvine
- University of California, Merced
- University of California, Riverside
- University of California, San Diego
- University of California, Santa Barbara
- University of California, Santa Cruz

Public 2 yr colleges

- Chaffey College
- Citrus College
- East Los Angeles College
- Los Angeles City College
- Los Angeles Trade Tech
- Los Angeles City Harbor
- Mount San Antonio College
- NorCo College
- Riverside City College
- Santa Monica College

Out of State

Private 4 year colleges and universities

- Adelphi University
- American University of Paris
- Baldwin Wallace University
- Columbia College-Chicago
- DePaul University
- Grand Canyon University
- Pace University
- Pratt Institute
- Savannah College of Art and Design
- The New School
- University of Portland
- Willamette University

Public 4 year colleges and universities

- Kent State University
- Northern Arizona University
- University of Oregon

**3 students pending to complete graduation requirements*

Count of Class 2015 Postsecondary Enrollment and Progress

Total in the Class: 88

Academic Years	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
New to College	61	4	1	1	0	0	0	0
Persisted	0	49	41	28	21	0	0	0
Returned After Stop Out	0	0	2	1	4	0	0	0
No Longer Enrolled & Not Graduated	0	11	20	29	29	0	0	0
Not in NSC to Date	27	23	22	21	21	0	0	0

THE SCHOOL OF ARTS AND ENTERPRISE

Report Run Date: 09/02/2020 11:58 AM

Page 45 of 48

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APPENDIX D
THE SAE LIST OF SEMESTER-LONG PROJECTS

Grade	Title	Essential Question & Guiding Questions	Student Activities	Community participation
6th	Ocean U	What would the world be like without fish?	Students will create a website to market and promote the effects of the extinction of sealife on our environment. To differentiate, students will have the opportunity to create a mascot to promote their findings and possibly market a solution.	Parents and friends will be encouraged to provide investments (6th grade money) to their company.
7th	Pen Pals Across the World	Essential Question: How does our school compare to schools around the world? Guiding Questions: What are some of your favorite elements of your school? What would you like to change about your school? How does your current school compare to other schools around the world? What would your ideal school look like? How does your ideal school compare to the ideal school in another country?	Students will present an image of their penpal. Explain what they learned about them. Share history/current events of the country in which their PenPals live. Describe the current school their PenPal attends, draw comparisons and share their findings. Share and compare what each ideal school would look like. In this presentation, students will also share the economics of the country and the estimated value of their ideal school. They will also be presenting on the climate/environment of the PenPal's country and determine how that could affect their school.	The community will need to complete an exit ticket asking about the school they attended for middle school. What did they like and dislike? What would their ideal middle school look like?
8th	X-51	How has the history of rocket science impacted present day construction and development of rockets? What are the different components of creating and maintaining a budget and why was this important to your project?	Launching Rockets, Explaining Posters, Explaining Math, Data Collection, MCing	Collecting Data, Create their own rocket, Observe
9th	Engineering Design: Thrills, Chills, and Physics	Describe your project and your role. [What was the most difficult part about creating and running a company? Why?] How has the history of roller coasters impacted present day construction and development of roller coasters? What are the different components of maintaining a budget and why were these important to your project? How does energy help a roller coaster travel up hills and do loops without an engine? Explain how the height of a tunnel relates to the safety of a roller coaster. If you could improve the design and construction of your roller coaster, what would you do differently? Why? How did you test your roller coaster? What is the importance of testing and redesigning a product and how did this process affect your project? What do you understand now that you were	Website Gallery: Each engineering company will have chromebooks out where they will show off their company website. Roller Coaster Demonstrations: Audience members will be invited to drop a marble into the roller coasters. Students will showcase their work and explain how they built the coasters. Essential Questions: Students will present and answer essential questions. Awards Ceremony: At the end of the presentations/interactions, each house will give out three awards: fastest speed, longest time, and most amount of vertical loops.	Voting: Each community member will vote for the engineering company that best exemplified the UNLOCK skills. Essential Questions: Each community member will be given a copy of the essential questions and encouraged to ask them during the presentations. Roller Coaster Demonstrations: Audience members will be invited to drop a marble into the roller coasters.

		not sure or aware of before? Write at least three things.		
10th	Contagion	How does the spread of the disease affect the human population?	Students will be presenting their disease in their groups to the audience. They will have a trifold and laptop. They will wearing a lab coat, a mask, and latex gloves.	Visitors will be greeted with an infected solution and encouraged to shake hands with the people they meet. Prior to leaving, the visitors must check in at the quarantine booth to see if they were contaminated or not. Visitors will then have their Instagram picture taken with a "Clear" or "Contaminated" designation sign. The photographer will add a hashtag #ContagionThe SAE2019. Hashtag will track how many participants were contaminated or not.
11th	Project "WOW": War on Waste	How can we reduce our waster through everyday actions?	Students will be creating lab reports and volunteering and local shelters, community centers, and gardens to help reduce waster. The students will present their findings and educate the community on how to reduce and handle waste. In addition, some students will sell their creations from reusable sources.	Members of the community will ask questions and look at findings from student research and will be given information on how they can volunteer at local centers, gardens, and shelters.
12th	Business of You - Venture Convention	How can having an entrepreneurial mindset benefit you and help you stand out as an artist?	Students will be in their Business of You groups, selling their goods to our school community and visitors of the Downtown Pomona Arts Colony.	Parents/ Visitors will be both shopping and asking students about their business plan, marketing, vision, etc.

Table of Contents

Table of Contents

Mission & Vision

Mastery Learning and Standards-Based Grading

The SAE College Preparatory Course Programming

Scope and Sequence

Course Descriptions: Social Science

Course Descriptions: English Language Arts

Course Descriptions: Mathematics

Course Descriptions: Science

Course Descriptions: World Language

Course Descriptions: Business

Course Descriptions: Dance

Course Descriptions: Digital Arts

Course Descriptions: Music: Instrumental and Vocal

Course Descriptions: Theatre Arts

Course Descriptions: Visual Arts

Course Descriptions: Specialized Workshop Courses

Course Descriptions: Physical Education

Course Descriptions: Support classes

Mission & Vision

To create accomplished life-long learners, The SAE's standard-aligned, college-preparatory grades 6-12 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.

Students come to school 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.

Learning and Standards-Based Grading Policy

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 ONLY on mastery of academic standards and UNLOCK skills;
- Students must earn a C to pass a course; unless a C or higher is earned, no credit (NC) will be given.

Standards-based Grading

The SAE has adopted the Mastery Learning model of standards-based grading. Students are evaluated based on specific academic standards and UNLOCK skills. Students are not 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).

For every assignment, students are evaluated on a **4-point rubric**:

4.0 = Advanced

3.5 = Approaching Advanced

3.0 = Proficient

2.5 = Approaching Proficient

2.0 = Basic

1.5 or 1 = Below Basic

Formative vs. Summative Assessments

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

Formative Assessments are activities given during the instructional process to inform teachers how students are progressing toward the learning goals and help students understand and track their progress towards standards mastery. Every formative assessment is aligned to a specific standard or standards. Formative assessments are included in the grade book to guide instruction and inform teachers of student learning needs. However, final grades are tabulated utilizing summative assessments. Students are given ample chances to move towards mastery of standards.

Summative Assessments are given to enable students to display their mastery of the standards. Students take summative assessments after feedback from formative assessments has been given. Every summative assessment is aligned to a specific standard or standards. Retakes on summative assessments will be given according to teachers' grading policies as outlined in their syllabi. **Retakes on summative assessments must be completed within two weeks from when the student receives their assessment grade.**

Final Course Mark for Mastery Learning

A student's final course grade should be an accurate reflection of the level of standards that have been mastered by the end of the course. Final grades will be an average of the most recent assessment of each standard as well as UNLOCK Skill assessments. UNLOCK Skills will count for about 10% of the final grade for 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 60%) 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.) Mastering knowledge and skills happens over time, with many opportunities for application and practice. Students may not yet have a passing grade because the course is only half over at the quarter progress report. Students will have opportunities to retake assessments and therefore show their mastery of skills and knowledge as the semester continues.

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

Mastery Learning and Standards-Based Grading

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 may be entered into grade books as part of the final grade.
- **“I can turn in work late/I have as many chances as I want to re-try completing summative assessments.”** – Late work may not always be accepted as determined by teachers and the nature of the assessment. Students must be given additional practice or support (i.e. mandatory tutoring) prior to retaking summative assessments. The number of retakes allowed is limited as determined by the teacher. Students will be given an appropriate time period to retake summative assessments, not to exceed two weeks
- **“I don’t test well, so I won’t perform well under this system.”** – Feedback from formative assessments as well as multiple assessment types support students who are challenged with traditional test taking.

Some important tips for parents:

- 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 explain 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.

The SAE College Preparatory Course Programming

Subject Requirements	The SAE College Preparatory Course Programming	UC/ CSU Requirements for Freshman Admissions
English*	4 years	4 years
Mathematics*	4 years Students must pass Integrated Math I and an additional course in Algebra, Geometry OR Integrated Math II & III	3 years Includes Algebra, Geometry, and Algebra II, OR Integrated Math I, II & III 4 years recommended
Social Science	3 years US History & World History + US Government and Economics	2 years World History & US History
Science**	3 years 1 Yearlong Physical Science 1 Yearlong Biological Science 1 Additional Yearlong Lab Science Course	2 years, 3 years recommended 1 Yearlong Physical Science 1 Yearlong Biological Science
World Language	2 years in the same language Or waiver exam	2 years in the same language Or waiver exam 3 years recommended
Visual and Performing Arts & Electives	6 yearlong courses (60 credits) of Arts and/or Business	1 year
College Preparatory Course		1 year
Additional Requirements for Graduation		
Physical Education	2 years	

*All students must be enrolled in an English and Mathematics course all 4 years at The SAE to prepare for the rigor of college.

** All students must be enrolled in a science course for three years and successfully pass at least one yearlong course in the Biological science discipline **AND** one yearlong course in the physical science discipline

Participation in High School Graduation Ceremony

High School students who successfully complete The School of Arts and Enterprise recommended course of study are eligible to participate in the graduation ceremony. Students must also successfully present their Portfolio and complete any remediation deemed necessary by members of the portfolio panels.

Any student participating in a graduation ceremony shall comply with The SAE policies and regulations pertaining to student conduct outlined in The SAE Student-Parent Handbook 2018-19. For more information on eligibility status, please see the school counselor.

Receiving High School Diploma

High School students who successfully complete The School of Arts and Enterprise recommended course of study are eligible to receive their diploma. At the discretion of The Graduation Appeals Committee, students who do not meet The School of Arts and Enterprise recommended course of study may be eligible to receive their diploma.

All eligible students will be able to pick up their diploma from The SAE registrar or have it mailed to them upon request. For more information on eligibility status, please see the school counselor.

Academic Scope and Sequence

6TH GRADE

English Language Arts
Math Core Connections Course 1
History Grade 6
Science Grade 6
Support Classes (if needed)
House Class
ASB (if elected)

7TH GRADE

English Language Arts
Math Core Connections Course 2
History Grade 7
Science Grade 7
Support Classes (if needed)
House Class
ASB (if elected)

8TH GRADE

English Language Arts
Math Core Connections Course 3
History Grade 8
Science Grade 8
Support Classes (if needed)
House
ASB (if elected)

9th GRADE

Composition & Literature 9
Integrated Math I
Biology
Business Foundations
Other Programmatic Offerings: PE, Spanish, ASB, Academic Electives
Support Classes (if needed)

10th GRADE

World Composition & Literature 10
Integrated Math II
Physical Science
World History (Honors if interested)
Other Programmatic Offerings: PE, Spanish, ASB, Academic Electives
Support Classes (if needed)

11th GRADE

American Composition & Literature 11 (AP options available)

Integrated Math III

Environmental Science (AP option available)

United States History Honors

Other Programmatic Offerings: PE, Spanish, ASB, Academic Electives

AP Human Geography

Support Classes (if needed)

12th GRADE

CSU Expository Reading and Writing (AP options available)

Pre-Calculus (AP Calculus available)

United States Government Honors (AP option available)- one semester

Economics- one semester

Business Entrepreneurship

Other Programmatic Offerings: PE, Spanish, ASB, Academic Electives

Support Classes (if needed)

Arts

Scope and Sequence

All new students to The SAE start at the the foundational level unless they pass to a higher level based on a placement interview, regardless of grade.

Dance

6th-8th

- Dance Company
- Dance
- Advanced Dance

9th-12th

- Dance Foundations
- Dance I
- Dance II
- Dance III
- Choreographic Process
- *Dance Company & Dance Production may be available Spring 2021*

Digital Arts

6th-8th

- Digital Communications

9th-12th

- Art Foundations
- Digital Arts I
- Digital Arts II
- Digital Arts III
- AP Studio Art: 2-D Design

Music- Instrumental

6th-8th

- Composing & Arranging
- Jazz 1

- Jazz 2
- Jazz 3

9th-12th

- Jazz Lab
- Intermediate Jazz Ensemble
- Commercial Music
- Theory and Improvisation
- Concert Jazz Ensemble

Music- Vocal

6th-8th

- Choir

9th-12th

- Music Foundations- Vocal
- Voice I
- Voice II
- Voice III
- Advanced Voice
- Musical Theatre-Voice

9th-12th Photography

- Photography Foundations
- Photo I

9th-12th Filmmaking

- Filmmaking II
- Filmmaking III
- Filmmaking Production (for Filmmaking Dual Majors)

Theatre

6th-8th

- Musical Theatre
- Theatre Fundamentals
- Intermediate Drama
- Advanced Drama

9-th-12th

- Theatre Foundations
- Acting I
- Acting II
- Acting III

- Stage Technology and Design (can be taken at any point in the sequence)

Musical Theatre Lab Block 8 after school (for Musical Theatre Dual Majors)

Visual Arts

6th-8th

- Graphic Novel
- Foundational Arts
- Intermediate Visual Arts
- Advanced Visual Arts

9th-12th

- Art Foundations
- Visual Arts I
- Visual Arts II
- Visual Arts III
- AP Studio Art: 2-D Design

Course Descriptions :

Academic Core

Social Science

Course Title: 6th Grade History

Course Length: One Year

Prerequisite: None

Sixth Grade History 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 students 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 History

Course Length: One Year

Prerequisite: None

Seventh Grade History studies 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. Students explore the world through reading, writing, artwork, simulations, projects, movies, literature, acting, and other activities.

Course Title: 8th Grade History

Course Length: One Year

Prerequisite: None

Eighth Grade History studies the major events and turning points that shaped the United States, from framing the Constitution up to World War I. 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. Students 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

Students in this course 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. Students will trace historical events in units of study, beginning with the Enlightenment and ending with modern revolutions. 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: World History Honors

Course Length: One Year (10 credits), meets requirement “A” for CSU/UC, Meets UC Honors designation requirements

Grade level: 10th, 11th, 12th

Prerequisite: none

In this course, students will understand and evaluate the major events in modern world history from a global perspective. Students will trace historical events in units of study, beginning with the Enlightenment and ending with modern revolutions. While taking a chronological approach, students will identify, analyze, and evaluate major historical themes from their units of study. Students will be able to critically interpret these major events of world history through the analysis of primary and secondary documents including speeches, political cartoons, maps, excerpts of historical texts, etc. In addition to analyzing documents, students will be able to craft articulate, well-written responses. Students will be assessed on their mastery through written assessments, essays, and inquiry-based projects. At the conclusion of this course, all Honors students will complete a comprehensive written and multiple-choice exam that covers all content and skills mastered over the course of the year.

Course Title: United States History Honors

Course Length: One Year (10 credits), meets requirement “A” for CSU/UC, Meets UC Honors designation requirements

Grade level: 11th, 12th

Prerequisite: Must have a C or better in World 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. 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 Title: United States Government Honors

Course Length: One Semester (5 credits), meets requirement “A” or “G” for CSU/UC, Meets UC Honors designation requirements

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.

Course Title: AP United States Government

Course Length: One Semester (5 credits), meets requirement “A” or “G” for CSU/UC, Meets UC Honors designation requirements

Grade level: 12th

Prerequisite: None

This course explores the political theory and everyday practice that directs the daily operation of our government and shapes our public policies. The express purpose of this course is to prepare students to take the AP U.S. Government and Politics Exam. The course is taught on a college level and requires a substantial amount of reading and preparation for every class. The objectives of this course go beyond a basic analysis of how our government “works.” Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as their rights and responsibilities as citizens.

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.

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 being read and analyzed.

Course Title: 7th Grade English Language Arts

Course Length: One Year

Prerequisite: None

This course will examine, through written word, oral and visual presentations, and other communicative mediums, the choices that people make. Moreover, this course will examine why those choices are made and how students can make the best choices to reach the very ambitious goals that they 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 think critically 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. 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 Title: Composition & Literature 9

Course Length: One Year (10 credits), meets requirement “B” for CSU/UC

Grade level: 9th

Prerequisite: None

Composition and Literature 9 is a comprehensive course of study developing an understanding of the world we live in as we develop our understanding of the rules, laws, conventions, traditions, and theories that combine to create, maintain, and/or destroy the physical, societal, and personal worlds we live in. In addition, once we have analyzed our world according to these concepts and principles, students begin developing a sense of place about their world, beginning with their own community and their roles within that community. Course content is driven by The SAE Projects as well as CA state standards. Students are guided through the comprehension, analysis, and critique of multiple genres including literary, expository, informational and technical documents in order to gain insight and develop a unique perspective into their world and their place within this world.

Course Title: World Composition & Literature 10

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. Each semester will focus on the writing process (pre-writing, writing, editing, revising and publishing) and the writing traits (ideas, content, voice, word choice, sentence fluency, conventions and presentation) as students develop skills in autobiographical, biographical, persuasive and expository writing. This class is structured to include the California State Standards in English-Language Arts. All of the readings, discussions, and writing skills directly support a comprehensive understanding of literature.

Course Title: English Composition & Literature 11

Course Length: One Year (10 credits), meets requirement “B” for CSU/UC

Grade level: 11th

Prerequisite: None

English Composition & Literature 11 is designed to prepare students for college and career readiness based on the Common Core Standards. Students will focus on composition (argumentative, persuasive, narrative, informational), vocabulary, themes and symbols. Students will read a variety of texts including non-fiction, novels, plays, poems and short stories. The goal is to prepare students to become fully participating members in a democratic

society. As such, students will focus on identity, eliminating stereotypes, and the constantly changing society. Class projects will integrate various art forms with writing, listening and speaking skills.

Course Title: Expository Reading and Writing Course (ERWC)

Course Length: One Year (10 credits), meets requirement “B” for CSU/UC, meets CSU Early Assessment Program requirements for English

Grade level: 12th

Prerequisite: None

Expository Reading and Writing Course (ERWC) is designed to prepare college-bound seniors for the literacy demands of higher education. Students develop advanced proficiency in expository, analytical, and argumentative reading and writing. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, interviews, memos, assorted public documents, scholarly studies, and other nonfiction texts. This course integrates text-based grammar study with rhetorical reading and writing. This course also provides instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

Course Title: AP English Literature & Composition

Course Length: One Year (10 credits), meets requirement “B” for CSU/UC, meets CSU Early Assessment Program requirements for English

Grade level: 11th, 12th

Prerequisite: None

Course Title: AP English Language & Composition

Course Length: One Year (10 credits), meets requirement “B” for CSU/UC, meets CSU Early Assessment Program requirements for English

Grade level: 11th, 12th

Prerequisite: None

Mathematics

Course Title: 6th Grade Core Mathematics

Course Length: One Year

Prerequisite: None

In 6th Grade Core Mathematics, students 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 the math explores the content through authentic applications that connect to students’ lives.

Course Title: 7th Grade Core Mathematics

Course Length: One Year

Prerequisite: None

7th Grade Core Mathematics prepares students for their future education and career by relating mathematics to everything from science to art. Students will primarily focus on understanding and applying numerical values and proportional relationships, building and solving expressions and inequalities, understanding and computing area and volume of two and three dimensional figures. Students will learn about computation and will apply all mathematical concepts through reasoning.

Course Title: 8th Grade Core Mathematics

Course Length: One Year

Prerequisite: None

In 8th Grade Core Mathematics, students will primarily focus on formulating and reasoning about expressions and linear equations, using functions to describe quantitative relationships, and analyzing two- and three- dimensional figures. Students will learn about computation and application of all mathematical concepts and reasoning.

Course Title: Integrated Math I

Course Length: One Year (10 credits), meets requirement “C” for CSU/UC

Grade level: 9th

Prerequisite: None

This first integrated math course allows students to build understanding and competency of the key mathematical concepts as reflected in Common Core State Standards. Students will focus on concepts and techniques dealing with basic Algebraic and Geometric principles including: solving and graphing linear equations and systems of two linear equations in two unknowns; solving quadratic equations through factoring, completing the square, using the quadratic formula, and graphing; dealing with polynomial and rational expressions; understanding the applications of inequalities, exponential functions, and proportions. Students will learn and critically analyze algebraic and geometric concepts. They will be introduced to concepts of mathematical modeling and active learning leading to the application of concepts. Solving applied problems will take the form of experimentation, hypothesis, conjecture, and written analysis/justification (mathematical proof). Students will make connections, discovering relationships, figuring out what strategies can be used to solve problems, and explaining their thinking. Cooperative and closely facilitated instruction will assist each student in problem solving, gaining confidence with mathematical skills and abilities.

Course Title: Integrated Math II

Course Length: One Year (10 credits), meets requirement “C” for CSU/UC

Grade level: 9th - 12th

Prerequisite: Completion of Integrated Math I with a “C” or better in the second semester

Integrated Math II allows students to build understanding and competency of the key mathematical concepts as reflected in Common Core State Standards. Students will continue to focus on concepts and techniques dealing with advanced Algebraic and Geometric principles including: quadratic expressions, equations, and functions; basics of Geometry sequences and series and probability and statistics. They will advance their ability to expand their concepts of mathematical modeling, which builds on their acquisition of previous algebraic and geometric concepts and skills, expanding their ability to apply concepts to real-world situations. Critical

thinking and life-long learning in the form of self-guided investigation is vital to success in this course. Solving applied problems will take the form of experimentation, deconstruction of complex algebraic problems, construction of algebraic models that describe real-world problems, and written analysis/justification through algebraic proof. Cooperative instruction, less directed instruction and a heavier focus on student-driven inquiry and analysis will be emphasized. Instructors begin to assist each student in gaining their own confidence in problem-solving, developing mathematical skills and abilities, and creating meaning for themselves.

Course Title: Integrated Math III

Course Length: One Year (10 credits), meets requirement “C” for CSU/UC

Grade level: 10th - 11th

Prerequisite: Completion of Integrated Math I and Integrated Math II with a “C” or better in the second semester.

