

# WASC

## Focus on Learning Self-Study



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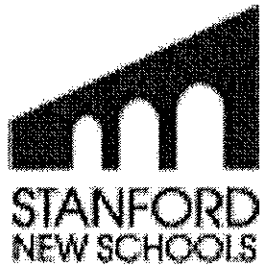
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innovation <sup>in</sup> K-12  
education

# **Stanford New Schools**

## **Personnel Policy**

**Adopted June 4, 2008**

*Updated August 20, 2009*

## **WELCOME TO STANFORD NEW SCHOOLS (SNS)**

On behalf of the SNS Board of Directors and our growing community of students, parents, teachers and staff, thank you for joining our team! You are here because we believe that together we can make a great contribution to the communities we serve. We hope your association with us will be enjoyable and rewarding.

This Personnel Policy is presented to all of SNS's employees because it is important for everyone at SNS to be informed, in as much detail as possible, about the policies of SNS. SNS believes that every employee is a valued resource whose contributions are important to the achievement of SNS's goals. The objective of the Policy is to provide you with pertinent information regarding SNS.

We ask you to read this Policy carefully as it is a valuable reference for understanding the policies and procedures at SNS. All previously issued policies, guides or handbooks and any inconsistent policy statements — oral or written — are superseded by this Policy.

SNS reserves the right to revise, delete or add to any and all policies, procedures, work rules or benefits stated in this Policy. All such revisions, deletions or additions must be in writing and must be signed by the Chief Operating Officer of SNS. No oral statements or representations can change or alter the provisions of this Policy.

Not all SNS policies and procedures are set forth in this Policy. We have summarized only some of the more important ones. Please note that the words "you" and "employee" are used interchangeably throughout the Policy.

After reading the following material, we urge you to discuss any questions and comments you may have with your immediate supervisor. We strongly believe in an "open-door, open-communication" philosophy and expect every employee to give us their input to achieve our mutual goals. After reading the Policy, employees need to sign the acknowledgment form at the back and return it to the Office Manager at your school or office. This will provide SNS with a record that each employee has received and read the Policy.

Again, thank you for joining the SNS team. As part of a developing organization, you will have a tremendous opportunity to shape our future.

**Sincerely,**

**Deborah Stipek, President**

## **OVERVIEW**

### **OUR GOVERNANCE STRUCTURE**

SNS is a California non-profit public benefit corporation and is a tax-exempt 501(c)3 corporation (under the name Stanford Schools Corporation). All SNS schools operate as part of this one corporation and all SNS employees are employees of this one non-profit corporation. While the local school Board approves our charter, neither they nor the local school district management direct SNS's internal operating policies and procedures. SNS has the freedom to establish its own policies and procedures, as long as they comply with the SNS charter and applicable law. SNS is subject to some portions of the Education Code governing public schools but has considerably more flexibility than a typical public school.

The leader of each school is the school Principal. All school staff report to the Principal, sometimes through other administrators or department chairs who act as the Principal's direct reports, though individual Principals have the flexibility to develop their own reporting structures. The Principal, in turn, reports through the Chief Academic Officer and faculty sponsor of the school to the President and Board of SNS.

The SNS Board of Directors is responsible for governing the organization. The Directors have a personal fiduciary duty to look out for the long-term well-being of SNS. The Board is responsible for dealing with the strategic policies that effect the organization, as well as approving budgets, policies, and other important decisions. The Board includes several committees, including the Audit, Policy and Finance Committees. The Board is composed of a broad cross-section of the school community and community-at-large, with certain members appointed by Stanford University.

### **ROLE OF SNS CENTRAL**

The SNS main office ("SNS Central") provides support and assistance to each school site. SNS Central focuses on:

- Ensuring the quality of services provided to all of our stakeholders – students, parents, teachers, staff, volunteers, and donors.
- Ensuring the sustainability of funding for SNS's efforts – funding from both public (government) and private sources.
- Providing centralized services and support to SNS employees, including supports for professional development, curriculum development, enrollment-outreach, human resources, recruiting, payroll, accounting, facilities development, government compliance, technology infrastructure and planning, and purchasing.

The goal of centralizing these functions is to enable Principals, teachers and school staff to focus on teaching, students and learning – providing a first-class educational experience for the kids – without dealing with the burden of business, financial, and operating processes.

## **VISION, MISSION, AND VALUES**

### **OUR VISION**

Our vision is that all students should receive an excellent public education that prepares them to succeed in college and in life and enables them to contribute to their community.

### **SNS MISSION**

SNS is dedicated to preparing our racially, economically, linguistically and academically diverse students for success in school, college, the workplace and life. We combine the most successful models of urban school reform with highly qualified teachers employing well-supported pedagogical practices and a curriculum that connects the work of the school to the life of the community.

### **SNS VALUES**

**COMMITMENT:** All students, staff and members of the SNS community unwaveringly focus on producing strong academic performance and student leadership development. This means doing what it takes to prepare all SNS students for college and beyond. This is absolutely necessary if we are going to achieve our personal, school, organization, and community goals. There are no short cuts.

We show this commitment by:

- Working hard,
- Persisting in overcoming personal and societal obstacles when needed,
- Following our commitments and agreements, and
- Striving for both continual improvement and excellence.