Integrated Math III allows students to build understanding and competency of the key mathematical concepts as reflected in Common Core State Standards. Students will focus on concepts and techniques dealing with Algebraic and Geometric principles including: equations and inequalities, linear equations and functions, systems of linear equations and inequalities, quadratic functions, polynomials and polynomial functions, rational expressions, basics of Geometry, reasoning and proof, perpendicular and parallel lines, congruent triangles, properties of triangles, quadrilaterals, transformations, similarity, right triangles and basic trigonometry, circles, areas of polygons, surface area and volume. Students will learn and critically analyze algebraic and geometric concepts. They will continue to expand their concepts of mathematical modeling, which builds on their acquisition of previous algebraic concepts and skills and expand their ability to apply concepts to real world situations. Solving applied problems will take the form of experimentation, inductive/deductive reasoning, conjecture, and written analysis/justification through geometric proof. Cooperative instruction and facilitation, which leads to increased student-driven inquiry will be emphasized. Instructors will provide less directed-instruction in this course and begin to assist each student in gaining their own confidence in problem-solving and developing mathematical skills and abilities.

Course Title: Pre-Calculus

Course Length: One Year (10 credits), meets requirement “C” for CSU/UC

Grade level: 11th – 12th

Prerequisite: Completion of Integrated Math III with a “C” or better in the second semester

This is a college preparatory course in pre-calculus. Students will use the skills previously acquired in Integrated Math coursework to solve applied real-world applications in advanced mathematical concepts. This course is designed to cover topics in Algebra ranging from polynomial, rational, and exponential functions to conic sections. Trigonometry concepts such as Law of Sines and Cosines will be introduced. Students will then begin analytic geometry and calculus concepts such as limits, derivatives, and integrals. This class is important for any student planning to take a college algebra or college pre-calculus class as it covers techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. Students who are successful in this course will demonstrate the ability to think mathematically through critical thinking, be independent problem solvers, and gain mastery of difficult mathematical skills.

Course Title: AP Calculus AB

Course Length: One Year (10 credits), meets requirement “C” for CSU/UC, Meets UC Honors designation requirements

Grade level: 12th

Prerequisite: Completion of Pre-Calculus with a “C” or better in the second semester

The overall goal of this course is to help students understand and apply the three big ideas of AP Calculus: limits, derivatives, and integrals and the Fundamental Theorem of Calculus. Imbedded throughout the big ideas are the mathematical practices for AP Calculus: reasoning with definitions and theorems, connecting concepts, implementing algebraic/computational processes, connecting multiple representations, building notational fluency, and communicating mathematics orally and in well-written sentences. All students are required to complete summer work reviewing precalculus and Algebra 2 concepts prior to entry in the course.

Course Title: AP Calculus BC

Course Length: One Year (10 credits), meets requirement “C” for CSU/UC, Meets UC Honors designation requirements

Grade level: 12th

Prerequisite: Completion of AP Calculus AB with a “C” or better in the second semester.

This is a college-level calculus course designed to meet the Advanced Placement curricular requirements for Calculus BC (equivalent to one year of college calculus). The major topics of this course are limits, derivatives, integrals, the Fundamental Theorem of Calculus, and series. We will investigate and analyze course topics using equations, graphs, tables, and words, with a particular emphasis on a conceptual understanding of calculus. Applications, in particular to solid geometry and physics, will be studied where appropriate.

Science

Course Title: 6th Grade Earth Science

Course Length: One Year

Prerequisite: None

6th grade Earth Science studies the Earth’s structure, earthquakes, volcanoes, and other events caused by tectonic plates. In addition, the course covers energy sources on Earth, biomes, and ecosystems. Students will use hands-on activities and experiments to make the content come to life, and will walk away from this class with a wider knowledge of the world.

Course Title: 7th Grade Life Science

Course Length: One Year

Prerequisite: None

Life Science is the study of cells, heredity, biological populations and their changes over time. It includes human biology, ecology, diversity of organisms and the history and nature of science. In this course, students will have the opportunity to conduct and design experiments, identify and classify organisms. Students will work on developing skills in data recording, classifying, measuring, observing, hypothesizing, analyzing, evaluation, and inferring.

Course Title: 8th Grade Physical Science

Course Length: One Year

Prerequisite: None

The 8th grade Physical Science curriculum focuses on topics that include forces and motion, the solar system, and chemistry. Basic math skills and equations will be used as part of data interpretation and analysis. Instruction is given in the form of lectures, demos, videos, labs, and group discussions. Labs are designed to help students develop their higher critical thinking skills through observation and inquiry. Cooperative participation in class activities and discussions is expected as it is a key part to being a successful student.

Course Title: Biology**Course Length: One Year (10 credits), meets requirement “D” for CSU/UC****Grade level: 9th - 10th****Prerequisite: None**

Biology is the study of life. This course is aligned to the California State Standards for Biology and lab science and will emphasize cell biology, physiology, ecology, evolution, genetics, neurology, immune system and experiments and investigations. Emphasis will be placed on the skills relevant to practicing responsible citizenship, critical thinking, effective communication, and scientific literacy.

Course Title: Physical Science**Course Length: One Year (10 credits), meets requirement “D” for CSU/UC (pending)****Grade level: 10th - 12th****Prerequisite: None. Integrated I completion. recommended.**

This physical science course addresses overarching ideas of two branches of science; chemistry and physics. Students will focus on understanding matters through characteristics of their subatomic particles, periodic trends and chemical reactions. Students will practice communicating their thoughts using the scientific method. Students will be exposed to scientific theories and laws that can predict, manipulate and explain macroscopic interactions. Students will understand Newton’s laws that govern motion, energy transfers on earth through waves, electricity and magnetism and their work on the system. Students will learn about theories behind various technologies and provide suggestions on how to make them better based on the knowledge gained throughout this class.

Course Title: Environmental Science**Course Length: One Year (10 credits), meets requirement “D” for CSU/UC****Grade level: 11th - 12th****Prerequisite: None.**

Environmental Science will show the interconnectedness of a variety of subjects, integrating chemistry, biology, earth science, physics, political science, social science, and economics in a course that will teach students the science behind various environmental issues challenging our world and the complexities of addressing these issues from a variety of viewpoints. Students will use a variety of laboratory activities and class projects to explore the risks associated with a variety of issues. The goal of the Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will be challenged to form their own questions and apply their knowledge in their own community.

Course Title: AP Environmental Science

Course Length: One Year (10 credits), meets requirement “D” for CSU/UC, Meets UC Honors designation requirements

Grade level: 11th - 12th

Prerequisite: Teacher Recommendation.

In this college level course, students will explore the interconnectedness of a variety of subjects, integrating chemistry, biology, earth science, physics, political science, social science, and economics in a course that will teach students the science behind various environmental issues challenging our world and the complexities of addressing these issues from a variety of viewpoints. Students will use a variety of laboratory activities and class projects to explore the risks associated with a variety of issues. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will be challenged to form their own questions and apply their knowledge in their own community. The goal of this course is to provide students with the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to evaluate the risks associated with these problems and examine alternative solutions for resolving and/or preventing them.

World Language

Course Title: Spanish I

Course Length: One Year (10 credits), meets requirement “E” for CSU/UC

Grade level: 9th - 12th grade

Prerequisite: None

This course is designed to help students develop basic listening, speaking, reading, and writing skills in Spanish, and to provide them with an introduction to the geography and cultures of the Spanish-speaking world. Students will be exposed to large amounts of Spanish vocabulary and grammar, as well as become accustomed to communicating in that language even when one does not understand every word. When possible, students are encouraged to limit their use of English in the classroom. As the year progresses, the course will be conducted predominantly in the target language. Students are expected to participate, complete classwork assignments and homework on a daily basis.

Course Title: Spanish II

Course Length: One Year (10 credits), meets requirement “E” for CSU/UC

Grade level: 9th – 12th grade

Prerequisite: Completion of Spanish I with a “C” or better in second semester, or proficiency exam

The primary focus of Spanish II is to develop the student’s ability to understand native spoken and written Spanish and to increase skill at expressing oneself in basic situations. Students will be exposed to the study of Spanish and the various cultures of Spanish speaking countries. This course will use reading and writing activities to enhance the student’s grasp of vocabulary and

provide students with opportunities to express themselves in Spanish. This course will allow students to perform basic functions of the language and to become familiar with elements of Spanish speaking countries. The emphasis is placed on the development of the four skills of listening, speaking, reading and writing. These four skills will be practiced in order to get students to use the target language inside and outside of the classroom. Grammar is integrated throughout the course and is selected according to the language needs. Students acquire insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Course Title: Spanish III

Course Length: One Year (10 credits), meets requirement “E” for CSU/UC

Grade level: 9th – 12th grade

Prerequisite: Completion of Spanish II with a “C” or better in second semester, or proficiency exam

The primary focus of this third year of Spanish is to refine the student’s ability to understand native spoken and written Spanish and to polish writing skills. Listening comprehension and reading are the bases for the sound acquisition of a foreign language and our department encourages students to make reading and listening to Spanish part of their everyday routine. Students will continue to be able to understand far more than he or she can produce, that is natural; speaking and writing abilities will always lag slightly behind the ability to understand. This course will use reading and writing activities to enhance the student's’ grasp of vocabulary and will also provide opportunities to express themselves clearly in Spanish. Small group and pair work in this class will give more chances to practice speaking and the Actividades escritas (Written Activities) and the Actividades culturales (Cultural Activities) will give added opportunities to write.

Course Title: AP Spanish Language and Culture

Course Length: One Year (10 credits), meets requirement “E” for CSU/UC, Meets UC Honors designation requirements

Grade level: 9th – 12th grade

Prerequisite: Completion of Spanish III with a “C” or better in second semester, or proficiency exam

The AP Spanish Language and Culture course is comparable to fifth and sixth semester (3rd year) college and university courses in advanced Spanish writing and conversation. It encompasses oral skills, reading comprehension, composition and grammar studies through a diverse course content of academic and cultural topics (art, history, current events, literature, culture, sports, music, etc.). The course materials include a test preparation book and a variety of authentic resources, such as recordings, films, newspapers, magazines, and internet sources from the Spanish-speaking world. Students will be asked to prepare oral presentations, work on individual and group projects, and research a variety of teacher and student selected topics. All assignments are graded according to AP Scoring Guidelines as this class is preparing students to take the AP Exam at the end of the year.

Business

Course Title: Business Foundations

Course Length: One Year (10 credits)

Grade level: 9th

Prerequisite: None

Business Foundations is a course designed to support business and entrepreneurial thinking and literacy. This is an introductory class to the contemporary world of business. This course will allow students to explore the individual artist as a business person in today's marketplace by exposing students to entrepreneurship, management, financial literacy, and marketing. Students will cover topics including vision setting, effective business strategies, personal finance, and social movements involving business. Through a variety of individual and team projects, students will respond to new business concepts and ideas by conducting extensive research, analyzing complex business texts, as well as by creatively presenting their knowledge.

Course Title: Business/Entrepreneurship

Course Length: One Year (10 credits)

Grade level: 12th

Prerequisite: None

A required class for seniors, this is an introductory class to the contemporary world of business, management, and entrepreneurship. An emphasis will be placed upon financial literacy, investments, personal financial management, small group leadership, real world scenarios, and personal initiative. The fundamental aspects of business, management, and entrepreneurship will be explored through several projects including 'The Business of You.'

Dance

Title: Dance Foundations

Course Length: One Year (10 credits), meets requirement "F" for CSU/UC, Meets CA state requirements for PE

Grade Level: Recommended for 9th

Prerequisite: None

Dance Foundations is a beginning class for the student who has had little or no background training in dance and the first course in our Dance major. Through ballet, jazz, and modern, students respond from the center of their bodies to various stimuli and perform movement sequences of increasing complexity, which are taught by the instructor. Students will begin to have a working vocabulary of movement that will help them progress into improvisational work as well as choreography. Students will also have a chance to perform throughout the year. Students will have the opportunity to see live performances and respond through critically written form. Injury prevention, health, and diet for the dancer will also be covered. Dance will be studied in historical context and cultural diversity.

Course Title: Dance I

Course Length: One Year (10 credits), meets requirement "F" for CSU/UC, Meets CA state requirements for PE

Grade Level: Recommended for 10th

Prerequisite: Dance Foundations

Dance I is designed to introduce the lay student from any grade level to the foundations of dance. The course is a comprehensive study in the elements of dance: space, time, and energy.

Course content includes: dance techniques, theory, history, choreography, and performance. Classical dance will be explored through the kinesthetic knowledge of a ballet barre and floor work. Jazz and modern techniques will be explored through isolation of body parts, rhythms, locomotion and phrasing of dance combinations. Creative movements consist of exploration through improvisational work and the study of the bodyline & design through choreographic assignments. Interviews and lecture presentations will synthesize, cultural and historical contributions with learned vocabulary, while including family to participate in student learning while celebrating the multicultural community in which we reside. Students will obtain and demonstrate aesthetic perception, creative expression through movement and explore and understand dance heritage and overall cultural value.

Course Title: Dance II

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC, Meets CA state requirements for PE

Grade Level: Recommended for 11th

Prerequisite: Dance I

Dance II is a proficient level course for students with at least one or more years of formal dance training. Its purpose is to increase one’s body awareness, technique and strength training while demonstrating dance movement. Through the continued exploration of a variety of dance genres, students will advance their dance vocabulary, deepen their connection between the physical and emotional components of dance and continue to broaden their choreography and technical skills. Students will continue to explore the elements of self-expression through improvisational work and self-choreographed pieces. The students will prepare for performance opportunities through rehearsal of routines, staging awareness, and technical preparation for live audiences in costumed performances. The goal for this course is to give students the opportunity to advance on a technical level, create dance pieces as a means of self-expression, evaluate the process and product of that creation, and assess their own progress throughout the course

Course Title: Dance III

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC, Meets CA state requirements for PE

Grade Level: Recommended for 12th

Prerequisite: Dance II

This dance class is designed to train intermediate and advanced dance students with prior dance experience. This course includes demonstration, verbalization, and identification of dance movements/terminology, as well as a composition component in a variety of Classical Dance Styles such as Ballet, Lyrical and Contemporary. Emphasis will be placed on Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections Relations and Application. Students achieve advanced proficiency in these standards through technique training, teacher and student choreography projects, development of stage presence and studio etiquette. Student artists will compose and informally perform as individuals and as members of small and large ensembles.

Course Title: Choreographic Process

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: 12th

Prerequisite: Dance III or Teacher Approval

This Choreographic Process class is designed to train advanced dance students with prior dance experience. This course includes exploration of movement, improvisation techniques, and guided practice in choreography. Emphasis will be placed on Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections Relations and Application. Students achieve advanced proficiency in these standards through student choreography projects, development of stage presence and studio etiquette. Student artists will compose and formally perform as individuals and as members of small and large ensembles created solely by themselves or other classmates.

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Digital Arts

Course Title: Digital Art Foundations**Course Length: One Year (10 credits), meets requirement “F” for CSU/UC****Grade Level: Recommended for 9th****Prerequisite: None**

This class will increase students’ knowledge of digital media through project based learning, application of theory, Elements of Art, Principles of Design, and relevant terminology as related to the digital media industry. Proficiency of the students will be assessed through the use of hands-on experience operating various digital equipment, creating various software manipulations to aesthetically enhance their works of art, along with traditional art foundations as applied to the digital media environment. The course will also cover the history of various arts, media and entertainment pathways. Students will understand the historical importance of digital media incorporating key contributors, significant technological advances, and the progression of the industry artistically and commercially.

Course Title: Digital Arts I**Course Length: One Year (10 credits), meets requirement “F” for CSU/UC****Grade Level: Recommended for 10th****Prerequisite: Graphic Design Foundations**

The course will encompass a variety of introductory 21st century skills to assist in student success. Coursework will include experience with the following Adobe CC applications: Photoshop, Illustrator, and Animate. This portion of the curriculum will guide students in the introductory skills of media arts. Through Photoshop students will be introduced to selecting and isolating objects, creating image composites, masking and vignetting images, setting typography, and improving images with retouching and effects. Illustrator skills taught include line art, logos, vector graphics and quick page layouts, as well as, tricks and time efficient techniques. With Animate, students will be able to explore animation, drawing tools, and the basics of ActionScript programming to create interactive experiences.

Course Title: Digital Arts II**Course Length: One Year (10 credits), meets requirement “F” for CSU/UC****Grade Level: Recommended for 10th****Prerequisite: Digital Arts I**

Digital Arts II further explores, expands, and develops students' creative voice while applying the processes and concepts common to careers in two-dimensional visual design. The five components of The California State Visual and Performing Arts Framework -- Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connections, Relationships, and Applications are fully integrated into the curriculum. Students will review and apply the design process and continue to broaden their knowledge and understanding of two-dimensional design techniques used to reach consumers and the public. Aesthetic valuing and art criticism are infused throughout the curriculum through verbal and written critiques of student work, along with selected artworks being studied.

Course Title: Digital Arts III

Course Length: One Year (10 credits), meets requirement "F" for CSU/UC

Grade Level: Recommended for 11th

Prerequisite: Digital Arts II

This class is structured around the evaluation and production of multimedia projects emphasizing the elements of art and principles of design and the reading and evaluation of media "texts". Students will delve deeply into theories and elements of art and the principles of design, and their use and application in digital mediums to inform, persuade and entertain, paying particular attention to the influence of arts and media on culture and society. Students will develop an appreciation and knowledge of traditional and contemporary artistic expression as well as an understanding of the role of contemporary media as a verbal and visual means of communication in today's society through the use and application of digital media and technology as it relates to media production and consumption. Following teacher-led instruction, using technology and software common in the professional world, students will work together to design, create, critique, and present digital media projects.

Filmmaking

Course Title: Filmmaking II

Course Length: One Year (10 credits), meets requirement "F" for CSU/UC

Grade Level: Recommended for 11th

Prerequisite: Filmmaking I

Filmmaking II is designed to survey and develop mastery of important subjects in digital media that support the understanding and acquisition of filmmaking skills at the intermediate/advanced levels. Students will explore elements of visual narrative storytelling and develop a hands-on, working understanding of how these elements interrelate to create meaning and impact in visual storytelling. The year is divided into thematic units covering Screenwriting, Filmmaking, Editing and Film Theory. It will move between formal lecture presentations, hands on demonstrations and group projects/exercises aimed at developing mastery of concepts learned in class. Projects in this class will be both group based and individual. It is important to note that students in Filmmaking II are seen as producers of content to be exhibited to an audience. It is important for students to engage in each project with the understanding that it may very well be selected and presented before a live movie-

going audience.

Course Title: Filmmaking III

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: Recommended for 12th

Prerequisite: Filmmaking II

Filmmaking III is designed to survey and develop mastery of important subjects in digital media that support the understanding and acquisition of filmmaking and skills at the senior/advanced levels. Students will be expected to engage their senses, and nurture their innate talent as a storyteller. The year is divided into thematic units covering Screenwriting, Filmmaking, Editing and Film Theory. It will move between formal lecture presentations, hands on demonstrations and group projects/exercises aimed at developing mastery of concepts learned in class to produce your final senior project. Students are expected to contribute to other student work in a collaborative and respectful way. It is important to note that students in Filmmaking are required to enter film contests, and present their work at community events and culmination. It is important for students to engage in each project with the understanding that it may very well be selected and presented before a live movie-going audience, uploaded to YouTube and shown to the school as a whole.

Music-Instrumental

Course Title: Jazz Lab

Course Length: One Year (10 credits) meets requirement “F” for CSU/UC

Grade Level:

Prerequisite: None

Course Title: Intermediate Jazz Ensemble

Course Length: One Year (10 credits)

Grade Level:

Prerequisite:

Course Title: Commercial Music

Course Length: One Year (10 credits)

Grade Level:

Prerequisite:

Course Title: Theory and Improvisation

Course Length: One Year (10 credits)

Grade Level:

Prerequisite:

Course Title: Concert Jazz Ensemble

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: 1

Prerequisite:

Music-Vocal

Course Title: Music Foundations-Vocal

Course Length: One Year (10 credits) meets requirement “F” for CSU/UC

Grade Level: 9th

Prerequisite: None

The purpose of this course is to help students develop musical skill and technique, in addition to an appreciation for singing and the performing arts. Students will learn to sight-read music and interpret musical notation. They will also learn performance techniques such as breath control, facial expression, and posture. Students will learn to blend their voices together and how to create accurate interpretations of each song depending on its genre. Students will study the background, history and purpose genre, and will be able to analyze and articulate the differences between various genres of musical styles.

Course Title: Voice I

Course Length: One Year (10 credits) meets requirement “F” for CSU/UC

Grade Level: Recommended for 10th

Prerequisite: Music Foundations-Vocal

Choir is a one-year course in which students will study and perform choral music from a wide variety of cultures, languages, styles, and time periods. Students will listen to, read, write, and perform music. Course activities will include a sequenced sight-singing curriculum, exercises to improve vocal skill, and lessons in critical listening that will help students analyze musical works from different cultures. Students will participate in at least two evening concerts (Winter Concert and Spring Concert), a performance at graduation, and in at least one choral festival.

Course Title: Voice II

Course Length: One Year (10 credits) meets requirement “F” for CSU/UC

Grade Level: Recommended for 11th

Prerequisite: Voice I

This course is designed for intermediate to advanced voice students focusing on the continued development of vocal pedagogy, rehearsal and performance practices. A variety of vocal literature and musical styles will be studied and examined including but not limited to Classical, Jazz, Pop, Rock, and Musical Theatre. Students will develop their own individual style through self-reflection, peer reviews and performance. Upon completion of this course, students will have an advanced understanding of vocal production, breath support, diction and stylistic nuances and performance practices of a wide variety of styles. This course will continue to develop the student for vocal study, preparing them to be competitive at the college level and beyond through rigorous study of vocal techniques, history, analysis and performance. One of the major culminating assessments of this class will be a finished vocal book comprised of sheet music, analyses, artist bio, and audition materials. Students will work on self-improvement by fostering and developing greater self-awareness, confidence, and musical expression.

Course Title: Voice III

Course Length: One Year (10 credits) meets requirement “F” for CSU/UC

Grade Level: Recommended for 12th

Prerequisite: Voice II

This course is the culminating senior vocal major class, focusing on recital preparation, repertoire selection, recital production and style development. Students will also be introduced

to basic recording techniques, software and microphone technique. Upon completion of this course, students will have planned, produced and performed in a Senior Recital and will have a working knowledge of recording. Students will work on self-improvement by fostering and developing greater self-awareness, confidence, and musical expression.

Course Title: Advanced Voice

Course Length: One Year (10 credits) meets requirement “F” for CSU/UC

Grade Level: 12th

Prerequisite: Voice III or teacher approval

Course Title: Musical Theatre-Voice

Course Length: One Year (10 credits) meets requirement “F” for CSU/UC

Grade Level: 12th

Prerequisite: Vocal Music Department, Musical Theatre Dual Major or teacher approval

Photography

Course Title: Photography Foundations

Course Length: One Year (10 credits) meets requirement “F” for CSU/UC

Grade Level: Recommended for 9th

Prerequisite: None

Course Title: Photo I

Course Length: One Year (10 credits) meets requirement “F” for CSU/UC

Grade Level: Recommended for 10th

Prerequisite: None

Theatre Arts

Course Title: Theatre Foundations

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: 9th

Prerequisite: None

This course lays the foundation for students interested in theatre arts. It will explore the basics of performance and production, as well as tie into the historical contexts of the theatre. This is the core beginning to the theatre pathway. Course philosophy: Not only is the study of theatre, acting and careers skills in theatrical production important because of the art’s world wide historical and cultural significance as an art form, but also it is important for the life long learner to study theatre as a means to improve important critical thinking skills, communication skills, creative expression, and develop vital understanding of the complexities of human relationships in modern society.

Course Title: Acting I

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: 9th - 12th

Prerequisite: None

In this year long acting course, students will develop the mind, body and voice as the three elements of the actor's instrument of creative self-expression. Characterizations, Improvisation, Monologues, two-person acting scenes along with group presentations are the main projects of the course. Students will also read plays in class and learn script analysis techniques that are applicable across the academic curricula. Additionally, students will research and analyze techniques used by professional actors. The first semester will focus on the unique style of acting for the stage and the second semester will focus on acting for television and film.

Course Title: Acting II/III

Course Length: One Year (10 credits), meets requirement "F" for CSU/UC

Grade Level: 9th - 12th

Prerequisite: None

Acting II/III is the core to the Actor Training Program at The School of Arts and Enterprise and is designed for advanced Theatre Majors. This class is adapted for our more experienced student actors. Student artists will continue to develop as actors, preparing to make the transition from high school level theatre classes to the collegiate world. Student artists will also learn how to analyze character to create dynamic and centered performances with clear intent using monologues, scene work, and specific improvisations. Exercises will be designed to engage student artists in concepts as they relate to the text with an emphasis on actor development and performer preparation and growth.

Course Title: Stage Technology and Design

Course Length: One Year (10 credits), meets requirement "F" for CSU/UC

Grade Level: 9th – 12th

Prerequisite: None

Stage Technology & Design is the Technical Design Component of Department of Theatre at The SAE. Student technicians are trained in scenery and props, construction, basic rigging, lighting technology, audio technology, projection design, problem solving, and project management. Theatre Technology students collaborate with the Director of Theatre and other Directors to create the set, props, light, projection and sound for theatre and entertainment productions. Students will be required to attend all after school rehearsals as deemed necessary by the Director of Theatre.

Course Title: Musical Theater Lab I

Course Length: One Year (10 credits), meets requirement "F" for CSU/UC

Grade Level: 9th, 10th

Prerequisite: Audition/Director of Theatre approval

Student artists accepted into Musical Theatre Lab I will study beginning principles and fundamentals of musical theatre. Students artists will train in a wide range of skills including vocal and dance performance, audition techniques, acting techniques, and repertoire building. Musical Theatre Lab I will also focus on musical theatre history, music theory and dance fundamentals for the theatre.

Course Title: Musical Theater Lab II

Course Length: One Year (10 credits), meets requirement "F" for CSU/UC

Grade Level: 11th, 12th

Prerequisite: Audition/Director of Theatre approval

Student artists accepted into Musical Theatre Lab II will have in depth instruction in song interpretation, vocal technique, musical theatre rep development, college audition preparation and the industry of musical theatre. Musical Theatre Lab II will also focus on specific composers, development of key skills and the art of the music theatre audition under professional conditions.

Visual Arts

Course Title: Art Foundations

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: Recommended for 9th

Prerequisite: None

This class will increase students’ knowledge of digital media through project based learning, application of theory, Elements of Art, Principles of Design, and relevant terminology as related to the digital media industry. Proficiency of the students will be assessed through the use of hands-on experience operating various digital equipment, creating various software manipulations to aesthetically enhance their works of art, along with traditional art foundations as applied to the digital media environment. The course will also cover the history of various arts, media and entertainment pathways. Students will understand the historical importance of digital media incorporating key contributors, significant technological advances, and the progression of the industry artistically and commercially.

Course Title: Visual Arts I

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: 10th – 12th

Prerequisite: Art Foundations recommended

This course is an introduction and application of the most basic of all visual art forms. In order to create and explore artistic expression, you must learn the fundamentals. Students will study the basic techniques of line drawing, shading, proportions, and perspective as they pertain to portraiture, still life, landscapes, and figurative drawing.

Course Title: Visual Arts II

Course Length: One Year(10 credits), meets requirement “F” for CSU/UC

Grade Level: 10th – 12th

Prerequisite: Completion of Visual Arts I with a C grade or higher recommended

In this class students will expand upon techniques learned in Drawing I. Students will explore line drawing, shading, and perspective as they pertain to portraiture, still life, landscape, and figure drawing. Students will explore different mediums in drawing including pencil, charcoal, and ink. An emphasis will be placed on composition. Art preparation for display and competitive exhibit will be encouraged.

Course Title: AP Studio Art: 2-D Design

Course Length: One Year (10 credits), meets requirement “F” for CSU/UC

Grade Level: 10th - 12th

Prerequisite: Visual Arts I with a “B” or better or portfolio review

The AP 2-D Studio Art course is designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students

submit portfolios for evaluation at the end of the school year. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. This College Board program provides the only national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school.

Specialized Workshop Courses

Course Title: Leadership/ASB

Course Length: One Year (10 credits)

Grade Level: 9th – 12th

Prerequisite: Teacher recommendation, 2.0 cumulative Grade Point Average, exemplary behavior and attendance records. (9th grade officer's only)

Leadership/ASB is a year long class designed to provide students with the opportunity to learn and apply leadership skills. Students will plan, implement, and promote the school's activities program. Students will fundraise as well as design and implement a community service program. Academically, students will engage in master planning and practice decision-making techniques. They will also engage in problem solving processes, assess the needs and wants of large groups, develop communication skills and plan and run meetings effectively and efficiently. Students will be required to sign a behavior contract to remain in class.

Course Title: Literary Magazine

Course Length: One Year (10 credits)

Grade Level: 9th – 12th

Prerequisite: None

Physical Education

As part of The School of Arts and Enterprise graduation requirements, students must complete at least 20 credits of Physical Education (P.E.) in high school. The SAE is a unique and specialized school; students may complete these credits through a variety of means:

- **Any approved on-site dance class**
- **Any other on-site course qualified for P.E. (Refer to approved course descriptions)**
- **Supervised, independent physical activity done outside of school. (1 unit = 20 hours of approved physical activity. (Form can be picked up in the counseling office)**

NOTE: All Dance course at The SAE also provide PE credit. Please see the DANCE section for course descriptions.

Course Title: Cross Country

Course Length: One Year (10 credits)

Grade Level: 9th – 12th

Prerequisite: None

Cross Country is based on the premise that running/physical activity and participation are important for all student athletes, regardless of their level of athletic skill or ability. Through participating each day of class, students will learn how to incorporate physical activity into their daily lives. In addition, this course seeks to instill the enjoyment and discipline required with daily running/physical activities by teaching each student to compete with fair play, good sportsmanship and an understanding of importance of maintaining physical fitness along with good basic nutrition and positive attitude.

Course Title: Yoga

Course Length: One Year (10 credits - repeatable)

Grade Level: 9th - 12th

Prerequisite: None (P.E. clothes and shoes are required)

This course is designed to introduce students, to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built up stress, learn to relax, and ultimately get more out of day to-day life. The aim of this course is to promote vibrant health and to tap the body's latent energy reserves.

Course Title: Physical Education

Course Length: One Year (10 credits - repeatable)

Grade Level: 9th - 12th

Prerequisite: None

The School of Arts and Enterprise Physical Education courses will incorporate the development of the five components of physical fitness; muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition. In addition, psychomotor, cognitive, and affective domains will be emphasized through positive sportsmanship and team building activities. A person who is physically educated has learned skills necessary to perform in a variety of physical activities, is physically fit, and participates regularly in physical activities. This person knows the benefits from being involved in a daily physical lifestyle and values all physical activity and its contributions to improving good health. Areas the course will cover include: Effects of physical activity upon dynamic health; Mechanics of body movement: Aquatics (Can be dry swimming/safety); Gymnastics and tumbling; Individual and dual sports; Rhythms and dance; Team sports; Combatives.

Support Classes

Course Title: English Language Development (ELD)

Course Length: One Year

Grade level: 9th - 12th

Prerequisite: None

ELD is a comprehensive course to help students develop a greater understanding and control of English through the application of various reading and writing strategies. This class is designed for students who have not yet Redesignated to a Fluent English Proficiency (RFEP) level based on state guidelines. A CLAD-credentialed teacher using the numerous theoretical concepts of Second Language Acquisition teaches students. Course content is driven by the California English Language Development standards.

Course Title: English Intervention

Course Length: One Year (10 credits)

Grade level: 9th - 12th

Prerequisite: None

This course is designed to provide extra support for students in English. In addition students will receive supplemental support in basic skills thereby strengthening their reading comprehension and writing skills. The course reviews and develops skills, in grammar, writing styles, and vocabulary building as well as test taking skills.

Course Title: Mathematics Intervention

Course Length: One Year (10 credits)

Grade level: 9th - 12th

Prerequisite: None

This course is designed to provide extra support for students in Algebra I. In addition, students will receive supplemental support in basic skills thereby strengthening their mathematical reasoning abilities. The course reviews and develops skills in: real number computation, problem solving, estimation, and mental math. It covers basic graphing, data analysis and geometry as well as simple probability and statistics.

Public 053993

The School of Arts and Enterprise

Pomona, CA

Website

Comprehensive High School (Grades 9-12)
Site-Based/Traditional, Charter School

Course List Manager

Paul Treesuwan
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 ptreesuwan@thesae.k12.ca.us

2020-21

Course Discipline

History / Social Science 2 years required

AP Government and Politics United States ★ Classroom-based	Civics / American Government
AP Human Geography ★ Classroom-based	World History / Cultures / Historical Geography
Honors World History ★ Classroom-based	World History / Cultures / Historical Geography
United States Government ★ Classroom-based	Civics / American Government
United States Government Honors ★ Classroom-based	Civics / American Government
United States History ★ Classroom-based	U.S. History
United States History Honors ★ Classroom-based	U.S. History
World History ★ Classroom-based	World History / Cultures / Historical Geography

B English 4 years required

American Composition & Literature 11 ★ Classroom-based	English
American Composition & Literature 11 Honors ★ Classroom-based	English
AP English Literature and Composition ★ Classroom-based	English
Composition & Literature 9 ★ Classroom-based	English
CSU Expository Reading and Writing ★ Classroom-based	English
Honors World Composition & Literature 10 ★	English

 Classroom-based

World Composition & Literature 10 English

 Classroom-based

C Mathematics *3 years required, 4 years recommended*

AP Calculus AB Calculus

 Classroom-based

Calculus Calculus

 Classroom-based

Integrated Math 2 Mathematics II

 Classroom-based

Integrated Mathematics I Mathematics I

 Classroom-based

Integrated Mathematics III Mathematics III

 Classroom-based

Pre-Calculus Advanced Mathematics

 Classroom-based

D Science *2 years required, 3 years recommended*

AP Environmental Science Interdisciplinary Sciences

 Classroom-based

Biology Biology / Life Sciences

 Classroom-based

Environmental Science Interdisciplinary Sciences

 Classroom-based

E Language Other than English *2 years required, 3 years recommended*

AP Spanish Language and Culture LOTE Level 4+

 Classroom-based

Spanish I LOTE Level 1

 Classroom-based

Spanish II LOTE Level 2

 Classroom-based

Spanish III LOTE Level 3

 Classroom-based

F Visual & Performing Arts *1 year required*

Acting I Theater

 Classroom-based

Acting II/III Theater

 Classroom-based

AP 2D Art and Design Visual Arts

 Classroom-based

AP Music Theory Music

 Classroom-based

Art Foundations Visual Arts

 Classroom-based

Choreographic Process SH AB Dance

 Classroom-based

Dance Foundations Dance

 Classroom-based

Dance I Classroom-based	Dance
Dance II Classroom-based	Dance
Dance Technologies III Classroom-based	Dance
Digital Media Foundations Classroom-based	Visual Arts
Digital Media I/II Classroom-based	Visual Arts
Digital Media III Classroom-based	Visual Arts
Drawing and Painting 1 Classroom-based	Visual Arts
Drawing and Painting 2 Classroom-based	Visual Arts
Filmmaking I Classroom-based	Visual Arts
Filmmaking II / III Classroom-based	Visual Arts
Jazz Ensemble Classroom-based	Music
Music Foundations Classroom-based	Music
Pop/Rock I-II Classroom-based	Music
Stagecraft and Design Classroom-based	Theater
Theatre Foundations Classroom-based	Theater
Voice I Classroom-based	Music
Voice II Classroom-based	Music
Wind Ensemble I-III Classroom-based	Music
G College-Preparatory Elective 1 year required	
Earth Science Classroom-based	Science – Physical Sciences
Economics Classroom-based	History / Social Science
Physical Science Classroom-based	Science – Physical Sciences
Speech and Debate Classroom-based	Interdisciplinary

APPENDIX G
SUMMARY OF RESEARCH AND PHILOSOPHY IN SUPPORT OF INSTRUCTION
AND EDUCATIONAL PROGRAM

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 instruction⁴. 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

⁴ 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.

(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 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 annunciation. 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 (Carragher, Carragher, 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
2020-21 SCHOOL CALENDAR AND BELL SCHEDULE



Full Day Middle School

Period	Time
0	7:50 – 8:30
<i>Passing</i>	8:30-8:35
1	8:35-9:20
<i>Breakfast</i>	9:20-9:40
2	09:40-10:25
<i>Passing</i>	10:25-10:30
3	10:30-11:15
<i>Passing</i>	11:15-11:20
HOUSE	11:20- 11:40
<i>Lunch</i>	11:40-12:10
4	12:10-12:55
<i>Passing</i>	12:55-1:00
5	1:00-1:45
<i>Passing</i>	1:45-1:50
6	1:50-2:35

All-Block Rotation High School

Block	Time
1	8:05-8:50
<i>Passing</i>	8:50-8:55
2	8:55-09:40
<i>Breakfast</i>	9:40-10:00
3	10:00-10:45
<i>Passing</i>	10:45-10:50
4	10:50-11:35
<i>Lunch</i>	11:35-12:05
5	12:05-12:50
<i>Passing</i>	12:50-1:05
6	1:05-1:50
<i>Passing</i>	1:50-1:55
7	1:55-2:30

Full Day High School

Block	Time
1/2	8:20-9:35
<i>Breakfast</i>	9:35-9:55
3/4	9:55-11:10
<i>Passing</i>	11:10-11:20
HOUSE	11:20-11:40
<i>Lunch</i>	11:40-12:10
<i>Passing</i>	12:10-12:20
5/6	12:20-1:35
<i>Passing</i>	1:35-1:45
7	1:45-2:25
8	2:30-3:30

Minimum Day

Block	Time
A	8:00-8:35
<i>Passing</i>	8:35-8:45
B	8:45-9:20
<i>Breakfast</i>	9:20-9:40
C	9:40-10:15
<i>Passing</i>	10:15-10:25
D	10:25-11:00
<i>Passing</i>	11:00-11:10
E	11:15-11:50
<i>Passing</i>	11:50-12:00
F	12:00-12:35

The SAE 2020-2021 School Calendar

AUGUST 2020

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

3-7 Pupil Free Day – No School
10 First Day of School
12 Minimum Day
19 Minimum Day
26 All-Block Rotation (HS)
27 SAW

3 Minimum Day
8 No School - Lincoln's Day
15 No School - Presidents Day
24 All-Block Rotation (HS)
25 SAW

FEBRUARY 2021

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

SEPTEMBER 2020

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

2 Minimum Day
7 No School - Labor Day
16 Minimum Day
23 Minimum Day
30 All-Block Rotation (HS)

3 Minimum Day
10 Minimum Day
15 Pupil Free Day – No School
24 All-Block Rotation (HS)
29-31 Spring Break – No School

MARCH 2021

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

OCTOBER 2020

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

5 Pupil Free Day - No School
14 Minimum Day
21 Minimum Day
28 All-Block Rotation (HS)

1-2 Spring Break – No School
7 Minimum Day
14 Minimum Day
21 Minimum Day
28 All-Block Rotation (HS)

APRIL 2021

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

NOVEMBER 2020

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

4 Minimum Day
11 No School - Veterans Day
18 All-Block Rotation (HS)
19 SAW
23-27 Thanksgiving Break – No School

7 Minimum Day
8 Arts Festival
10 Pupil Free Day – No School
11-14 Minimum Day
19-21 Minimum Day
26 All-Block Rotation (HS)
28 Last Day of School
31 Memorial Day

MAY 2021

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

DECEMBER 2020

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

2 Minimum Day
5 Academic Expo
7 Pupil Free Day – No School
16 All-Block Rotation (HS)
18 End of Semester 1
21-31 Winter Break – No School

1 Pupil Free Day - No School

JUNE 2021

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

JANUARY 2021

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

1 Winter Break – No School
6 Minimum Day
13 Minimum Day
18 No School – MLK Day
25 Pupil Free Day - No School

Key:
■ First Day of School / Last Day of School
■ All-Block Rotation (HS)
■ Pupil Free Day – No School
■ Holiday – No School
■ Culmination
■ Minimum Day
■ End of Semester 1
■ School As a Whole

APPENDIX I

2020-21 PROFESSIONAL DEVELOPMENT PLAN

L.E.A.R.N @ The SAE
(Leadership, Engagement, Application, Relevancy, Navigation)

Professional Development Master Calendar
2020 - 2021

CLICK HERE FOR: [LCAP Goals](#)

CLICK HERE FOR: [PD Agendas](#)

CLICK HERE FOR: [Master Calendar 2020-2021](#)

CLICK HERE FOR: [WASC Mid Term Report](#)

Professional Development Focus Groups:

- Group 1: Whole Faculty/Staff
- Group 2: Beginning/New teacher
- Group 3: Returning/Veteran teacher
- Group 4: Administration/Support staff

Professional Development Focus

- Focus 1: Improved test scores
- Focus 2: MTSS
- Focus 3: Portfolio
- Focus 4: Organizational wellness

Professional Development Domain

- Domain 1: Leadership
- Domain 2: Engagement
- Domain 3: Application
- Domain 4: Relevancy
- Domain 5: Navigation

Primary Objectives:

	Improved test scores	MTSS	Portfolio	Organizational wellness
Whole Faculty/Staff WBAT:	Review data. Use testing and data systems.	Improve communication between multiple levels of organization at The SAE	Articulate the scope and sequence of the 6-12 portfolio process	Demonstrate self-care
Beginning/ New teacher WBAT:	Participate in data dialogs. Use assessment data to develop long and short term plans. Implement assessment strategies.	Experience and apply established support systems at The SAE	Develop a highly rigorous artifact to be included in their students' portfolio	Reach out for support regularly. Even if it may not seem like a "big deal". Seek support from department leads, grade level leads, admin. and experts on campus.
Returning/ Veteran Teacher WBAT:	Use data to drive instruction. Coach/mentor new teachers on effective instruction and assessment.	Pilot new support systems Support new teachers in learning established support systems	Evaluate and improve established artifacts	Model teacher leadership
Administration/ Support Staff WBAT:	Identify struggling teachers Provide targeted support and training.	Explore and pioneer potentially new support systems. Evaluate systems of support overtime.	Schedule PD time for portfolio prep and review. Work with portfolio coordinator on portfolio scheduling/logistics.	Model self-care Establish schoolwide positive culture Model leadership skills Lead Emergency Preparedness

L.E.A.R.N @ The SAE
(Leadership, Engagement, Application, Relevancy, Navigation)

Professional Development Master Calendar
2020 - 2021

Month	PD Theme + Monthly House Theme	Dates + Agenda Topics			
August	Building Relationships	AUGUST 3, 2020 - AUGUST 7, 2020 Professional Development Week		AUGUST 12, 2020 INDIVIDUAL TEACHER TIME Grading, Planning and Parent Communication	AUGUST 19, 2020 GRADE LEVEL TEAM TIME Portfolio Time
September	Building Self-Awareness + Self-Reflection	SEPTEMBER 2, 2020 INDIVIDUAL TEACHER TIME Grading, Planning and Parent Communication	SEPTEMBER 16, 2020 GRADE LEVEL TEAM TIME Portfolio Time	SEPTEMBER 23, 2020 DEPARTMENT TIME Data Dialogue using NWEA, CAASPP, CAST and ELPAC	SEPTEMBER 30, 2020 INDIVIDUAL TEACHER TIME Grading, Planning and Parent Communication
October	Caring for Yourself + Others	OCTOBER 5, 2020 WHOLE STAFF PD DAY	OCTOBER 14, 2020 GRADE LEVEL TEAM TIME	OCTOBER 21, 2020 DEPARTMENT TIME	OCTOBER 28, 2020 INDIVIDUAL TEACHER TIME
November	Community Awareness	NOVEMBER 4, 2020 GRADE LEVEL TEAM TIME	NOVEMBER 18, 2020 INDIVIDUAL TEACHER TIME		
December	Goal Setting	DECEMBER 2, 2020 GRADE LEVEL TEAM TIME	DECEMBER 5, 2020 ACADEMIC EXPO (Culmination)	DECEMBER 7, 2020 WHOLE STAFF PD DAY	DECEMBER 16, 2020 INDIVIDUAL TEACHER TIME

L.E.A.R.N @ The SAE
(Leadership, Engagement, Application, Relevancy, Navigation)

Professional Development Master Calendar
2020 - 2021

PD Topics:

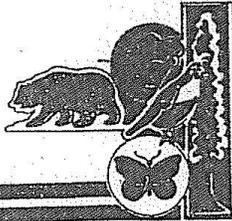
- | | | |
|--|---|--|
| 1. Trauma informed teaching | 11. Data Chat/Dialogue | 21. ELPAC/ELAC |
| 2. AP | 12. Grade Level Goals: | 22. Emergency Preparedness |
| 3. School Wide Writing Method (CER) | 13. Portfolio Process | 23. Student Work Analysis |
| 4. Social Emotional Counselors | 14. PBIS rewards | 24. New teachers: data dialogue, Long and short term planning, assessment mapping, RJ review, ML |
| 5. Complex Instruction | 15. Artifact Development and Evaluation (calibration) | 25. MTSS tiers + examples (+/change) |
| 6. PBL + PBL | 16. Self Care and Professional Boundaries | 26. RISE matrix |
| 7. RJ- whole staff | 17. Educational Leadership | |
| 8. Vertical Alignment | 18. Emergency Preparedness | |
| 9. HOUSE | 19. PowerSchool Training | |
| 10. Community Connections (cultural relevance) | 20. Benchmark administration | |

California Standards for the Teaching Profession:

1. Engage and Support all Students in Learning.
2. Create and Maintain Effective Environments for Student Learning.
3. Understand and Organize Subject Matter for Student Learning.
4. Plan Instruction and Design Learning Experiences.
5. Assess Student Learning.
6. Develop as a Professional Educator.

APPENDIX J
ARTICLES OF INCORPORATION, BYLAWS, AND CONFLICT OF INTEREST
CODE

1853341



State
of
California
OFFICE OF THE SECRETARY OF STATE

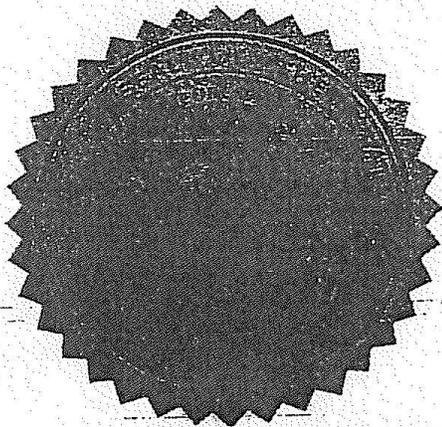
CORPORATION DIVISION

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

*For not public to
file a transcript
of the articles of incorporation
and bylaws of the
company...*

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.

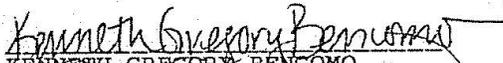
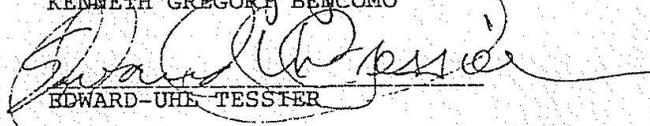
for public office.

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**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I.
Principal Office**

Section 1. Principal Office of the Corporation. The principal office of the corporation in the State of California shall be located in the City of Pomona, County of Los Angeles. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. Other Offices of the Corporation. The 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.

**ARTICLE II.
General and Specific Purposes; Limitations**

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 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. The primary project of the organization is the development, management and advancement of a charter school for the arts: The School of Arts and Enterprise. This corporation shall not, except to an insubstantial degree, engage in any activities that are not in furtherance of the primary 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.

**ARTICLE III.
Corporation Without Members**

Section 1. Corporation Without Members. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE IV.
Board of Directors

Section 1. 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 2. 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.
- 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.

Section 3. Appointed Directors and Terms. The number of directors shall be no less than five (5) and no more than nine (9), unless changed by amendments to these bylaws. The directors 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.

All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(c). If the charter authorizer designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative designated by the charter authorizer, shall be appointed by the existing Board of

Directors. Each director shall hold office unless otherwise removed from office in accordance with these bylaws for one (1) year and until his successor shall have been elected and qualified.

Section 4. Restriction on Interested Persons as Directors. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; 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. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. Place of Board Meetings. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which the charter school is located. 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, (“Brown Act”) California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation. A two-way teleconference location shall be established at each schoolsite and each resource center.

Section 6. 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 7. Special meetings. Special meetings of the Board of Directors for any purpose may be called at any time by the President of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a President of the Board has not been elected then the Vice-President is authorized to call a special meeting in place of the President of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 8. 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. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- 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.

The notice of special meeting shall state the time of the meeting, the place, 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 9. 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 physical boundaries of the county 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;⁵
- 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. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.⁶

Section 10. Quorum. A majority of the 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 directors in attendance, 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. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

⁵ 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.

⁶ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 11. 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. Notice of such adjournment to another time or place shall be given, prior to the time scheduled 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 the Brown Act.

Section 12. 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 breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

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 affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 13. Resignation of Directors. Except as provided below in Section 16, any director may resign by giving written notice to the President of the Board, if any, or to the Chief Executive Officer, 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 14. 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 15. Removal of Directors. Any director, except for the representative appointed by the charter authorizer, 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 such removal 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). The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 14 of this Article.

Section 16. Compensation. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 17. Non-Liability of Directors. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 18. 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 V. 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, a Chief Executive Officer, 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 Chief Executive Officer.

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. If a President of the Board of Directors is elected, he or she shall preside at the Board of Directors’ meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a President of the Board of Directors is elected, there shall also be a Vice-President of the Board of Directors. In the absence of the President, the Vice-President shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign 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. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President of the Board, if any, Chief Executive Officer, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the board of directors, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for the faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

Section 9. Secretary. The secretary shall keep, or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board of directors and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. of the Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. Chief Executive Officer. The Chief Executive Officer, also known as the Executive Director shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Chief Executive Officer shall have such other powers and duties as the Board of Directors or the bylaws may require.

ARTICLE VI. Committees

Section 1. **Creation and Powers of Committees.** The board of directors, by resolution adopted by a majority of the directors in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board of directors, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Amend or repeal the bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 2. **Meetings and Actions of Committees.** 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 VII. 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.

ARTICLE VIII. Contracts with Directors

Section 1. Contracts With Directors. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with 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). Pursuant to Education Code section 47604.1, notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

ARTICLE IX. Contracts With Non-Director Designated Employees

Section 1. Contracts With Non-Director Designated Employees. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE X. Loans to Directors and Officers

Section 1. Loans to Directors and Officers. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer; 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 XI. Indemnification

Section 1. 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 XII.

Insurance

Section 1. Insurance. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its 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 XIII.

Maintenance of Corporate Records

Section 1. Maintenance of Corporate Records. 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.

ARTICLE XIV.

Inspection Rights

Section 1. 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 2. 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.

ARTICLE XV. 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. The Corporation will comply with Corporations Code section 6322.

ARTICLE XVI. Fiscal Year

Section 1. Fiscal Year of the Corporation. 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 XVII. Amendments to Bylaws

Section 1. Amendments to Bylaws. These bylaws may be altered, amended or repealed and new bylaws may be adopted by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

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 07/30/2020; and that these bylaws have not been amended or modified since that date.

Executed on 7/30/2020 at Pomona, California.

DocuSigned by:
Kirsten Woo
B4B81455E328419...

Kirsten Woo, Secretary

The School of 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 School of Arts and Enterprise 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 School of Arts and Enterprise ("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 foresee ably 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 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.

A. 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

Designated Positions

- I. **Persons⁸⁹ 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 and their alternates (if applicable)**
 - B. **Candidates for Member of the Governing Board**
 - C. **Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)**
 - D. **Executive Director of Charter School**
 - E. **Principal of Charter School**
 - F. **Assistant Principals**
 - G. **Chief Business Officer**
 - H. **Director Personnel Services**
 - I. **Assistant Director of Personnel Services**
 - J. **Consultants**

- II. **Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”**
 - A. **Purchasing Manager**
 - B. **Assistant Business Officer**

- III. **Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”**
 - A. **Information System Technician**
 - B. **Contractor**

¹ The Charter School Principal may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that limited in scope and thus not required to fully comply with the duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Principals is a public record and shall be retained for public inspection in the same manner and location of interest code.

EXHIBIT B

Disclosure Categories

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:

- B. 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 Principal. 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 Principal. Investments include the interests described in Category I.

APPENDIX K BUDGET DOCUMENTS

Budget Narrative

The School of Arts and Enterprise (The SAE) will develop appropriate accounting and budgeting policies and procedures to ensure that the school remains in compliance with key laws and accounting principles. The SAE will use Generally Accepted Accounting Principles (GAAP) to recognize and attribute revenues to each school and anticipates that the overwhelming majority of revenues (State, Federal and Local) will be directly attributed to the school depending on school-specific revenue factors such as Average Daily Attendance (ADA), enrollment, and school-specific demographic factors (e.g., number and proportion of students who qualify for free/reduced-price meals, are English learners, etc.).

This level of accounting data will enable The SAE to accomplish the following:

- Recognize, track, and expend revenues generated by “unduplicated” pupils under the Local Control Funding Formula at the school level, based on each school’s specific demographic and attendance data. This will permit The SAE to ensure that the school’s budget and Local Control Accountability Plan demonstrates that the increase in the quality or quantity of services for unduplicated pupils grows commensurately with the growth in funding such students generate.
- Generate financial statements at the school level that enable the school to submit GAAP-aligned forms to request a “determination of funding” under the laws governing nonclassroom-based schools.
- Recognize, track, and expend restricted grant revenues, if and as required by the terms of each specific grant, to ensure restricted funds are recognized and expended in alignment with the terms of applicable law and grant restrictions.

Based on discussions with our independent auditor, we anticipate using the above data to generate financial statements that are specific to The SAE.

The following section is a narrative description of the budget projections provided by The SAE. All estimates are projections based on the currently reported funding amounts by the California Department of Finance and California Department of Education. Numbers are accurate as of September 20, 2020. The projections and funding rates are based on the 2020-21 schedules, as well as Department of Finance and FCMAT Calculator estimates for 2021-22 thru 2023-24.

Budget Narrative

Budget Assumptions

The following assumptions were used in creating the budget:

Revenues

1. Enrollment figures are set at 765.
2. ADA rate of 96% which results in an ADA of 734.4
3. LCFF revenues are forecasted using FCMAT's LCFF calculator version 21.2
 - a. Because The SAE is a State authorized Charter there has not n=been an allowance for any local Property Tax Revenues.
4. An Unduplicated Pupil Percentage of 70.33%, aligning with the historical rate for The SAE.
5. The SAE. is a member of El Dorado County Charter SELPA.
 - a. As such, the budget is based on funding rates provided by the SELPA of \$625/ADA for AB602 State Funding. There has also been an allowance of 3% for El Dorado's Administrative Fees for a net to the school of \$606.25. The budget assumes no change in funding rates.
 - b. Federal SPED Rates are provided at \$125/ADA with a 3% Admin Allowance
 - c. There has also been an allowance for Mental Health Services Reimbursement based on historical trends
6. Lottery has been calculated at \$199/ADA
7. SB740 Rent Reimbursement has been calculated at 75% of eligible Lease expenses.
8. Federal Revenues include Title I, II, & IV
9. School Nutrition Reimbursements have been included in the Federal, State and local Revenues
10. Local Revenues are based on Historical Trends

Expenses

Salaries and Benefits

The SAE employs 91 full time Employees. Certificated Teaching professionals, Support and Administrative positions; as well as Classified Aides, Support Staff and Administration in order to deliver the highest quality education to our students.

Employer paid benefits rates for the 2021-22 year are as follows: STRS – 16.00%, PERS – 20.70%, OASDI – 6.20%, Medicare – 1.45%, Workers Comp – .94%, SUI – 5% of first \$7000 or \$350 per FTE, Health Insurance Reimbursements

4000 Series Expenses – Book & Supplies

1. Textbooks, Materials, Supplies and other Curriculum based materials such as online learning and programmatic have been budgeted at \$447,322
2. Non-Capitalized Equipment and Student Equipment \$100,618
3. Food - \$163,388
4. Total 4000 Expenses - \$711,327

5000 Series Expenses – Operating Services

1. Teacher Development and Conferences \$65,178

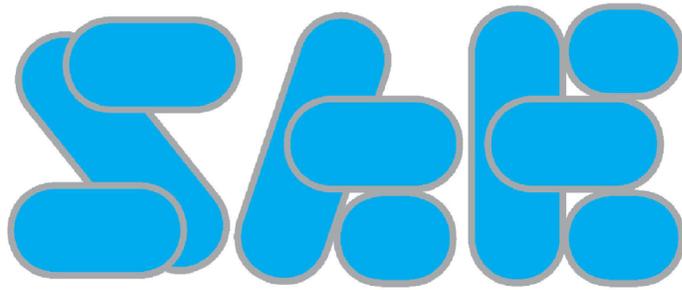
Budget Narrative

2. Dues and Memberships - \$2,525
3. General Liability/DOO Insurance - \$57,559
4. Facilities related expenses - \$1,015,634
5. Outside Professional Consulting - \$51,662
6. Legal Services/Audit Expense - \$96,941
7. Outside Educational Consultants (SPED) - \$357,974
8. Advertising / Recruiting - \$47,461
9. Communications - \$57,554
10. Total 5000 Expenses - \$2,275,705

3-Year Operating Budget

Our 3-year budget meets the State requirement of a budget projection, and demonstrates The SAE's plan to remain a strong and fiscally solvent organization. We have created an organization that is focused on the student's needs and allows us to bring forward the very best elements of a high-quality charter school, which we believe will help our students to thrive and find their voice.

The SAE. will continue to aggressively seek out additional funding sources, fundraising opportunities, and expense saving opportunities that will likely place the school on even better fiscal footing than we project here.



the school of
arts + enterprise

**2021-2024 3-Year
Petition Budget**



The School of Arts and Enterprise

3 Year Petition Budget

NAME		2020-21	2022-23	2023-24
TOTAL ENROLLMENT		765	765	765
AVERAGE DAILY ATTENDANCE		734.4	734.4	734.4
REVENUE	State LCFF Revenue	\$ 7,863,061	\$ 7,929,634	\$ 7,929,634
	Federal Revenue	\$ 490,333	\$ 502,372	\$ 513,945
	Other State Revenue	\$ 1,311,816	\$ 1,332,231	\$ 1,351,856
	Local Revenue	\$ 209,407	\$ 215,689	\$ 221,728
	TOTAL REVENUE	\$ 9,874,617	\$ 9,979,925	\$ 10,017,163
EXPENSES	Certificated Salaries	\$ 3,807,334	\$ 3,807,334	\$ 3,807,334
	Classified Salaries	\$ 1,176,685	\$ 1,176,685	\$ 1,176,685
	Benefits	\$ 1,612,555	\$ 1,712,887	\$ 1,744,187
	TOTAL PERSONNEL EXPENSES	\$ 6,596,574	\$ 6,696,906	\$ 6,728,206
	Books and Supplies	\$ 711,327	\$ 722,638	\$ 736,151
	Services and Other Operating Expenses	\$ 2,275,705	\$ 2,311,304	\$ 2,353,042
	Capital Outlay	\$ 94,645	\$ 96,150	\$ 97,948
	Other Outgoing	\$ -	\$ -	\$ -
	TOTAL OTHER EXPENSES	\$ 3,081,677	\$ 3,130,091	\$ 3,187,141
	TOTAL EXPENSES	\$ 9,678,251	\$ 9,826,997	\$ 9,915,347
SUMMARY	SURPLUS\ (DEFICIT)	\$ 196,366	\$ 152,928	\$ 101,817
	<i>% of LCFF Revenue</i>	<i>2.5%</i>	<i>1.9%</i>	<i>1.3%</i>
	BEGINNING FUND BALANCE	\$ 4,473,071	\$ 4,669,437	\$ 4,822,365
	ENDING BALANCE	\$ 4,669,437	\$ 4,822,365	\$ 4,924,181
<i>% of LCFF Revenue</i>	<i>59.4%</i>	<i>60.8%</i>	<i>62.1%</i>	

GRADE	2021-22 ADOPTED	2021-22 REVISED	2022-23	2023-24
ENROLLMENT BY GRADE				
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	78	78	78	78
7	124	124	124	124
8	139	139	139	139
9	115	115	115	115
10	111	111	111	111
11	111	111	111	111
12	87	87	87	87
OTHER (CTC)	0	0	0	0
TOTAL	765	765	765	765

DAILY ATTENDANCE RATE				
K	96.0%	96.0%	96.0%	96.0%
1	96.0%	96.0%	96.0%	96.0%
2	96.0%	96.0%	96.0%	96.0%
3	96.0%	96.0%	96.0%	96.0%
4	96.0%	96.0%	96.0%	96.0%
5	96.0%	96.0%	96.0%	96.0%
6	96.0%	96.0%	96.0%	96.0%
7	96.0%	96.0%	96.0%	96.0%
8	96.0%	96.0%	96.0%	96.0%
9	96.0%	96.0%	96.0%	96.0%
10	96.0%	96.0%	96.0%	96.0%
11	96.0%	96.0%	96.0%	96.0%
12	96.0%	96.0%	96.0%	96.0%
OTHER (CTC)	96.0%	96.0%	96.0%	96.0%
TOTAL	96.0%	96.0%	96.0%	96.0%

AVG DAILY ATTENDANCE BY GRADE				
K	-	-	-	-
1	-	-	-	-
2	-	-	-	-
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	74.9	74.9	74.9	74.9
7	119.0	119.0	119.0	119.0
8	133.4	133.4	133.4	133.4
9	110.4	110.4	110.4	110.4
10	106.6	106.6	106.6	106.6
11	106.6	106.6	106.6	106.6

12	83.5	83.5	83.5	83.5
OTHER (CTC)	-	-	-	-
TOTAL	734.40	734.40	734.40	734.40

AVG DAILY ATTENDANCE BY GRADE RANGE				
K-3	-	-	-	-
4-6	74.88	74.9	74.9	74.9
7-8	252.48	252.5	252.5	252.5
9-12	407.04	407.04	407.04	407.04
TOTAL	734.40	734.40	734.40	734.40

UNDUPLICATED %	70.33%	70.33%	70.33%	70.33%
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ACCT	ACCOUNT NAME	2021-22 ADOPTED	2021-22 REVISED	VARIANCE	2022-23	2023-24
LCFF						
8011	LCFF; state aid	\$ 7,132,348	\$ 7,132,348	\$ -	\$ 7,198,921	\$ 7,198,921
8012	LCFF; EPA	\$ 730,713	\$ 730,713	\$ -	\$ 730,713	\$ 730,713
8096	In-Lieu of Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -
8019	Prior Year Income/Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL LCFF REVENUE		\$ 7,863,061	\$ 7,863,061	\$ -	\$ 7,929,634	\$ 7,929,634
FEDERAL						
8181	Special Education - Federal	\$ 89,046	\$ 89,046	\$ -	\$ 89,046	\$ 89,046
8220	Federal Child Nutrition	\$ 133,251	\$ 133,251	\$ -	\$ 137,249	\$ 141,091
8290	All Other Federal Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
8291	Title I	\$ 225,029	\$ 225,029	\$ -	\$ 231,780	\$ 238,270
8292	Title II	\$ 26,142	\$ 26,142	\$ -	\$ 26,926	\$ 27,680
8293	Title III	\$ -	\$ -	\$ -	\$ -	\$ -
8294	Title IV	\$ 16,865	\$ 16,865	\$ -	\$ 17,371	\$ 17,857
8295	Title V	\$ -	\$ -	\$ -	\$ -	\$ -
8299	Prior Year Federal Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL FEDERAL REVENUE		\$ 490,333	\$ 490,333	\$ -	\$ 502,372	\$ 513,945
OTHER STATE						
8520	State Nutrition	\$ 10,673	\$ 10,673	\$ -	\$ 10,993	\$ 11,301
8550	Mandate Block Grant	\$ 39,941	\$ 39,941	\$ -	\$ 39,941	\$ 39,941
8560-22	Lottery	\$ 110,160	\$ 110,160	\$ -	\$ 110,160	\$ 110,160
8560-12	Restricted Lottery	\$ 35,986	\$ 35,986	\$ -	\$ 35,986	\$ 35,986
8590	Other State Revenue	\$ 32,500	\$ 32,500	\$ -	\$ 33,475	\$ 34,412
8591	SB 740 Rent re-imbursement program	\$ 444,263	\$ 444,263	\$ -	\$ 457,591	\$ 470,404
8599	Prior Year State Revenues	\$ -	\$ -	\$ -	\$ -	\$ -
8792	Special Education - AB 602	\$ 445,230	\$ 445,230	\$ -	\$ 445,230	\$ 445,230
TOTAL OTHER STATE REVENUE		\$ 1,311,816	\$ 1,311,816	\$ -	\$ 1,332,231	\$ 1,351,856
LOCAL						
8660	Interest	\$ -	\$ -	\$ -	\$ -	\$ -
8682	Foundation Grants	\$ 25,750	\$ 25,750	\$ -	\$ 26,523	\$ 27,265
8684	Student Body (ASB) Fundraising Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
8685	School Site Fundraising	\$ 75,000	\$ 75,000	\$ -	\$ 77,250	\$ 79,413
8693	Field Trips	\$ -	\$ -	\$ -	\$ -	\$ -
8699	All Other Local Revenue	\$ 51,500	\$ 51,500	\$ -	\$ 53,045	\$ 54,530

8701	Foreign Exchange Program	\$ -	\$ -	\$ -	\$ -	\$ -
8639	Student Lunch Revenue	\$ 5,147	\$ 5,147	\$ -	\$ 5,301	\$ 5,450
8650	Rental Income	\$ 6,000	\$ 6,000	\$ -	\$ 6,180	\$ 6,353
8910	Transfer in from LLC Charitable Contributions	\$ -	\$ -	\$ -	\$ -	\$ -
8999	Revenue Suspense	\$ -	\$ -	\$ -	\$ -	\$ -
8698	Erate Revenues	\$ 46,010	\$ 46,010	\$ -	\$ 47,390	\$ 48,717
8980	Student Lunch Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
<i>TOTAL LOCAL REVENUE</i>		\$ 209,407	\$ 209,407	\$ -	\$ 215,689	\$ 221,728
<i>TOTAL REVENUE</i>		\$ 9,874,617	\$ 9,874,617	\$ -	\$ 9,979,925	\$ 10,017,163

ACCT	ACCOUNT NAME	2021-22 ADOPTED	2021-22 REVISED	VARIANCE	2022-23	2023-24
4000 - BOOKS AND SUPPLIES						
4100	Approved Textbooks and Core Curricula Materials	\$ 103,000	\$ 103,000	\$ -	\$ 104,637	\$ 106,594
4200	Books and Other Reference Materials	\$ 35,343	\$ 35,343	\$ -	\$ 35,905	\$ 36,576
4300	Materials and Supplies	\$ 186,491	\$ 186,491	\$ -	\$ 189,456	\$ 192,999
4315	Classroom Materials and Supplies	\$ 113,401	\$ 113,401	\$ -	\$ 115,204	\$ 117,358
4325	Instructional Materials (Core - Math/Science)	\$ 0	\$ 0	\$ -	\$ 0	\$ 0
4326	Instructional Materials (Core - Art/Music/Theatre)	\$ 0	\$ 0	\$ -	\$ 0	\$ 0
4330	Office Supplies	\$ 7,069	\$ 7,069	\$ -	\$ 7,181	\$ 7,315
4342	Materials for Athletics	\$ 0	\$ 0	\$ -	\$ 0	\$ 0
4350	Uniforms	\$ 2,020	\$ 2,020	\$ -	\$ 2,052	\$ 2,090
4354	Other Office Supplies	\$ 0	\$ 0	\$ -	\$ 0	\$ 0
4381	Materials for Plant Maintenance	\$ 30,000	\$ 30,000	\$ -	\$ 30,477	\$ 31,047
4400	Noncapitalized Equipment	\$ 6,500	\$ 6,500	\$ -	\$ 6,603	\$ 6,727
4410	Software and Software License	\$ 52,000	\$ 52,000	\$ -	\$ 52,827	\$ 53,815
4430	General Student Equipment	\$ 12,118	\$ 12,118	\$ -	\$ 12,310	\$ 12,540
4700	Food and Food Supplies	\$ 163,388	\$ 163,388	\$ -	\$ 165,986	\$ 169,089
4720	Other Food (meetings/events/non-NSLP)	\$ 0	\$ 0	\$ -	\$ 0	\$ 0
TOTAL BOOKS AND SUPPLIES		\$ 711,327	\$ 711,327	\$ -	\$ 722,638	\$ 736,151
5000 - SERVICES AND OTHER OPEX						
5200	Travel and Conferences	\$ 2,726	\$ 2,726	\$ -	\$ 2,770	\$ 2,822
5210	Professional Development	\$ 62,451	\$ 62,451	\$ -	\$ 63,444	\$ 64,630
5223	Facility & Staff Parking	\$ 16,157	\$ 16,157	\$ -	\$ 16,414	\$ 16,721
5300	Dues and Memberships	\$ 2,525	\$ 2,525	\$ -	\$ 2,565	\$ 2,613
5400	Insurance	\$ 57,559	\$ 57,559	\$ -	\$ 58,474	\$ 59,567
5450	Property Tax	\$ 0	\$ 0	\$ -	\$ 0	\$ 0
5500	Operation and Housekeeping Services/Supplies	\$ 55,539	\$ 55,539	\$ -	\$ 56,422	\$ 57,477
5501	Utilities	\$ 90,882	\$ 90,882	\$ -	\$ 92,327	\$ 94,054
5505	Student Transportation / Field Trips	\$ -	\$ -	\$ -	\$ -	\$ -
5600	Space Rental/Leases Expense	\$ 700,168	\$ 700,168	\$ -	\$ 711,300	\$ 724,602
5601	Building Maintenance	\$ 51,500	\$ 51,500	\$ -	\$ 52,319	\$ 53,297
5602	Other Space Rental	\$ 60,588	\$ 60,588	\$ -	\$ 61,551	\$ 62,702
5603	Theater rentals	\$ 0	\$ 0	\$ -	\$ 0	\$ 0
5605	Equipment Rental/Lease Expense	\$ 56,757	\$ 56,757	\$ -	\$ 57,659	\$ 58,738
5610	Equipment Repair	\$ 201	\$ 201	\$ -	\$ 204	\$ 208
5800	Professional/Consulting Services and Operating Expenditures	\$ 51,662	\$ 51,662	\$ -	\$ 52,484	\$ 53,465
5803	Banking and Payroll Service Fees	\$ 9,764	\$ 9,764	\$ -	\$ 9,919	\$ 10,104
5805	Legal Services	\$ 77,250	\$ 77,250	\$ -	\$ 78,478	\$ 79,946

5806	Audit Services	\$ 9,593	\$ 9,593	\$ -	\$ 9,746	\$ 9,928
5807	Legal Settlements	\$ 10,098	\$ 10,098	\$ -	\$ 10,259	\$ 10,450
5810	Educational Consultants	\$ 357,974	\$ 357,974	\$ -	\$ 363,666	\$ 370,466
5811	Student Transportation / Events	\$ 28,981	\$ 28,981	\$ -	\$ 29,442	\$ 29,993
5815	Advertising / Recruiting	\$ 47,461	\$ 47,461	\$ -	\$ 48,215	\$ 49,117
5820	Fundraising Expense	\$ 21,815	\$ 21,815	\$ -	\$ 22,162	\$ 22,577
5830	Field Trips	\$ -	\$ -	\$ -	\$ -	\$ -
5836	Transportation Services	\$ 0	\$ 0	\$ -	\$ 0	\$ 0
5842	Services Student Athletics/Activities	\$ 36,353	\$ 36,353	\$ -	\$ 36,931	\$ 37,621
5850	Scholarships	\$ -	\$ -	\$ -	\$ -	\$ -
5873	Financial Services	\$ 169,646	\$ 169,646	\$ -	\$ 172,344	\$ 175,567
5874	Personnel Services	\$ -	\$ -	\$ -	\$ -	\$ -
5875	District Oversight Fee	\$ 78,631	\$ 78,631	\$ -	\$ 79,296	\$ 79,296
5877	IT Services	\$ 161,568	\$ 161,568	\$ -	\$ 164,137	\$ 167,206
5885	Summer School Program	\$ -	\$ -	\$ -	\$ -	\$ -
5890	Interest Expense / Misc. Fees	\$ 303	\$ 303	\$ -	\$ 308	\$ 314
5900	Communications	\$ 57,554	\$ 57,554	\$ -	\$ 58,469	\$ 59,563
5999	Expense Suspense	\$ -	\$ -	\$ -	\$ -	\$ -
7141	Special Education Encroachment	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL SERVICES AND OTHER OPEX		\$ 2,275,705	\$ 2,275,705	\$ -	\$ 2,311,304	\$ 2,353,042
6000 - CAPITAL OUTLAY						
6900	Depreciation Expense	\$ 94,645	\$ 94,645	\$ -	\$ 96,150	\$ 97,948
TOTAL DEPRECIATION		\$ 94,645	\$ 94,645	\$ -	\$ 96,150	\$ 97,948
7000 - OTHER OUTGOING						
7000	Misc Expense	\$ -	\$ -	\$ -	\$ -	\$ -
7438	Debt	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL OTHER OUTGOING		\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSES		\$ 3,081,677	\$ 3,081,677	\$ -	\$ 3,130,091	\$ 3,187,141

CASH FLOW	2021-22 (REVISED)	Projected												Total			
		2		3		4		5		6		7			8		
		JULY	AUGUST	SEP	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE		JULY	AUGUST	
Budget	2021	2021	2021	2021	2021	2021	2021	2021	2021	2021	2021	2021	2021	2021	2021	2021	2021
Revenue																	
Revenue Limit Sources																	
8061 LCFE- State aid	7,132,348	356,617.40	356,617.40	641,911.32	641,911.32	641,911.32	641,911.32	641,911.32	641,911.32	356,617.40	213,970.44	213,970.44	213,970.44	2,211,007.88	-	-	7,132,348
8062 LCFE- DBA	730,713	0	0	182,678.25	182,678.25	182,678.25	182,678.25	182,678.25	182,678.25	0	182,678.25	182,678.25	182,678.25	182,678.25	-	-	730,713
8065 In-Lieu of Property Taxes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8069 Prior Year Income/Adjustments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Revenue Limit Sources	7,863,061	356,617.40	356,617.40	824,589.57	824,589.57	824,589.57	824,589.57	824,589.57	824,589.57	356,617.40	396,648.69	396,648.69	396,648.69	2,393,706.13	0	0	7,863,061
Federal Revenue																	
8181 Special Education - Federal	89,046	-	-	-	8,904.60	8,904.60	8,904.60	8,904.60	8,904.60	8,904.60	8,904.60	8,904.60	8,904.60	26,711.80	0	0	89,046
8200 Federal Child Nutrition	133,251	-	-	-	13,325.10	13,325.10	13,325.10	13,325.10	13,325.10	13,325.10	13,325.10	13,325.10	13,325.10	39,875.30	0	0	133,251
8209 All Other Federal Revenue	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
8281 Title I	225,029	-	-	-	-	-	-	56,257.25	-	-	112,514.50	-	56,257.25	0	0	225,029	0
8282 Title II	26,142	-	-	-	-	-	-	6,535.59	-	-	13,071.00	-	6,535.59	0	0	26,142	0
8283 Title III	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
8284 Title IV	16,865	-	-	-	-	-	-	4,216.25	-	-	8,432.50	-	4,216.25	0	0	16,865	0
8285 Title V	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
8289 Prior Year Federal Revenue	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
8XXX 0	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
8XXX 0	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
Total Federal Income	490,333	0	0	0	22,228.70	22,228.70	22,228.70	22,228.70	22,228.70	22,228.70	156,247.70	156,247.70	156,247.70	133,688.10	0	0	490,333
State Revenue																	
8520 State Nutrition	10,673	-	-	-	1,067.33	1,067.33	1,067.33	1,067.33	1,067.33	1,067.33	1,067.33	1,067.33	1,067.33	3,201.99	0	0	10,673
8529 Montrose Book Grant	39,841	1,997.03	1,997.03	3,594.66	3,594.66	3,594.66	3,594.66	3,594.66	3,594.66	3,594.66	3,594.66	3,594.66	3,594.66	3,594.66	0	0	39,841
8560-22 Lottery	110,160	-	-	-	-	-	27,540.00	-	-	55,080.00	-	55,080.00	-	27,540.00	0	0	110,160
8560-22 Reimbursed Lottery	35,884	-	-	-	-	-	8,966.40	-	-	17,932.80	-	17,932.80	-	8,966.40	0	0	35,884
8569 Other State Revenue	32,508	-	-	-	-	-	8,125.00	-	-	16,250.00	-	16,250.00	-	8,125.00	0	0	32,508
8581 50/240 Rent re-imburement program	444,263	-	-	-	-	-	111,065.81	-	-	222,131.63	-	222,131.63	-	111,065.81	0	0	444,263
8589 Prior Year State Revenues	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
8792 Special Education - AB 692	445,230	22,261.50	22,261.50	40,070.70	40,070.70	40,070.70	40,070.70	40,070.70	40,070.70	40,070.70	40,070.70	40,070.70	40,070.70	0	0	445,230	0
8793 Special Education - ERNHS 2	193,063	9,651.15	9,651.15	17,375.67	17,375.67	17,375.67	17,375.67	17,375.67	17,375.67	17,375.67	17,375.67	17,375.67	17,375.67	0	0	193,063	0
8XXX 0	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
8XXX 0	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
Total State Revenue	1,311,616	33,917.68	33,917.68	61,041.03	379,562.78	379,562.78	379,562.78	219,970.23	0	0	1,311,616						
Local Revenue																	
8600 Interest	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
8602 Foundation Grants	25,750	-	-	2,575.00	2,575.00	2,575.00	2,575.00	2,575.00	2,575.00	2,575.00	2,575.00	2,575.00	2,575.00	2,575.00	0	0	25,750
8684 Student Body (ASB) Fundraising Revenue	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
8685 School Site Fundraising	75,000	-	-	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	0	0	75,000
8683 Field Trips	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
8689 All Other Local Revenue	51,500	-	-	5,150.00	5,150.00	5,150.00	5,150.00	5,150.00	5,150.00	5,150.00	5,150.00	5,150.00	5,150.00	5,150.00	0	0	51,500
8700 Foreign Exchange Program	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
8638 Student Lunch Revenue	5,147	-	-	514.70	514.70	514.70	514.70	514.70	514.70	514.70	514.70	514.70	514.70	514.70	0	0	5,147
8600 Rental Income	6,000	-	-	600.00	600.00	600.00	600.00	600.00	600.00	600.00	600.00	600.00	600.00	600.00	0	0	6,000
8810 Transfer in from LLC Charitable Contributions	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
8899 Revenue Suspense	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
8688 Estate Revenues	46,010	-	-	4,600.98	4,600.98	4,600.98	4,600.98	4,600.98	4,600.98	4,600.98	4,600.98	4,600.98	4,600.98	4,600.98	0	0	46,010
8898 Student Lunch Revenue	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
8XXX 0	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
8XXX 0	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
Total Local Revenues	399,407	0	0	20,940.68	20,940.68	20,940.68	20,940.68	0	0	399,407							
TOTAL REVENUE	9,674,617	390,579.08	390,579.08	906,571.28	1,379,115.14	1,379,115.14	1,379,115.14	1,379,115.14	0	0	9,674,617						
EXPENSES																	
Certified Salaries																	
1100 TEACHERS	2,978,144	59,562.88	148,097.20	297,814.40	297,814.40	297,814.40	297,814.40	297,814.40	297,814.40	297,814.40	297,814.40	297,814.40	297,814.40	88,344.32	0	0	2,978,144
1200 CERTIFICATED SUPPORT	128,219	-	-	12,821.90	12,821.90	12,821.90	12,821.90	12,821.90	12,821.90	12,821.90	12,821.90	12,821.90	12,821.90	12,821.90	0	0	128,219
1300 CERTIFICATED SUPERVISORS	704,471	58,471.09	58,471.09	58,471.09	58,471.09	58,471.09	58,471.09	58,471.09	58,471.09	58,471.09	58,471.09	58,471.09	58,471.09	58,471.09	0	0	704,471
1900 OTHER CERTIFICATED	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
Total Certified Salaries	3,607,334	118,033.97	207,378.29	368,757.39	368,757.39	368,757.39	150,991.78	0	0	3,607,334							
Classified Salaries																	
2100 INSTRUCTIONAL AIDES	107,488	-	-	10,748.75	10,748.75	10,748.75	10,748.75	10,748.75	10,748.75	10,748.75	10,748.75	10,748.75	10,748.75	10,748.75	0	0	107,488
2200 CLASSIFIED SUPPORT	187,852	-	-	18,785.20	18,785.20	18,785.20	18,785.20	18,785.20	18,785.20	18,785.20	18,785.20	18,785.20	18,785.20	18,785.20	0	0	187,852
2300 CLASSIFIED SUPERVISORS	188,000	15,604.00	15,604.00	15,604.00	15,604.00	15,604.00	15,604.00	15,604.00	15,604.00	15,604.00	15,604.00	15,604.00	15,604.00	15,604.00	0	0	188,000
2400 CLERICAL OFFICE	361,958	30,042.50	30,042.50	30,042.50	30,042.50	30,042.50	30,042.50	30,042.50	30,042.50	30,042.50	30,042.50	30,042.50	30,042.50	30,042.50	0	0	361,958

2000 OTHER CLASSIFIED	311,318	-	-	33,139.76	33,139.76	33,139.76	33,139.76	33,139.76	33,139.76	33,139.76	33,139.76	33,139.76	33,139.76	33,139.76	33,139.76	33,139.76	33,139.76	33,139.76	33,139.76	33,139.76	0	0	331,318		
Total Classified Salaries	1,176,685	45,646.50	45,646.50	108,319.21	0	0	1,176,685																		
Employee Benefits																									
3101 STRS	614,884	12,297.69	39,744.22	61,488.44	61,488.44	61,488.44	61,488.44	61,488.44	61,488.44	61,488.44	61,488.44	61,488.44	61,488.44	61,488.44	61,488.44	61,488.44	61,488.44	61,488.44	61,488.44	61,488.44	61,488.44	61,488.44	61,488.44	61,488.44	61,488.44
3202 PERS	283,574	4,871.48	12,178.89	24,357.38	24,357.38	24,357.38	24,357.38	24,357.38	24,357.38	24,357.38	24,357.38	24,357.38	24,357.38	24,357.38	24,357.38	24,357.38	24,357.38	24,357.38	24,357.38	24,357.38	24,357.38	24,357.38	24,357.38	24,357.38	24,357.38
3301 Classified OASDI & Medicare	95,206	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13	4,582.13
3302 Classified OASDI & Medicare	90,016	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36	7,471.36
3401 Classified Health and Welfare	303,578	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35	30,176.35
3402 Classified Health and Welfare	159,035	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94	13,159.94
3501 Classified SUI	25,424	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19	2,110.19
3502 Classified SUI	14,074	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14	1,168.14
3601 Classified Worker's Comp	35,728	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43	2,865.43
3701 Classified Other Post employer Benefits	11,042	916.49	916.49	916.49	916.49	916.49	916.49	916.49	916.49	916.49	916.49	916.49	916.49	916.49	916.49	916.49	916.49	916.49	916.49	916.49	916.49	916.49	916.49	916.49	916.49
3702 Classified Other Post Employer Benefits	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3801 Classified Other Benefits	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3802 Classified Other Benefits	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Employee Benefits	1,612,555	79,759.18	105,512.93	148,435.84	0	0	1,612,555																		
Books and Supplies																									
4100 Approved Textbooks and Core Curricula Materials	103,000		98,753.62	2,089.44	1,086.17	1,707.47	713.29	72.43	867.31	683.23	463.68	-	1,079.37												103,000
4200 Books and Other Reference Materials	35,343	11,575.50	-	16,093.97	2,308.09	1,707.47	11,821.99	18,196.94	15,089.42	9,429.32	13,867.53	9,106.96	16,115.75												35,343
4300 Materials and Supplies	186,491	15,665.54	9,498.07	5,872.34	18,985.51	41,851.50	11,821.99	18,196.94	15,089.42	9,429.32	13,867.53	9,106.96	16,115.75												186,491
4311 Classroom Materials and Supplies	113,401	37,620.75	2,197.59	11,027.86	8,579.76	5,436.81	197.91	2,653.89	8,297.66	5,269.14	3,601.28	3,599.04	28,199.86												113,401
4321 Instructional Materials (Core - Art/Music/Theatre)	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00												0
4326 Instructional Materials (Core - Art/Music/Theatre)	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00												0
4330 Office Supplies	7,069	-	-	706.86	706.86	706.86	706.86	706.86	706.86	706.86	706.86	706.86	706.86												7,069
4342 Materials for Athletics	0	-	-	-	-	-	-	-	-	-	-	-	-												0
4350 Uniforms	2,029	-	-	201.96	201.96	201.96	201.96	201.96	201.96	201.96	201.96	201.96	201.96												2,029
4354 Other Office Supplies	0	-	-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00												0
4361 Materials for Plant Maintenance	30,000	2,599.72	-	3,193.19	1,008.70	3,962.20	1,874.10	159.36	1,381.18	4,328.33	-	5,483.36	6,042.88												30,000
4400 Noncapitalized Equipment	6,500	1,998.31	466.25	716.69	104.25	31.87	837.10	7.87	139.22	509.28	1,709.77	1,200.96	(1,211.57)												6,500
4410 Software and Software License	52,000	2,236.63	24,727.27	5,683.96	5,509.94	105.50	-	8,564.27	3,423.95	10.88	5,665.57	(1,589.66)	1,589.64												52,000
4430 General Student Equipment	12,118	7,473.46	1,718.80	267.27	102.56	34.08	28.03	1.38	151.19	158.12	233.20	442.29	1,596.23												12,118
4700 Food and Food Supplies	163,388	-	-	18,047.29	39,962.66	16,662.86	19,907.01	14,369.73	19,247.10	8,822.94	24,573.61	9,809.36													163,388
4720 Other Food (Meetings/Events/non-NSP)	0	-	-	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00												0
4X00	0	-	-	-	-	-	-	-	-	-	-	-	-												0
4X00	0	-	-	-	-	-	-	-	-	-	-	-	-												0
4X00	0	-	-	-	-	-	-	-	-	-	-	-	-												0
4X00	0	-	-	-	-	-	-	-	-	-	-	-	-												0
Total Books and Supplies	711,327	79,259.90	137,384.80	65,485.93	36,584.74	93,996.92	32,004.19	44,482.94	44,609.47	40,544.32	26,912.79	45,724.38	64,997.29	0	0	0	0	711,327							
Services, Other Operating Expenses																									
5200 Travel and Conferences	2,276	98.83	17.11	1,076.69	602.84	481.54	(4.56)	8.84	265.70	173.36	(16.76)	(41.00)	-												2,276
5210 Professional Development	6,241	2,305.01	109.91	1,807.89	1,663.58	46,214.24	-	519.54	831.27	-	311.73	8,252.72	58.19												6,241
5221 Facility & Staff Parking	16,157	243.57	-	586.58	5,725.00	2,022.64	-	639.91	862.83	207.13	-	5,845.74	23.38												16,157
5300 Dues and Memberships	2,525	2,525	78.96	-	91.65	984.53	716.94	-	89.89	134.82	32.36	-	913.49	3.65											2,525
5400 Insurance	57,559	18,534.29	758.51	-	4,679.89	4,679.89	2,991.82	7,842.74	3,921.37	3,921.37	3,921.37	-	1,427.49												57,559
5410 Property Tax	0	-	-	0.00	-	-	-	-	-	-	-	-	-												0
5500 Operation and Housekeeping Services/Supplies	55,539	4,682.00	1,337.71	13,912.22	1,337.71	6,688.57	1,385.01	4,682.90	5,065.43	1,337.71	6,688.57	4,682.00	3,379.04												

5877 IT Services	161,568	12,460.11	12,460.11	12,460.11	12,460.11	13,564.53	14,711.25	18,210.52	12,828.25	12,828.25	12,828.25	12,828.25	0	161,568
5885 Summer School Program	0	-	-	-	-	-	-	-	-	-	-	-	0	0
5890 Interest Expense / Misc. Fees	303	-	-	-	-	-	-	-	-	130.95	172.69	-	0	303
5900 Communications	57,554	4,733.48	5,648.97	3,855.73	5,045.31	4,139.77	4,764.53	4,212.35	5,294.98	5,526.29	4,640.50	4,808.58	4,882.83	57,554
5999 Expense Suspense	0	-	-	-	-	-	-	-	-	-	-	-	0	0
7141 Special Education Encroachment	0	-	-	-	-	-	-	-	-	-	-	-	0	0
5XXX 0	0	-	-	-	-	-	-	-	-	-	-	-	0	0
Total Services, Other Operating Expenses	2,275,705	90,193.88	233,599.12	197,358.82	184,400.86	258,468.06	185,200.63	206,259.70	231,260.90	159,641.28	180,994.09	176,798.47	173,348.49	2,275,705
Capital Outlay														
6000 Depreciation Expense	94,645	7,887.08	7,887.08	7,887.08	7,887.08	7,887.08	7,887.08	7,887.08	7,887.08	7,887.08	7,887.08	7,887.08	7,887.08	94,645
6XXX 0	0	-	-	-	-	-	-	-	-	-	-	-	-	0
600X 0	0	-	-	-	-	-	-	-	-	-	-	-	-	0
Total Capital Outlay	94,645	7,887.08	7,887.08	7,887.08	7,887.08	7,887.08	7,887.08	7,887.08	7,887.08	7,887.08	7,887.08	7,887.08	7,887.08	94,645
Other Outgoing Costs (Direct Support/Indirect Costs)														
7000 Misc Expense	0	-	-	-	-	-	-	-	-	-	-	-	-	0
7438 Debt	0	-	-	-	-	-	-	-	-	-	-	-	-	0
700X 0	0	-	-	-	-	-	-	-	-	-	-	-	-	0
Total Other Outgoing Costs (Direct Support/Indirect Costs)	0	-	-	-	-	-	-	-	-	-	-	-	-	0
TOTAL EXPENDITURES	9,678,251	470,780.51	737,388.52	856,224.07	850,385.23	995,854.51	834,504.35	864,102.15	909,289.90	835,794.15	849,214.04	855,930.90	804,591.68	9,678,251
	196,386	(30,251.43)	(846,859.46)	16,347.20	(116,492.21)	(246,674.45)	95,293.95	85,824.11	(447,373.76)	(133,866.71)	(78,593.34)	(156,063.72)	2,163,723.45	196,386

5877 IT Services	164,137	12,058,223	12,058,223	12,058,223	12,058,223	13,780,211	14,965,448	18,597,241	13,032,222	13,032,222	13,032,222	13,032,222	0	164,137	
5885 Summer School Program	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
5890 Interest Expense / Misc. Fees	398	-	-	-	-	-	-	-	-	132.12	175.64	-	0	398	
5900 Communications	58,469	4,808.74	5,739.80	3,817.04	5,125.53	4,205.60	4,840.29	4,279.33	5,379.17	5,614.16	4,714.28	4,885.04	0	58,469	
5999 Expense Suspense	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
7141 Special Education Encroachment	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
5XXX 0	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
Total Services, Other Operating Expenses	2,311,304	91,893.58	237,244.69	200,450.78	191,350.70	272,890.67	171,845.09	209,493.07	234,857.73	162,232.53	183,830.85	179,568.61	0	2,311,304	
Capital Outlay															
6900 Depreciation Expense	96,150	8,012.49	8,012.49	8,012.49	8,012.49	8,012.49	8,012.49	8,012.49	8,012.49	8,012.49	8,012.49	8,012.49	0	96,150	
6XXX 0	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
6000 0	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
Total Capital Outlay	96,150	8,012.49	8,012.49	8,012.49	8,012.49	8,012.49	8,012.49	8,012.49	8,012.49	8,012.49	8,012.49	8,012.49	0	96,150	
Other Outgoing Costs (Direct Support/Indirect Costs)															
7000 Misc Expense	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
7438 Debt	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
7000 0	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
Total Other Outgoing Costs (Direct Support/Indirect Costs)	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
TOTAL EXPENDITURES	9,825,997	425,678.70	748,390.06	910,500.32	874,091.54	*****	847,200.85	886,185.57	933,719.19	849,073.54	855,733.89	889,540.34	611,512.12	0	9,825,997
	152,928	(31,482.37)	(354,242.24)	3,222.01	(143,057.55)	(256,967.15)	89,540.29	34,899.43	(656,913.15)	(143,267.76)	(77,251.05)	(545,712.62)	2,185,455.45	0	152,928

CASH FLOW 2023-24	Projected												Total			
	2023		2023		2023		2023		2024		2024					
	JULY	AUGUST	SEP	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE				
Revenue																
Revenue Limit Sources																
8061 LCFE - State Aid	7,188,921	359,946.05	359,946.05	647,930.88	647,930.89	647,930.89	647,930.89	647,930.89	359,946.05	215,967.63	215,967.63	215,967.63	2,221,065.53	-	-	7,188,921
8062 LCFE - DBA	230,713	-	-	182,678.25	-	-	182,678.25	-	-	182,678.25	-	-	182,678.25	-	-	230,713
8065 In Lieu of Property Taxes	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
8069 Prior Year Income Adjustments	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Total Revenue Limit Sources	7,029,634	359,946.05	359,946.05	830,609.14	647,930.89	647,930.89	830,609.14	647,930.89	359,946.05	398,645.88	215,967.63	215,967.63	2,414,443.78	-	-	7,029,634
Federal Revenue																
8181 Special Education - Federal	89,046	-	-	-	8,904.60	8,904.60	8,904.60	8,904.60	8,904.60	8,904.60	8,904.60	8,904.60	26,713.80	0	0	89,046
8200 Federal Child Nutrition	141,091	-	-	-	14,109.15	14,109.15	14,109.15	14,109.15	14,109.15	14,109.15	14,109.15	14,109.15	42,327.45	0	0	141,091
8209 All Other Federal Revenue	0	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
8281 Title I	238,270	-	-	-	-	-	58,567.43	-	-	110,134.85	-	-	58,567.43	0	0	238,270
8282 Title II	27,480	-	-	-	-	-	6,920.05	-	-	13,840.10	-	-	6,920.05	0	0	27,480
8283 Title III	0	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
8284 Title IV	17,857	-	-	-	-	-	4,464.33	-	-	8,928.67	-	-	4,464.33	0	0	17,857
8285 Title V	0	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
8289 Prior Year Federal Revenue	0	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
8XXX 0	0	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
8XXX 0	0	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
8XXX 0	0	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
Total Federal Income	513,945	-	-	-	23,013.75	23,013.75	93,965.55	23,013.75	23,013.75	164,917.37	23,013.75	23,013.75	199,993.06	0	0	513,945
State Revenue																
8520 State Nutrition	11,391	-	-	-	1,139.13	1,139.13	1,139.13	1,139.13	1,139.13	1,139.13	1,139.13	1,139.13	3,397.40	0	0	11,391
8529 Mandate Book Grant	39,841	1,997.03	1,997.03	3,594.66	3,594.66	3,594.66	3,594.66	3,594.66	3,594.66	3,594.66	3,594.66	3,594.66	3,594.66	0	0	39,841
8560-22 Lottery	110,160	-	-	-	-	-	27,540.00	-	-	55,080.00	-	-	27,540.00	0	0	110,160
8560-22 Reversion Lottery	30,886	-	-	-	-	-	8,996.40	-	-	17,992.80	-	-	8,996.40	0	0	30,886
8569 Other State Revenue	34,412	-	-	-	-	-	8,603.08	-	-	17,206.15	-	-	8,603.08	0	0	34,412
8581 90 740 Rent re-imbursment program	470,004	-	-	-	-	-	117,600.93	-	-	235,201.85	-	-	117,600.93	0	0	470,004
8589 Prior Year State Revenues	0	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
8792 Special Education - AB 692	445,239	22,261.50	22,261.50	40,070.70	40,070.70	40,070.70	40,070.70	40,070.70	40,070.70	40,070.70	40,070.70	40,070.70	40,070.70	0	0	445,239
8793 Special Education - ERNHS 2	204,423	10,221.14	10,221.14	18,398.05	18,398.05	18,398.05	18,398.05	18,398.05	18,398.05	18,398.05	18,398.05	18,398.05	18,398.05	0	0	204,423
8XXX 0	0	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
8XXX 0	0	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
Total State Revenue	1,351,856	34,479.67	34,479.67	62,063.41	62,063.41	62,063.41	225,993.94	62,063.41	62,063.41	386,674.34	62,063.41	62,063.41	228,194.21	0	0	1,351,856
Local Revenue																
8600 Interest	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
8602 Foundation Grants	27,265	-	-	2,726.51	2,726.51	2,726.51	2,726.51	2,726.51	2,726.51	2,726.51	2,726.51	2,726.51	2,726.51	0	0	27,265
8684 Student Body (ASB) Fundraising Revenue	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
8685 School Site Fundraising	79,413	-	-	7,941.30	7,941.30	7,941.30	7,941.30	7,941.30	7,941.30	7,941.30	7,941.30	7,941.30	7,941.30	0	0	79,413
8683 Field Trips	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
8689 All Other Local Revenue	54,539	-	-	5,453.03	5,453.03	5,453.03	5,453.03	5,453.03	5,453.03	5,453.03	5,453.03	5,453.03	5,453.03	0	0	54,539
8700 Foreign Exchange Program	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
8639 Student Lunch Revenue	5,459	-	-	544.98	544.98	544.98	544.98	544.98	544.98	544.98	544.98	544.98	544.98	0	0	5,459
8600 Rental Income	6,353	-	-	635.30	635.30	635.30	635.30	635.30	635.30	635.30	635.30	635.30	635.30	0	0	6,353
8810 Transfer from LLC Charitable Contributions	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
8899 Revenue Suspense	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
8688 Estate Revenues	48,717	-	-	4,871.70	4,871.70	4,871.70	4,871.70	4,871.70	4,871.70	4,871.70	4,871.70	4,871.70	4,871.70	0	0	48,717
8899 Student Lunch Revenue	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
8XXX 0	0	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
8XXX 0	0	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
Total Local Revenues	231,738	-	-	22,172.83	22,172.83	22,172.83	22,172.83	22,172.83	22,172.83	22,172.83	22,172.83	22,172.83	22,172.83	0	0	231,738
TOTAL REVENUE	10,017,163	394,425.72	394,425.72	914,671.58	732,129.13	732,129.13	936,561.35	989,975.22	468,225.17	507,026.00	791,731.17	234,247.75	2,804,709.85	0	0	10,017,163
EXPENSES																
Certified Salaries																
1100 TEACHERS	2,978,144	59,562.88	148,097.20	297,814.40	297,814.40	297,814.40	297,814.40	297,814.40	297,814.40	297,814.40	297,814.40	297,814.40	83,344.32	0	0	2,978,144
1200 CERTIFICATED SUPPORT	124,719	-	-	12,471.90	12,471.90	12,471.90	12,471.90	12,471.90	12,471.90	12,471.90	12,471.90	12,471.90	12,471.90	0	0	124,719
1300 CERTIFICATED SUPERVISORS	704,471	58,471.09	58,471.09	58,471.09	58,471.09	58,471.09	58,471.09	58,471.09	58,471.09	58,471.09	58,471.09	58,471.09	58,471.09	0	0	704,471
1900 OTHER CERTIFICATED	0	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
Total Certified Salaries	3,607,334	118,033.97	207,378.29	366,757.39	366,757.39	366,757.39	366,757.39	366,757.39	366,757.39	366,757.39	366,757.39	366,757.39	160,991.78	0	0	3,607,334
Classified Salaries																
2100 INSTRUCTIONAL AIDES	107,498	-	-	10,749.75	10,749.75	10,749.75	10,749.75	10,749.75	10,749.75	10,749.75	10,749.75	10,749.75	10,749.75	0	0	107,498
2200 CLASSIFIED SUPPORT	187,832	-	-	18,783.20	18,783.20	18,783.20	18,783.20	18,783.20	18,783.20	18,783.20	18,783.20	18,783.20	18,783.20	0	0	187,832
2300 CLASSIFIED SUPERVISORS	188,000	15,604.00	15,604.00	15,604.00	15,604.00	15,604.00	15,604.00	15,604.00	15,792.00	15,792.00	15,792.00	15,792.00	15,792.00	0	0	188,000
2400 CLERICAL OFFICE	361,958	30,042.50	30,042.50	30,042.50	30,042.50	30,042.50	30,042.50	30,042.50	30,042.50	30,042.50	30,042.50	30,042.50	30,042.50	0	0	361,958

5877 IT Services	167,206	12,884.04	12,884.04	12,884.04	12,884.04	14,017.90	15,245.33	15,863.71	13,275.92	13,275.92	13,275.92	13,275.92	0	167,206	
5885 Summer School Program	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
5890 Interest Expenses / Misc. Fees	314	-	-	-	-	-	-	-	-	134.59	178.92	-	0	314	
5900 Communications	58,563	4,888.67	5,847.13	3,959.29	5,221.38	4,284.24	4,930.80	4,359.35	5,479.77	5,719.14	4,802.44	4,976.39	0	58,563	
5999 Expense Suspense	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
7141 Special Education Encroachment	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
5XXX 0	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
Total Services, Other Operating Expenses	2,353,042	93,219.16	241,506.63	204,082.92	194,612.66	277,673.90	174,942.31	213,273.91	239,046.07	165,239.43	187,164.35	182,622.30	0	2,353,042	
Capital Outlay															
6900 Depreciation Expense	97,948	8,162.32	8,162.32	8,162.32	8,162.32	8,162.32	8,162.32	8,162.32	8,162.32	8,162.32	8,162.32	8,162.32	0	97,948	
6XXX 0	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
6000 0	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
Total Capital Outlay	97,948	8,162.32	8,162.32	8,162.32	8,162.32	8,162.32	8,162.32	8,162.32	8,162.32	8,162.32	8,162.32	8,162.32	0	97,948	
Other Outgoing Costs (Direct Support/Indirect Costs)															
7000 Misc Expense	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
7438 Debt	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
7000 0	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
Total Other Outgoing Costs (Direct Support/Indirect Costs)	0	-	-	-	-	-	-	-	-	-	-	-	0	0	
TOTAL EXPENDITURES	9,915,347	429,536.84	756,976.49	618,665.95	661,556.44	1,001,773.58	854,885.88	906,111.01	932,034.81	856,030.59	863,648.28	876,904.50	817,022.50	0	9,915,347
	101,817	(35,111.11)	(163,550.76)	(9,838.57)	(149,427.31)	(165,480.57)	84,076.38	83,864.21	(163,708.04)	(149,904.59)	(72,115.11)	(552,555.75)	2,167,641.35	0	101,817

APPENDIX L
SCOPE OF WORK FROM CSMC

Scope of Services: Back-Office

1. FINANCE & ACCOUNTING

Budgeting:

- Create annual and multi-year budgets including monthly cash flow projections – At beginning of the Agreement, CSMC works with the Charter School leader to create annual and multi-year budgets in time for submission to the State and authorizer. Annual budgets are strategic documents that capture the operations and direction of the Charter School.
- Make budget revisions (as needed and upon Charter School request) – CSMC revises budgets as needed to reflect changing circumstances at the Charter School (e.g. enrollment or personnel changes, grant awards, etc.).
- Updated monthly budget forecasts – CSMC tracks budget to actuals and updates the budget forecast as appropriate.

Financial Statements:

- Monthly year-to-date financial statements – CSMC prepares Year to Date (YTD) actual results compared to budget for board meetings or as requested.
- Charter Vision Access for Board Reports - Charter School has access to Charter Vision financial portal, which contains a convenient Board Report function that produces year-to-date financial through the most current closed month. CSMC typically closes books monthly within 15 business days of the following month, provided all supporting documentation has been transmitted to CSMC.
- Monitors cash position – CSMC monitors the Charter School’s cash position to anticipate possible cash shortfalls.
- Customized financial analysis – CSMC performs reasonable financial analyses that the Charter School staff or board requests, e.g. providing a comparative analysis of the school’s budget relative to industry norms or fulfilling a request of information from the authorizing entity. Upon request, CSMC can also develop financial health analysis so board and staff can quickly focus on the most important financial issues.
- Support in resolving financial issues – CSMC helps the Charter School leader find solutions to financial issues by recommending budget changes and/or identifying sources of potential funding

Accounting:

- Setup of Charter School’s chart of accounts and general ledger – CSMC sets up and maintains the school’s Standardized Account Code Structure (SACS)-compliant chart of accounts.
- Customized account codes – CSMC can add customized account codes for unique features of the Charter School program.
- Restricted funds tracking – CSMC tracks revenue and expenditures by fund, e.g. tracking by implementation grant funds, expenses or Title I expenditures.
- Training using CSMC accounting procedures– CSMC trains Charter School staff on coding and CSMC accounting procedures and practices.
- Transaction recording – CSMC records all transactions in a computerized accounting system that is available for viewing on Charter Vision.
- Journal entries and account maintenance – CSMC prepares and records journal entries and maintains the general ledger according to accepted accounting standards.
- Bank reconciliation – CSMC reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as

required.

- Capitalized Assets – CSMC records capital assets in the general ledger according to Charter School financial policy and according to Generally Accepted Accounting Standards. CSMC also records depreciation on an annual basis and maintains a schedule of capitalized assets and accumulated depreciation. Charter School is responsible for tagging and conducting inventory for all fixed assets whether capitalized or non-capitalized for internal control purposes and other compliance reporting
- Charter Vision accounting reports - The Charter Vision portal allows the Charter School and CSMC to generate financial reports on an as needed basis. Charter School can generate reports including, but not limited, to: detailed account activity, including scans of all invoices entered through the accounts payable system; check register activity; summary of budget, expenditures by account; cash balances; payroll register (for periods when payroll is processed by CSMC); revenues; and general ledger.

Accounts Payable & Receivable:

- Revenue verification – CSMC reviews revenue intake and verifies that the Charter School is receiving accurate amounts of state and federal funds based on its enrollment and other pertinent factors. CSMC reviews revenue intake and verifies through available state Department of Education schedules.
- Revenue collection for improperly calculated payments – if the funds received from the state or the county/district do not reflect the proper amounts and there appears to be a calculation error, CSMC will contact the appropriate officials and alert them of the issue. CSMC will use reasonable efforts to negotiate on behalf of the Charter School in disputes with funding agencies over improperly calculated payments.
- Accounts Payable functions:
 - Invoice processing - CSMC conducts invoice processing for Charter School. After coding from Charter School and approval from the Charter School leader or designee, CSMC enters invoices within 2 business days into financial tracking software. Charter School is responsible for submitting weekly package (unless other time frame is agreed upon) of invoices, deposits, payment documents that conform to CSMC forms and processes.
 - Invoice review - CSMC reviews invoices to assist in the prevention of double payments or double billings on multiple invoices. CSMC alerts Charter School to payment issues with vendors.
 - Invoice payment support - CSMC also verifies that funds are available to pay the bill, and notifies Charter School if there are not sufficient funds.
 - Fund verification is only available if there is online read-only bank access and if all checks are processed through CSMC.

Purchasing:

- Vendor selection – CSMC may provide recommendations of vendors based on its experience with vendors around the state and country subject to Section 11 of the Agreement.

Government Financial Reporting:

- Preliminary and final budget reports – CSMC prepares and files the preliminary budget report by July 1st (or earlier if required by the authorizer) based on the board adopted budget, unless Charter School agrees to file reports. CSMC also can prepare a final budget upon request.
- Interim financial reports – CSMC prepares and files the two interim financial reports to the county by the December 15 and March 15 (or earlier if required by the authorizer) deadlines.
- Audited financial reports – Subject to timely receipt of information and/or materials from the School and/or the auditor, as applicable, CSMC prepares all financial information for the audit so that the auditor can file reports before state-required deadlines.

SB 740 compliance

- SB 740 applications – CSMC works with client to submit SB 740 facilities applications and reimbursements on the Charter School's behalf.
- SB 740 budget compliance – For non-classroom based schools, CSMC monitors budget compliance with SB 740 and alerts school to potential problems in meeting the requirements for full funding.
- SB 740 funding determination form – CSMC completes and files the Charter School's funding determination form based on Charter School input.

2. BUSINESS CONSULTING

- Negotiations – CSMC supports the Charter School director and board in financial negotiations related to issues such as business terms in agreements (non-legal review), facilities, and SPED with SELPAs or districts and others (in non-legal capacity), including developing analyses to support the Charter School's position.
- Strategic Budget Development – CSMC can assist the Charter School director and board with strategic financial planning and budget scenario development.
- Financing support – CSMC assists clients in preparing loan packages and connecting the Charter School with non-traditional/specialized funding.
- Strategic Compliance Development – CSMC can assist the Charter School director and board with strategic compliance calendar planning.

3. BOARD MEETING SUPPORT

- Board mailouts (Electronic) – Charter Vision allows CSMC, school administrators and board members to automate the emailing of board financial reports. If desired, Charter School can print board meeting materials to have on hand for attendees.
- Board meeting attendance – As requested, CSMC attends board meetings in person or by teleconference, and presents its financial analysis presentation. Charter Schools may obtain up to 24 hours of in-person board support per year without any additional fees.
- CSMC can provide guidance to assist the board in staying in compliance with the Brown Act.

4. FACILITIES

- Facility needs assessment and planning – CSMC works with Charter School to identify available appropriate state funding, create multiple budget scenarios, and help clients think creatively think about their facility needs to come up with workable solutions.
- Prop 39 – CSMC provides prior year, current year and upcoming year ADA projections for the preparation of compliant Prop 39 requests, and educates Charter School about the Prop 39 process.

5. COMPLIANCE AND ACCOUNTABILITY

- Compliance support - Charter School is solely responsible for complying with legal requirements. CSMC will provide advice and guidance in a non-legal capacity to support Charter School's compliance efforts. Please note that CSMC's guidance does not constitute professional legal services. Since rules, regulations and interpretations regularly change, Charter Schools should seek independent verification and counsel from their attorneys or other sources to ensure legal compliance.
- Employee files – As noted above, CSMC provides Charter School with templates for employee files, forms, and procedures to assist with compliance efforts. (Note: The Charter School should have an attorney review all legal matters).
- LCAP compliance support – CSMC helps schools understand the requirements of Local Control Accountability Plans ("LCAP").
- SPED financial reporting – With input and information from Charter School, CSMC provides required SPED financial reports.
- Funding compliance – CSMC makes compliance recommendations regarding funding requirements, such as Federal Public Charter School Grant Program ("PCSGP") implementation grant funding and other restricted funds. Note that funding compliance is especially complex with many requirements the Charter School must satisfy.
- District and state regulation compliance – CSMC can problem solve with the Charter School areas deemed not in compliance with district or state regulations.

6. CHARTER DEVELOPMENT AND GRANTS ADMINISTRATION

- Financial reports – CSMC prepares customized financial reports for grant purposes.
- Fund accounting – CSMC tracks restricted revenues and expenses based on information received from the Charter School.
- Public Charter School Grant Program (PCSGP) grant reporting – CSMC assists the school in preparing and submitting the PCSGP grant financial report to the CDE.
- ConApp – CSMC prepares and files the ConApp parts 1 and 2 for eligible schools.

7. OPERATIONS SUPPORT

- **Negotiations** – CSMC supports the Charter School director and board in financial negotiations related to issues such as business terms in agreements (non-legal review), facilities, and SPED with SELPAs or districts and others (in non-legal capacity), including developing analyses to support the Charter School’s position.
- **Operations** - In consultation with the Charter School, CSMC will provide direct operational support to the Charter School. CSMC’s experience as charter school operators and authorizers has enabled CSMC to recently expand its direct on-site support and training.
- **Training** - CSMC now offers a comprehensive assessment of operational office systems and efficiencies to ensure compliance and efficiency. CSMC provides on-going training to ensure that school site operations run smoothly and all school staff understand compliance requirements.
- **Real Estate Development** CSMC will work with the Charter School to identify real estate partners, provide budgeting and accounting support for new facilities, and act as facilities advisor to the Charter School.
- **Facility Maintenance** - CSMC will provide analysis and devise a plan for the Charter School facilities that minimizes costs while providing safe, well maintained facilities for students.
- **LEA/SSD plan creation, maintenance and updating** - LEA/SSD plans will over the next few years be phased out as CA gains permission from the US Department of Education to replace them with LCAPs. CSMC has experience in writing LEA and SSD plans, and with the Charter School will identify and implement the appropriate solution for on a short term and long-term basis.
- **IT infrastructure support** - CSMC will conduct an IT audit, analyzing the Charter School’s current infrastructure before working to identify a cost-efficient solution for supporting its IT needs.
- **Charter Renewal and New Petition Development** - CSMC’s extensive experience working with multiple authorizers enables us to provide an unparalleled level of strategic support and insight in the overall charter petition development and renewal process.
- CSMC’s School Development Division will provide robust petition support for existing and future schools.
- CSMC can assist with the creation of charter petitions, petition review, budget and financial plan creation, and advocacy support.
- **Handbooks** - CSMC will provide the Charter School with resources to create non-financial manuals, including Principal handbooks, Employee Handbooks and Operations Manuals.
- CSMC will create these personnel manuals with support from the Charter School staff, or whole cloth in draft form for the Charter School to review.
- **Communications support, e.g. social media, website, newsletters** - CSMC has professional experience with the creation and publication of newsletters and other media. CSMC will work with the Charter School to review and redesign its communications function.
- **HR support & systems** - CSMC has 16 years of experience providing Human Resources support for charter schools, and looks forward to crafting a hybrid Human Resources solution that works effectively for the Charter School.

Roles and Responsibilities

Clarity on certain roles and responsibilities between CSMC and Charter School will help ensure high quality, timely business services. Table 1 below outlines the roles and responsibilities of both parties:

Table 1: Roles & Responsibilities

CSMC	Charter School
<ul style="list-style-type: none"> •Timely and accurate check payments •Payment of invoices according to Charter School's approval policies •Recordkeeping/processes adhering to generally accepted accounting standards for accuracy and security and approved by independent auditors •Payment systems linked to financial statements and creating analyses for informed managerial decision-making •Bank account reconciliations •Invoice/payment research •Advising clients on outstanding checks to ensure adequate cash 	<ul style="list-style-type: none"> •Submission of Payment and Deposit Information •Weekly submission to CSMC of invoices, reimbursement requests, deposits, and other expenditures using CSMC forms and processes •Coding all expenses and non-state funding deposits using CSMC forms and processes and codes from the most recent budget. •Banking: Monitoring and maintaining adequate bank account balances to meet expense obligations •Provide online read only access to bank account

Accounting Deadlines and Calendars referenced above shall be provided separately by CSMC.

LATE FEES AND WARNINGS

Accounts Payable:

Weekly Submittal: Charter School will submit a weekly package (unless another time frame has been agreed upon) conforming to CSMC forms and processes. The submittal shall contain invoices with appropriate coding, reimbursement requests, deposits, and/or other payment documents to CSMC using CSMC forms/processes. If Charter School fails to submit this package or fails to submit all necessary invoices and receipts to process payment, Charter School will be warned that internal and external reporting will be delayed.

Scope of Services: Payroll & Human Resources

Payroll Support

CSMC uses an external payroll processor to accomplish the following tasks. CSMC interfaces between the Charter School and payroll processor, and performs quality checking and review so that the School does not need to interact with the payroll processor. The Charter School pays all payroll processing fees directly to the payroll processor.

- ✔ **Payroll Processing** – CSMC calculates and processes payroll and payroll-related payments/deductions for salaried and hourly employees based on information submitted by authorized Charter School representatives. CSMC generates checks for signature by authorized Charter School representatives (or through electronic signature) or facilitates Direct Deposit at the Charter School's request. The fees set forth above include semi-monthly payroll processing.
- ✔ **Payroll Reporting** – CSMC and its payroll processor prepare and file all required payroll reports for submission to federal and state agencies and submits electronic payroll, payroll tax reports and payroll tax deposits to the appropriate authorities for a single EDD/tax ID number. CSMC shall provide payroll reporting services for multiple reporting EDD/tax ID numbers.
- ✔ **Payroll Record Maintenance** – CSMC keeps track of employee payroll information. School maintains employee files (based on CSMC-provided template files).
- ✔ **W-2 Processing** – CSMC works with payroll processor to prepare W-2 forms, which are mailed to the Charter School, provided that this Agreement remains in effect at the end of the applicable calendar year, and subject to the timely receipt of accurate and complete information and data from Charter School, in accordance with CSMC policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of services.
- ✔ **IRS, SDI, WC Support** – CSMC assists in resolving payroll tax issues before the IRS and other federal and state reporting agencies in a non-legal capacity. CSMC also assists the Charter School with any State Disability, Workers Comp, or Unemployment Insurance claims by providing supporting payroll reports.
- ✔ **STRS/PERS and Other Retirement Plan Administration** – CSMC will help the Charter School set up STRS/PERS accounts as requested, and make appropriate deductions and payments to the county for STRS and/or PERS based on information provided by the Charter School. Some counties charge separately for this mandated service. The Charter School is responsible for STRS/PERS account set-up, administration and enrollments and any fees from outside parties including late fees and interest levied by STRS/PERS.

Human Resources & Benefits

- ✔ **Employee File Set Up** – CSMC provides the Charter School with new hire packets to help support compliance efforts with state and federal requirements regarding Live Scan procedures, TB test information, and/or credential verification information.
- ✔ **Teacher Credentialing** – CSMC provides non-legal information and assistance to Charter School leaders to help them evaluate teacher credentials.
- ✔ **Contracts and Handbook Development Support** – CSMC provides non-legal, business advice on employment contracts and employee handbooks and their business implications.

Roles and Responsibilities

Clarity on certain roles and responsibilities between CSMC and Charter School will help ensure high quality, timely business services. Table 1 below outlines the roles and responsibilities of both parties:

Table 1: Roles & Responsibilities

CSMC	Charter School
<ul style="list-style-type: none"> - Accurate, complete payroll on a semi-monthly basis - Published Payroll Calendar with payroll deadlines - Reminders for payroll deadlines - Final payroll information sent to client for approval by at least one working day prior to Charter School's payroll approval date - Advice on setting up STRS/PERS <p>CSMC will provide all payroll tax filing and W-2s</p>	<ul style="list-style-type: none"> - Timecards and Changes: Submission to CSMC of timecards for new hires and other payroll changes by payroll calendar deadlines and using CSMC forms/processes - Payroll Approval: Approval (email or fax) to CSMC by - Payroll Calendar deadlines - New Hires: Timely submission to CSMC of new hire paperwork on CSMC new hire forms - Enrolling (or working with a broker to enroll) staff in any STRS, PERS, 403b, health plans, and other insurance/retirement/contribution/ deduction programs - Terminating staff from health plans, other insurance, and other applicable contribution/deduction programs. - Obtaining all W-9s from vendors

The Payroll Deadlines / Calendars referenced above shall be provided separately by CSMC.

LATE FEES and WARNINGS

- ✔ **Timecards and Payroll Changes:** CSMC shall impose a late fee of \$100 for each business day timecards for hourly staff and payroll changes are submitted late to CSMC based on the published Payroll Calendar. Significant CSMC staff time is necessary to make such late modification. The latest Timecards and Changes can be accepted is three business days prior to Payroll Approval deadlines indicated in the Payroll Calendar.
- ✔ CSMC will generate and distribute manual checks, as needed and without charge, for employee terminations and payroll corrections due to CSMC error

Scope of Services : Student Data

1.0 AGREEMENT SERVICE

1.1 Introduction

This document represents a Service Level Agreement (“SLA” or “Agreement”) between CSMC and “Customer” for the provisioning of services required to support one or more aspects of the school’s operational capabilities. This Agreement remains valid until superseded by a revised agreement mutually endorsed by the stakeholders. This Agreement outlines the parameters of all “Help Desk” services covered by CSMC.

1.2 Purpose

The purpose of this Agreement is to ensure that proper elements and commitments are in place to provide a consistent and high-quality service delivery to the Customer by CSMC. This document identifies the service goal needs of the Customer, identifies the various service components provided by CSMC, and serves to manage the expectations of both parties. Service level agreements help to avoid potential disputes and/or conflicts by providing a shared understanding of customer needs, CSMC capabilities, and anticipated support requirements.

1.3 Data Security

We believe that working with a large company such as CSMC is what sets us apart from a consultant. CSMC has been in business for over 13 years, has strict employee screening policies, and is completely insured.

Your Student Information System is protected by the following precautions:

- Your Student Information System is only accessed when directed by the school in effort to solve a ticket or to gather information for a state compliance reports.
- There is no information stored at CSMC (nothing is printed, all NSLP lunch forms, and medical records are stored at the school site with no access by CSMC).
- CSMC does not assign users to your Student Information System instance unless directed by the schools Primary Point of Contact. All security rights in the system are assigned by the system administrator.
- When CSMC employees are terminated or leave – all passwords are immediately changed and their access is eliminated from all areas.

CSMC takes the privacy of your student data very seriously.

1.4 Goals & Objectives

The goal of this Agreement is to obtain a mutual understanding of the support services CSMC will offer the Customer. The objectives of this Agreement are to:

1. Provide clear guidance to the roles & responsibilities of both CSMC and the Customer in regard to the utilization of the Help Desk services.
2. Present clear, concise, and measurable descriptions of each service provision to the customer.
3. Describe “Best Practices” for utilizing CSMC Help Desk services.
4. Provide opportunities for feedback to the Customer and for the Customer to provide formal written feedback to CSMC.
5. Offer guidelines for data collection and population to successfully meet state reporting deadlines and requirements.

The CSMC Help Desk acts as a central point of contact for all issues related to student data support services (e.g. non-financial or legal) offered through CSMC including, but not limited to, student information systems, state reporting, and other items as specifically identified in this agreement. This agreement also includes provisions for resolution of disagreements specifically related to the Help Desk. Finally, this agreement also describes the costs for additional (“Add-On Services”) that are offered on a per-item fee basis outside of the primary support contract, should the Customer desire to utilize these additional services.

Questions related to financial matters, legal issues, budgeting, accounts receivable and payable, human resources, etc. should NOT be directed to the CSMC Help Desk but should instead be directed toward either your CSMC Account Manager (AM), your CSMC School Business Manager (SBM), or directly to CSMC leadership. These matters are specifically NOT covered under this Help Desk Service Agreement.

All questions related to this Service Level Agreement should be directed to:

Sarkis Gharibian
VP Student Data Services
CSMC
1210 W. Burbank Blvd., #B
Burbank, CA 91506
O: 213-293-3977 x 229
sgharibian@csmci.com

2.0 Customer Responsibilities

2.1 Data Integrity

DATA INTEGRITY REMAINS THE LEGAL RESPONSIBILITY OF THE SCHOOL.

CSMC is **not** responsible for data submitted after set deadlines, for inaccurate data posted to a school’s student information system, or for missing data. Schools retain the legal responsibility for populating their data systems with accurate and up-to-date information. If CSMC is tasked to upload data to any system, it remains the sole responsibility of the school to validate and verify the accuracy of all data before and after each upload. Schools are responsible for populating their data systems with accurate data **IN ADVANCE** of known deadlines and recognize that incomplete and inaccurate data may adversely affect the School’s ability to provide accurate state and attendance reports, and may negatively impact available funding. Schools are required to approve, certify, and sign off on all state reports prior to each certification.

2.2 CALPADS Student Data

Per our Service Level Agreement, schools are required to enter all the required information into their Student Information System for each actively enrolled student. In order for CSMC to be able to provide CALPADS services and guarantee successful and timely submissions we ask that schools enter all the required information upon enrolling a new student into their SIS.

For PowerSchool users, CSMC will install our custom CALPADS validation tool onto your PowerSchool. The school is responsible for utilizing and routinely monitoring the customization to ensure that there are no critical data elements missing from student records

2.3 Authorized Technical Contacts

CSMC's number one priority is to protect the data of your school. In order to prevent unsolicited or unwarranted persons from contacting our Help Desk, we require schools to submit a list of Authorized Technical Contacts (ATC) along with a Primary Point of Contact.

ATC's have unlimited Help Desk support via phone, email, and web portal. If the Help Desk receives a call from unauthorized school personnel they will be directed to contact their Primary Point of Contact first to request being added. The Primary Point of Contact can contact the Help Desk to add/remove ATC's at any given time.

2.4 Service Requests - Abandoned Tickets

Often a CSMC representative will need to submit a follow up question to gather more information about an issue from an Authorized Technical Contact. If a response to a follow up is not received within 7 business days, the ticket will automatically be closed and considered resolved. The Authorized Technical Contact will still have the opportunity to re-open the ticket by simply replying to the closed ticket notification.

2.5 SIS User Access

School personnel are responsible for managing administrator and teacher accounts. CSMC provides training on adding and deactivating staff members as well as cheat sheets and video tutorials on this specific function. It is important that this is managed precisely to ensure that your database is secure and that only authorized staff members have access at all times. As staff members leave or are terminated, their accounts should immediately be deactivated as a security measure.

2.6 Supplemental System Access

In order for CSMC to provide direct assistance with CALPADS, CBEDS, and the 20 Day Attendance Report we will need the appropriate login credentials. It is the school's responsibility to provide CSMC with the following:

- CALPADS User Account with full privileges
 - CSMC does NOT maintain the CALPADS LEA Administrator Account. The LEA Administrator account is the only account that can add additional users and is usually assigned to the school administrator. Since CALPADS passwords expire every 90 days it will be the school's responsibility to maintain their access after providing CSMC with their own account. If the LEA Administrator password expires, he/she will need to contact the CDE directly to have their password reset.
- LEA CBEDS Username and Password
- PENSEC Pin

Please note that without access the school holds responsibility for ensuring completion of each item above

3.0 CSMC Scope of Services

CSMC's Help Desk offers a specific, but limited, array of support services for Schools. Our catalog of services includes essential services that are often too complex or costly for smaller schools, CMO's, or school districts to maintain in-house.

The following services are covered by this agreement:

3.1 Help Desk Support

Email:

Authorized Technical Contacts can send a detailed email to helpdesk@csmci.com explaining the issue(s) they are experiencing. The email will automatically be entered into our ticketing system. When describing the issue, mention as much information as possible. Name of the report you are running, parameters you are setting, and screen shots will help us answer your question quicker.

Web Portal:

Requests can be submitted by Authorized Technical Contacts online via the Help Desk Web Portal (<https://csmc.zendesk.com>). This method gives you the ability to track progress of all tickets submitted in one centralized location. You'll also have access to our online community forum filled with lots of helpful tips and videos.

Telephone Support:

Assistance is available from 8:00 AM to 5:00 PM (PST), Monday through Friday, except when CSMC is closed due to observed federal holidays, administrative closings, inclement weather, or security concerns. If the Help Desk receives a call from an unauthorized person they will be directed to contact the Primary Point of Contact to request authorization. The Primary Point of Contact can email the Help Desk to add/remove Authorized Technical Contacts at any time.

3.1.1 Help Desk Priorities & Response Times

The Help Desk will use the following guidelines in prioritizing requests and will strive to begin working on the problem within the target timeframe. Actual response times may be shorter or longer depending on the volume of requests at any one time. The priority given to an incident is determined by a combination of its impact and urgency. The definitions below are used to establish the priority.

Impact	Criteria	Examples	Target Response Time
High	System or device down, critical business impact such as loss of revenue, no workaround available.	SIS is down. State or local district request. Board meeting preparation. Auditor on-site.	Within 4 business hours
Medium	Potential business impact that does not affect funding but affects operations.	GPA is inaccurate Emails not working New SSID Request	Within 24 business hours
Low	Non-critical tickets, general questions, enhancement requests, or documentation cases	Removing pre-registered student Cosmetic customization Import Student Photo Enhancement Requests General Questions	Within 2-5 business days

In addition to the impact level of an issue, CSMC also considers the Urgency of each request based upon the following three levels:

Urgency	Definition
High	Requires Immediate Attention
Medium	Requires resolution in near future
Low	Does not require significant urgency

As a result of evaluating the impact and urgency of each support ticket, we then categorize them on a one to five-point scale, as indicated below:

Priority	Critical or High Impact	Medium Impact	Low Impact
High Urgency	1	2	3
Medium Urgency	2	3	4
Low Urgency	3	4	5

Please note that Help Desk requests submitted via the phone are simply turned into written email tickets for tracking purposes. Submitting a written request eliminates the time required for a support staff member to create a new ticket, and may increase response time. Therefore, all Customers are STRONGLY encouraged to submit written help desk requests when appropriate.

3.2 Remote Assistance

CSMC utilizes Skype Business web conferencing to provide remote support. This allows our support staff to access the Customer's computer screen to diagnose problems, provide one-on-one training, or to host group webinars.

3.3 Integration of Third Party Applications

CSMC assists in the integration of third party applications that are compatible with your SIS. CSMC cannot provide direct training on third party application or provide support for issues that may arise that are due to product defects or developed by user error. It will remain the responsibility of the School to communicate directly with the vendor to work those issues out. CSMC will work within the constraints of your SIS in ensuring that integration is setup as stated in the application setup guide.

3.4 On-Site SIS Trainings

To ensure your school or district success, we include (1) on-site Administrator training and (1) on-site Teacher training during your initial contract year. For each subsequent year additional on-site trainings can be purchased through our Add-On Services.

Administrative Training Topics Covered:

- Finding your way around your SIS
 - Signing in, enrolling students, searching for students, conducting searches, changing demographic information, printing reports for individual students, searching for staff members, changing staff information, inactivating staff members, etc.
- California State Reporting Information
 - Entering required student demographic information, English learner and immigrant information, entering lunch eligibility program records and other program information, creating discipline records, utilizing the validation tool to prepare for submissions, etc.
- Running Reports out of your SIS
 - How to run daily, weekly, and monthly attendance reports, how to do a quick export of student

data, how to search for perfect attendance, how to check for teacher attendance submission status, how to run gains and losses audit report, etc.

- Scheduling Students
 - How to view and modify an individual students schedule, how to drop a student from a class, how to add a student to a class, how to mass enroll students into classes, how to print student schedules, etc.

Typical attendees of the Administrative training include Administrators, Principal, Office Staff, Counselors, Registrars, Secretaries, Special Education Coordinators, and Lunch Staff.

Teacher Training Topics Covered:

-
- Logging in to take attendance vs. logging in to gradebook
 - Taking attendance, viewing student pages, and printing reports
 - Creating Assignments
 - Entering Grades & Comments
 - Linking Grades to Standards
 - Creating Categories & Student Groups, etc.

All teachers **AND** at least one administrator should attend the Teacher training. It is very important that a school administrator be present at the teacher training. Often, trainees are asked questions related to school policy that only an administrator can answer. Having an administrator on hand will help solve this problem and at the same time, set the tone for all staff attending.

Following the trainings, Authorized Technical Contacts at each school will have unlimited Help Desk support which includes remote assistance. If, however, an additional on-site training is requested CSMC offers customized Administrative and Teacher trainings as an add-on service (See Add-On Services).

3.5 Planned or Emergency On-Site Assistance

CSMC may be contracted for special on-site assistance during unique circumstances or events. Please note: additional hourly or daily rates may apply.

3.6 Student Information System (SIS)

CSMC's SIS Support is defined by three phases; (1) Initial Product Implementation, (2) Ongoing Support, and (3) "Add-On Services (Fee-Based)". Each category is described in greater detail below.

Initial Product Implementation (IPI):

Initial Product Implementation services include all the basic elements required to get a SIS started and maintained throughout the year. This type of support is always offered to schools in their first year of operation. IPI includes both district and school level setups.

District Setup will include the following items – as required:

- Calendar Membership Types
- Citizenship Codes
- District Info
- Districts of Residence
- Entry Codes
- Ethnicity Codes
- Exit Codes
- Fee Categories
- Log Types/Sub Types
- Special Programs
- Schools/School Info
- Grade Scales
- GPA Calculations (non-custom)
- Test Scores
- Miscellaneous
- District settings required by state
- Log Entry Fields

School(s) Setup will include the following items – as required:

- Attendance Codes
- Attendance Code Categories
- Current Grade Display
- Final Grade Setup
- Full-Time Equivalences
- Preferences
- Bell Schedules
- Calendar Setup
- Activities
- Balance Alert
- Fee Types
- Miscellaneous
- Sub Login Settings
- Attendance Conversions
- Class Rank
- School settings as required by state
- GPA Student Screens
- Honor Roll
- Final Grade Entry Options
- Days
- Graduation Sets
- Next School
- Periods
- Rooms
- Years & Terms

Ongoing Support

Ongoing SIS support includes all elements covered in the Initial Product Implementation and includes a comprehensive checklist and system scan to ensure state reporting compatibility. Ongoing support is typically provided to schools that have already implemented their SIS and are looking to maximize their usage of the system.

Add-On Services

(See Add-On Services).

3.7 Server Hosting

For PowerSchool user's server management plays an important role in smooth operation of your PowerSchool instance. It helps in scalability, performance, and capacity of your site. The three options for hosting your PowerSchool server are; (1) Self-Hosting, (2) PowerSchool Hosting.

Self-Hosting: PowerSchool 7 supports a Windows configuration using 64-bit hardware with a Windows Server 2008 R2 64-bit Standard Edition operating system. As a self-hosted school, you are responsible for all PowerSchool and state reporting version upgrades, ensuring your hardware meets the stated minimum requirements by PowerSchool, monitoring system stability and security, and performing routine maintenance.

PowerSchool Hosting: If your PowerSchool instance is hosted through PowerSchool's Hosting Service they will provide regular upgrades for your PowerSchool server as well as state reporting updates. All PowerSchool installations are hosted on a secure, off-site storage facility that is backed up nightly. Each data backup is stored for up to 7 days to protect you from the possibility of data loss.

3.8 SIS Conversions

Many schools do not remain with the same SIS for various reasons. CSMC provides support on SIS conversions. We will provide the Primary Point of Contact or the schools conversion project leader with import templates to complete for various tables within the SIS database. The school is responsible for

extracting the required data from their old Student Information System (SIS) and onto the provided templates. The integrity of the data will always remain a school responsibility so it is recommended to verify the data. Files must be saved in either CSV or XLS format and emailed to the Help Desk. CSMC will review and format as needed prior to importing into your new SIS.

Most Common Imports:

- Students
- Staff
- Courses
- Sections
- Historical Grades

It is important to keep in mind that not all Student Information Systems are built equal and that data conversion projects usually take 3-4 months depending on the amount of data being converted. Please take this into consideration when deciding on when to terminate your contract with your previous student information system. CSMC's priority is to ensure that your school is ready to operate before your first day of school.

CSMC can only work within the constraints of your SIS. If, for example, your previous student information system had features that do not exist in your new SIS we will first look for the best cost-effective resolutions to meet your school's needs. If none are available, you can consider our add-on services in HTML/Page Development.

3.9 CALPADS

There are over 100 data entry points within your SIS that are required for the various submission phases of CALPADS. CSMC assists you through the entire CALPADS process from extracting your files, uploading your data, and correcting all certification errors for you. For PowerSchool users, CSMC will install a custom CALPADS validation tool that makes it incredibly simple for office staff to locate errors, make corrections, and assess overall CALPADS readiness all on one screen.

CALPADS Services Offered:

- Preparation of all four Fall 1 extracts per school (SENR, SINF, SELA, SPRG) for import to CALPADS.
- Preparation of all four applicable Fall 2 extracts per school (SDEM, SASS, CRSE, SCSE) for import to CALPADS.
- Preparation of all five applicable EOY extracts per school (CRSC, SCSC, SDIS, SCTE, STAS).
- Install CSMC custom CALPADS Validation Tool onto your PowerSchool server (If Applicable).
- Correct all submission errors and post each extract per submission cycle.
- Correct all fatal certification errors to ensure certification for Fall 1, Fall 2, and EOY.
- Provide Primary Point of Contact with Direct Certification Report upon request.
- Provide Primary Point of Contact with CALPADS ODS Foster Youth Report upon request.
- Communicate with school and neighboring districts in resolving Concurrent Enrollments, Multiple Identifiers, and Exit Reason Discrepancies to ensure certification.
- Create new SSID's and exit transferred students on CALPADS on a bi-weekly basis. Urgent SSID requests can be expedited by submitting a Help Desk ticket.
- Provide Primary Point of Contact with all aggregate reports and a sign off sheet with each of the three submissions.
- Work with Primary Point of Contact before and during amendment window in correcting any data entry errors.
- Demographic Data Corrections for Accountability Reports
- CBEDS Submission

3.10 Attendance Reporting (P-1, P-2, P-Annual)

If your contract includes attendance support, CSMC will provide direct assistance with all your P-Reports (P1, P2, and P-Annual). The school is responsible for communicating the district deadlines and report parameters to CSMC. CSMC will provide the customer with the P reports for verification. Upon verification of the P-Reports provided by CSMC, each customer has the option to submit to the authorizing offices directly or request CSMC to do so. The customer is responsible for entering student attendance and the student data required for accurate reporting, such as: entry date, exit date, class enrollment, grade level, special program enrollments, district of residence and attendance for each student within the student information system.

Attendance Support Services Include:

- Charter Status Report (P1, P2, and P3)
- Attendance Charter School Report (P1, P2, and P3)
- Charter School Physical Location Report (P1, P2, and P3)
- Basic Aid Supplemental Charter School Report (P1 and P2)
- Charter School Audit Adjustments to CALPADS Data (If Applicable)

From time to time additional reports may be requested by each authorizer. Those reports are considered

supplemental and vary in complexity for each district. Examples of some supplemental report requests include attendance backups, demographic information about your students, LCFF statuses, CALPADS ODS extracts, etc. These types of supplemental reports are only requested by a small number of districts and County offices. We can provide assistance in gathering supplemental information since most of the time they are found on CALPADS, however, in terms of submittal, schools are responsible for submitting these data.

To alleviate the task of producing supplemental reports, CSMC can aid in interpreting the requests and pulling reports from the SIS. Customer must submit a ticket to the CSMC Help Desk to request this type of assistance.

3.11 Charter 20 Day Report

If your contract includes attendance support, CSMC will provide direct support with the completion and submission of the 20 Day Advance Apportionment report. CSMC will provide the customer with the report prior to submitting it to the state via the online portal. It is the customer's responsibility to provide CSMC with the online portal log in credentials and any deadlines set by the authorizing office. The customer is responsible for entering student attendance and populating the student data required for accurate reporting such as: entry date, exit date, class enrollment, attendance, and LCFF eligibility.

To alleviate the task of producing supplemental reports, CSMC can aid in interpreting the requests and pulling reports from the SIS. Customer must submit a ticket to the CSMC Help Desk to request this type of assistance.

3.12 Local Data Requests

Local county or district offices may request student data from time to time and the complexity of the requests often vary from a simple export of student demographics to cross table comparison reports. CSMC can provide you with extracts of what is available in your SIS, however, some requests may involve merging data from multiple systems into one cumulative summary report. In these cases, CSMC will extrapolate and provide you with the information you need in a workable format. The school will remain responsible for merging the data from the other systems and submitting the report to the requester. Due to the time-consuming nature of completing such data merge projects CSMC can aid in performing vlookups, pivot tables, and charts as an add-on service (See Data Entry Add-On Services).

4.0 General Assumptions

The commitments in this agreement are based upon the following assumptions:

1. Scheduled holidays will be included in the Service Level Agreement in which the Help Desk will be unavailable or will operate in a reduced capacity (e.g. no phone support).
2. Periodic database and application maintenance will occur throughout the year both during “off-hours” (e.g. 12 am to 5 am) and rarely during normal operational hours.
3. All planned service or software outages will be communicated via email to the school.
4. Changes in Customer’s staffing will be communicated immediately to CSMC so that at least one Primary Point of Contact is maintained at all times.
5. **The initial setup of your School will take several days of work on the part of the school leadership.** Adequate time should be set aside to review the documents provided, complete the worksheets, and submit the information to CSMC well in advance of the first day of school. Customer should expect a considerable amount of “back-and-forth” until the systems are set up properly.
6. Implementation services will be delivered remotely as a standard. Any travel costs related to implementation project will be invoiced and paid by customer.
7. Direct services related to CSMC financial services (e.g. Payroll, accounts receivable/payable, Human Resources, etc.) are explicitly NOT covered by this Help Desk Service Level Agreement.
8. Customer must identify a **Primary Point of Contact (“PPC”)**. This person will be CSMC’s primary contact, available throughout the contract term, to assist in any implementation tasks required for the setup and maintenance of each system.
9. Customer will provide data and information requested in a timely and efficient manner and work cooperatively with CSMC during setup and configuration of all schools.
10. Customer should expect to spend several hours each day maintaining the basics of their SIS at the school level (e.g. taking attendance, lunch counts, updating student and parent data, etc.). In no way does CSMC replace the need for on-site, daily support for SIS and the need for a single Primary Point of Contact (e.g. your office manager).
11. Customer’s Primary Point of Contact should have adequate (e.g. beyond basic) technical skills. For instance, they should be able to email files, convert files from Excel to .txt files, be able to retain usernames and passwords for sites, bookmark web pages, use Microsoft Excel/Word, and be able to routinely conduct basic computer tasks.
12. Customer will provide or have available a working land-line telephone with conference calling (e.g. speakerphone) capabilities for training sessions and webinars.

5.0 Limitations & Exclusions

This SLA and any applicable Service Levels do not apply to any performance or availability issues:

- Due to factors outside CSMC’s reasonable control
- Due to missing and/or incorrect content in the Customer’s student information or student assessment systems
- Due to interdependencies
- Due to resource constraints and/or school priorities
- Due to a payment or service ‘Hold’

6.0 Critical Success Factors

6.1 Changing Needs

At CSMC we know that our success in resolving support issues directly impacts your success and vice-a-versa; if your school is successful we hope to be retained as your student data services support provider. As a result, we approach each problem as an opportunity to support your school and make you successful. We have a very strong track record of success but cannot resolve 100% of all issues that come across our Help Desk. Some problems may fall out of the scope of this Service Level Agreement or outside the scope of our internal expertise. We will, however, endeavor to resolve each issue that comes before us as time and resources allow.

6.2 Setting Client Expectations

We also know from experience that Customers who were led to believe that the Help Desk was going to provide direct services that fall outside of the scope of our Service Level Agreement will leave disappointed. Therefore, it is imperative that Customer's leadership team and specifically the Primary Point of Contact understand, acknowledge, and agree to the provisions of this document.

6.3 Cost Effective Operations

From time to time the Help Desk personnel may "push-back" with suggestions on less expensive or in-house solutions to Customer's requests for fee-based "Add-On Services" in order to maintain a cost-effective program. Add-On Services exist because the need is there, but they also represent internal costs to the Help Desk that we must cover through additional charges.

6.4 Safeguarding Confidentiality of Data

Unauthorized access by an outside hacker or a disgruntled employee can cause serious damage or destruction to confidential student data and turn out to be a huge headache. Our Authorized Technical Contact policy is the best countermeasure to safeguard your data. We hope that you view this policy as a means to better protect your school from data loss and/or unsolicited manipulation of your school's configuration. The last thing we want to happen is for the wrong person to gain access to your school's confidential data. Such a policy is imperative to prevent unwarranted access to your SIS and modification to system settings without prior administrative approval.

7.0 Complaint Escalation & Resolution Procedures

Registering a formal complaint.

All complaints relating to the operation of the Student Data Services, including:

- Expected level of support
- Actual support offered and delivered
- Personnel responsible for providing or administering support
- Any other issue relating to this document of the relationship between CSMC and Customer

Received by either party will be forwarded in writing and distributed concurrently to the signatories of this document. The intent is to ensure thorough, timely and open resolution of all such problems.

8.0 Procedure for Requesting Exceptions to Standards or Policies

The following process will be followed if additional services to this SLA are required or desired.

8.1 A Project Change Request (PCR)

A Project Change Request (PCR) will be the vehicle for communicating change. The PCR must describe the change, rationale for the change and the effect the change will have on the project.

8.2 CSMC will review the proposed change and recommend it for implementation or reject it. A PCR must be signed by the authorized Customer to authorize the quote for additional services. If the Customer accepts additional services and charges, a change to the original purchase order or new purchase order is required.

CSMC

9.0 Critical Reporting Deadlines

SEPTEMBER

- Charter 20 Day1

OCTOBER

- Charter 20 Day1 (continued)
- First Wednesday of October: Census Date
- Last day of October: CBEDS Deadline

DECEMBER

- Mid-December: CALPADS Fall 1 Submission Deadline
- P1 Report Due1

FEBRUARY

- Late-February: CALPADS Fall 2 Submission Deadline
- Early February: CALPADS Fall 1 Amendment Window Deadline

MARCH

- Late-March: CALPADS Fall 2 Amendment Window Deadline

APRIL

- P2 Report Due1

JUNE

- P-Annual Report Due1

JULY

- Mid-July: CALPADS EOY Submission Deadline



10.0 Unsupported Tasks

1. CSMC does not evaluate the performance of school personnel.
2. CSMC does not grade student work, or evaluate student performance, etc.
3. CSMC does not take daily student attendance.
4. CSMC does not monitor the lunch process (e.g. who has paid, not paid, eligible for free/reduced, etc.).
5. CSMC does not offer project management for IT tasks that fall outside the items specifically identified in this service level agreement.
6. CSMC does not provide copy (e.g. written documents) for school web sites.
7. CSMC does not complete data entry tasks. Example of a data entry task includes transferring data from paper enrollment forms, emergency card information, or immunization information into your SIS. CSMC can however provide this level of support through our Add-On Services.
8. Direct mobile application support for parents (e.g. iPhone app, iPad app). While CSMC can perform the initial set-up /access to these services, we do not offer direct support for parents or students in using these mobiles services.
9. CSMC does not define your master schedule. CSMC does not provide direct services for determining the course and section offerings, teacher qualifications, and appropriate placement of students. This is an activity reserved for School Leadership and Certificated/Credentialed teachers and administrators.
10. CSMC does not perform student scheduling on behalf of schools. Scheduling and mass enrolling students into sections is taught during the initial administrator training.

11.0 Add-On Services

Add-On Services Billing

Add-On Services are invoiced upon completion of each deliverable on the last day of the month it was completed. All Add-On Service invoices shall be paid immediately upon receipt of the invoice. (The terms are NOT Net 30).

A. Custom PowerSchool HTML Page Development - \$95/hr

Don't like the way some of the pages within PowerSchool look by default? Want to change the coding on any particular page? If so we can customize PowerSchool to meet your needs. Requests for customization will be evaluated to ensure that it falls within the constraints of PowerSchool and are billed at an hourly rate of \$95.

B. Custom PowerSchool Common Core/Standards Based Report Cards

Option A: CSMC Provided Standards and CSMC Provided Report Card Template

Setup Fee: \$100.00

Price per Grade Level: \$300.00

CSMC Provided Standards

CSMC will provide a complete list of common core standards and you will have the option to associate applicable standards to courses of your choice. Limitations include not being able to remove any parent standards or add any standards outside of the original list provided.

CSMC Provided Report Card Templates

CSMC provided report card templates cannot be edited other than the school name, address, reporting terms, logo, and title. Any additional modifications will require the purchase of School Provided Custom

Report Card Templates.

Option B: School Provided Standards & Report Card Template

Setup Fee: \$100.00

Price per Grade Level: \$450.00

School Provided Standards

CSMC will provide an import spreadsheet and a guide. CSMC will offer guidance and support but the customer is ultimately responsible for the completion of the import spreadsheet.

School Provided Custom Report Card Templates

The customer is responsible for the formatting, design, and layout of each report card template. The customer must provide a FINAL "print-ready" PDF or JPEG document for each unique page. CSMC will not make any edits to the templates provided and will begin work immediately upon receiving the templates. Any requested changes to the template after the project begins will be subject to modification fees at an hourly rate of \$150/hr billed in addition to the overall cost of the report card project.

Turnaround Time

The standard turnaround time for any report card project is 4-6 weeks upon receipt of a signed "Report Card Service Agreement" and final print ready custom report card templates. Changes or delays in getting CSMC the custom report card templates will further postpone the completion of this project. Your timeliness is greatly appreciated.

Rush Service

Customers may have the option to request a "rush service" for a 2-3 week turnaround for an additional fee of \$500.00. Please inquire about "rush service" availability. We will do our best to approve this option if requested however we do reserve the right to deny a "rush service" request.

C. SIS Data Entry Services \$95/hr

CSMC can assist with certain data entry tasks on an as needed basis for an hourly fee of \$95 which varies depending on the scope of the data entry project.

- Enrollment Forms
- Emergency Card Information
- Historical Grades
- Historical Attendance
- Fees
- Immunizations
- Test Scores
- Local Data Requests
- Student Scheduling

D. Additional On-Site PowerSchool Training

To ensure your school or district success, we include (1) on-site Administrator training and (1) on-site Teacher

training during your initial contract year. For each subsequent year additional on-site trainings can be purchased through this request form.

Pricing:

Within 150 miles of our Los Angeles office (91506)

- Admin Training (4 hours): \$500
- Teacher Training (2 hours): \$500
- Custom Half Day Training (Up to 4 hours): \$500
- Custom Full Day Training (4-8 hours): \$1,000

More than 150 miles from our Los Angeles office (91506)

- Admin Training (4 hours): \$1,000
- Teacher Training (2 hours): \$750
- Custom Half Day Training (Up to 4 hours): \$1,000
- Custom Full Day Training/Visit (4-8 hours): \$1,500

Note: For an onsite training request that is more than 150 miles from our LA office a 4 week advance notice is required from the preferred training date entered on this form.

E. PowerScheduler Load Process (\$2500)

PowerScheduler is a powerful tool that can schedule most your students. Based on your finalized master schedule, a successful run of this feature can schedule 70%-90% of your students.

Using this feature requires at least one project manager to continually enter, manage and maintain the data in PowerScheduler at least 2-3 months before the end of your current school year.

CSMC will provide the school assigned project manager(s) the resources and (1) full day on-site training in achieving the highest percentage possible of students being scheduled while mitigating the need to manual scheduling your students to a minimum. CSMC will also provide continued support and guidance via the Help Desk.

Currently we do not offer support services for the PowerScheduler Build Process and for schools with less than 500 students.

F. Custom PowerSchool Reports - \$95/hr

Having trouble finding the perfect report in PowerSchool that fits your school's needs? We can help build the reports that you need to be successful with running your school! PowerSchool stores a wide variety of data related to your school. Figuring out where all your data is stored and retrieving it into a custom report can be very difficult for the typical school staff member.

APPENDIX M
LETTERS OF SUPPORT

THE CITY OF
POMONA

Office of the Police Chief



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

May 4th, 2020

Tricia Manzo
Admissions and Community Outreach Coordinator
295 N. Garey Ave
Pomona, Ca 91766

Dear Ms. Manzo,

The Pomona Police Department is pleased to support the Charter Renewal of the School of Arts and Enterprise.

The department has partnered with The School of Arts and Enterprise at our National Night Out city wide celebration and our annual Youth Camp Out. We've been honored to have their students volunteer and share their talents with our community. The SAE outreach team has provide art activities and has supported our Community Services Department efforts.

The strength of our city is dependent on the strength of its youth. If teens are not mentored properly then poor choices are made and often the city loses its youth to crime, injury or death and the entire community is impacted. The arts are a vital part of helping Pomona's youth to overcome the challenges of poverty and to express themselves in a positive way. Budget cuts from the State have translated into cutting many or all arts classes from local school districts. The SAE is filling a void in this area.

We are requesting the Board of Education to reauthorize the Charter of The School of Arts and Enterprise. We cannot afford to lose this important option for students and their families within our city.

Sincerely,

Michael Ellis
Chief of Police

490 W. Mission Blvd., Box 660, Pomona, CA 91766 (909) 620-2141 Fax (909) 620-2146

Pomona • Vibrant • Safe • Beautiful



**COUNTY OF LOS ANGELES
FIRE DEPARTMENT**

1320 NORTH EASTERN AVENUE
LOS ANGELES, CALIFORNIA 90063-3294
(323) 881-2401
www.fire.lacounty.gov

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FIRE CHIEF
FORESTER & FIRE WARDEN

BOARD OF SUPERVISORS

HILDA L. SOLIS
FIRST DISTRICT

MARK RIDLEY-THOMAS
SECOND DISTRICT

SHEILA KUEHL
THIRD DISTRICT

JANICE HAHN
FOURTH DISTRICT

KATHRYN BARGER
FIFTH DISTRICT

April 27, 2020

Members of the Board of Education
The School of Arts and Enterprise
295 North Garey Avenue
Pomona, CA 91767

To Whom It May Concern:

I would like to extend our support to The School of Arts and Enterprise (The SAE) in the Pomona Arts Colony. The Los Angeles County Fire Department's Explorer Program has mentored several students from The SAE, inspiring many to become a firefighter. We appreciate the collaboration and support The SAE has given us.

For over 10 years, fire personnel from local stations have participated in The SAE's Career Day. They have supported The SAE's Thanksgiving meal boxes by providing can donations. In addition, firefighters continue to provide students with information about the Los Angeles County Fire Department's Explorer Program. We appreciate the partnership.

On behalf of the Los Angeles County Fire Stations in the City of Pomona, I am proud to support The School of Arts and Enterprise. We applaud the school's mission of creating life-long learners and creative thinkers, and look forward to strengthening this partnership through future endeavors.

Very truly yours,

James W. Robinson
Assistant Fire Chief

SERVING THE UNINCORPORATED AREAS OF LOS ANGELES COUNTY AND THE CITIES OF:

AGOURA HILLS
ARTESIA
AZUSA
BALDWIN PARK
BELL
BELL GARDENS
BELLFLOWER
BRADBURY

CALABASAS
CARSON
CERRITOS
CLAREMONT
COMMERCE
COVINA
CUDAHY
DIAMOND BAR
DUARTE

EL MONTE
GARDENA
GLEN DORA
HAWAIIAN GARDENS
HAWTHORNE
HERMOSA BEACH
HIDDEN HILLS
HUNTINGTON PARK

INDUSTRY
INGLEWOOD
IRWINDALE
LA CANADA-FLINTRIDGE
LA HABRA
LA MIRADA
LA PUENTE
LAKEWOOD
LANCASTER

LAWDALE
LOMITA
LYNWOOD
MALIBU
MAYWOOD
NORWALK
PALMDALE
PALOS VERDES ESTATES

PARAMOUNT
PICO RIVERA
POMONA
RANCHO PALOS VERDES
ROLLING HILLS
ROLLING HILLS ESTATES
ROSEMEAD
SAN DIMAS
SANTA CLARITA

SIGNAL HILL
SOUTH EL MONTE
SOUTH GATE
TEMPLE CITY
WALNUT
WEST HOLLYWOOD
WESTLAKE VILLAGE
WHITTIER



May 1st, 2020

Members of the Board of Education

Dear Members of the Board,

The Pomona Chamber of Commerce is pleased to support the Charter Renewal of The School of Arts and Enterprise. The SAE has added a new energy and life to the Downtown Arts Colony. The SAE, as the second largest business in the Downtown has had a positive impact on the economic development of the area.

The SAE's business and entrepreneurship curriculum ties in with the goals of Pomona Chamber of Commerce. Some of our businesses are mentoring SAE students, and are welcoming them as interns in their established businesses. It is the hope that many of these students will come back to Pomona and invest their talents in the community by starting businesses of their own.

The strength of our city is dependent on the strength of its youth. If teens are not mentored properly then poor choices are made and often the city loses its youth to crime, injury or death and the entire community is impacted. The arts are a vital part of helping Pomona's youth overcome the challenges of poverty and to express themselves in a positive way. The SAE is filling a void in this area.

We are requesting the Board of Education to reauthorize the Charter of The School of Arts and Enterprise.

Sincerely,

Monique Manzanares

Monique Manzanares

President & CEO

Rotary Club of Pomona Club No. 913 – Organized April 18, 1921



SERVICE ABOVE SELF – HE PROFITS MOST WHO SERVES BEST

740 N. Garey Avenue * Pomona, California 91767

May 20, 2020

Members of the Board of Education

Dear Members of the Board,

As a Service Club in the City of Pomona, Rotary is pleased to support the Charter Renewal of the School of Arts and Enterprise (The SAE). The SAE participates in our monthly student of the month program. We are honored to celebrate student success with The SAE.

The SAE's arts activities and grade level projects provide positive programs for teens both during and after school. The SAE's insistence on requiring financial literacy for all students and providing arts and entrepreneurship as a part of their curriculum makes the SAE a perfect fit for the Pomona Downtown Arts area. We are proud of The SAE's 99% graduation rate and very high college acceptance rate. It is evident that students are viewing their futures in a positive and rewarding manner.

The Pomona Rotary 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 black ink, appearing to read "Daryl Beans".

Daryl Beans

President 2019 - 2020

April 9, 2020

To Whom It May Concern,

I am writing to support the renewal of the charter for the School of Arts and Enterprise. For more than 17 years SAE has provided an alternative to public schools for student's who want to excel in the arts and for those who work better in a more personal setting.

Their success rate for graduation and the acceptance to universities is higher because of the staff's commitment to their students. Engaging their families to take of active roll in the child's education is very important.

Student's from SAE are always visible in our city because of their participation in community events.

Teaching students' that volunteering in their communities can make a difference to the quality of life for its residents is very important.

Renewing their charter will allow them to continue serving the needs of students and their families.

Sincerely yours,



Virginia Madrigal

President of the Pomona Community Engagement Group

819 Diana Ave.

Pomona, CA

909 627-4450

March 15, 2020

To whom it may concern:

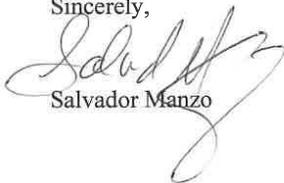
I am pleased to provide this letter of support for the School of Arts and Enterprise.

When I joined the SAE, my intent was to learn how to play the guitar. However, I have gained so much more than that. The four years that I attended there, I was exposed to college preparatory courses that challenged me and supported my academic growth immensely. Because it is tuition-free, it gave my fellow classmates and I the ability to be exposed to creative and academic excellence.

Now, as a Los Angeles City Firefighter, I thank the SAE for providing me with not only an amazing high school experience but for giving me the tools needed to be creative and think outside the box.

I support the renewal of the School of Arts and Enterprise.

Sincerely,



Salvador Manzo

March 29, 2020

Members of the Board of Education:

As an alum, I am honored to write this letter in support of the Charter Renewal of The School of Arts and Enterprise. Being a Pomona native, I can attest that the school has and continues to bring light to the entire city. In fact, the school has taken initiative several times to implement events for our community that promotes unity in diversity thorough the arts.

Transferring to the SAE during my senior year has been one of the best decisions I have made. The school challenged and exposed me to talents and interests I was not aware of. Aside from the amazing opportunities: being a part of the dance team, serving with ASB, and learning new interests like mosaics and ceramics, the SAE assisted me with developing my public speaking skills through the culmination. Skills I have obtained at the SAE aided in the development and progression of my career now.

The SAE has greatly assisted me with my career. When I was going into teaching, the SAE invited me to join their teaching faculty to teach abroad in China. That experience sparked my interest in teaching ESL; I now teach students abroad every summer. Aside from that opportunity, they also invited me to complete a piece of my student teaching on the high school campus. These amazing opportunities have helped me get to where I am now. I am now in the process of earning my Master's in Education from Claremont Graduate University where I am seeking to develop and evaluate education programs within correctional facilities.

It is an honor be a part of the SAE's legacy. Their 99% graduation rate proves that they have the best interest for all of their students. This school truly cares and always put their best foot forward for all of their students. This is what sets them a part from the rest.

For these reasons, I, Ceresa Manzo, strongly support and urge you to renew the Charter of the School of Arts and Enterprise.

Sincerely,

A handwritten signature in cursive script that reads "Ceresa Manzo". The signature is written in dark ink and is positioned above the printed name.

Ceresa Manzo