**RESPECT:** All students, staff and members of the SNS community work together as a team and treat each other with dignity and civility. What we do and say affects ourselves, each other, and our schools.

We show respect by:

- Acting with honesty and integrity,
- Valuing the diversity of our community,
- Seeking first to understand before seeking to be understood,
- Assuming good intentions,
- When possible, resolving our own conflicts, going to the "source" (the person involved) rather than complaining to others, and
- Supporting each other when needed.

**RESPONSIBILITY:** All students, staff and members of the SNS community take responsibility for their own actions and the actions of the community.

We show responsibility by:

- Accepting responsibility for our own behavior,
- Avoiding blaming others and instead looking for solutions,
- Stepping in to help others when needed, and
- Taking responsibility for both our own learning and the learning of others.

## **STAFF PROFESSIONALISM**

### **General Professional Expectations**

As a reform-oriented charter school, SNS requires staff roles to be different from roles in some traditional schools. SNS teachers and administrators assume new roles such as student advisor, organizational leader, peer coach (as well as student coach), problem solver, and team member. It is important that each staff member be accountable for his/her actions so that the intricate web of school functions remains intact. A breakdown in any part of this web puts great strain on all members of the school community. The school expects all staff to be professionals. The following professional expectations are the basis for staff to recognize and develop those attitudes and responsibilities necessary to function as a member of SNS. SNS staff will:

- Practice professional and respectful discourse in all communications with each other, students, parents, other community members and school partners. Staff will strive to consider others' points of view when identifying and solving problems. Whenever possible, we should seek to understand before we seek to be understood. Assume good intentions.
- Wear appropriate professional attire. Our professional reputation and atmosphere is maintained, in part, by the image that we present to the students, parents and community.
- Be on time to school, class, meetings and other scheduled events.
- Follow meeting norms, office norms and other agreed-upon norms.
- Model appropriate and respectful behavior at school and all school events. Staff should be careful to find appropriate activities for SNS students that do not adversely affect students academically.
- Strive to support each other. Staff will go to the source when there is a conflict and use the appropriate and agreed-upon measures for conflict resolution.
- Maintain confidentiality for sensitive and/or confidential issues involving students and other staff.
- Be honest (e.g., in communications and on employment documents and time reports)
- Collaborate to create a positive learning environment for all that is focused on teaching and learning.
- Help maintain a safe work environment, one free of workplace injuries. This includes, among other things, not coming to work under the influence of alcohol or illegal drugs, not possessing firearms or weapons at work, not engaging in physical aggression with any person at work, and not engaging in the willful destruction of property or material.

SNS takes professional expectations seriously as we want to create a positive place to work and learn. Please note that a material violation of the standards laid out in this Policy, and in particular any of the general or specific professional expectations, may result in administrative action, interventions such as verbal warnings or

written notice, suspension with or without pay, and/or termination of employment. Any such action does not alter the at-will nature of employment at SNS.

## **Job Duties**

When you begin working at SNS, your supervisor will review your job description, responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment.

School-site staff members are expected to attend all school arranged parent-teacher conferences, and to assume supervisory responsibilities at retreats, staff meetings, advisories and other school events/activities. In addition, teachers are expected to share responsibility for attending parent group meetings, chaperoning dances, advising clubs, and participating on school committees.

## **EMPLOYMENT POLICIES**

### **General Policy Statement**

To achieve its goals, SNS requires high-quality employees who are dedicated to the achievement of these objectives and who fully apply their knowledge, skills and abilities toward their employment.

### **Equal Employment Practices**

Stanford Schools Corporation is an equal opportunity employer. SNS policy prohibits unlawful discrimination based on race, color, creed, sex, marital status, age, national origin or ancestry, physical or mental disability, medical condition, veteran status, sexual orientation or any other consideration made unlawful by federal, state or local laws. All such discrimination is wrong and unlawful. SNS's commitment to equal opportunity employment applies to *all* persons involved in the operations of SNS and prohibits unlawful discrimination by any employee of SNS, including supervisors and co-workers.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with disabilities, SNS will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result. Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact the Chief Operating Officer and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. SNS then will conduct an investigation to identify the barriers that make it difficult for the applicant or employee to have an equal opportunity to perform his or her job. SNS will identify possible accommodations, if any, that will help eliminate the barriers. If an accommodation is reasonable and will not impose an undue hardship, SNS will make the accommodation.

If you believe you have been subjected to any form of unlawful discrimination, submit a complaint to your supervisor or any supervisor, or Chief Operating Officer of SNS. Your complaint should be specific and should include the names of the individuals involved and the names of any witnesses. SNS will promptly undertake a thorough and objective investigation and attempt to resolve the situation.

If SNS determines that unlawful discrimination has occurred, remedial action will be taken, commensurate with the severity of the offense. Appropriate action will also be taken to deter any future discrimination. SNS will not retaliate against you for filing a complaint and will not knowingly permit retaliation by management employees or your coworkers.

### **At-Will Employment**

Employment at Stanford Schools Corporation may be terminated at any time by you or SNS with or without cause or advanced notice. Nothing in this Policy or in any oral statement shall limit the right to terminate employment at will – either by your choice, or by SNS's.

This policy of at-will employment may be revised, modified, deleted or superseded only by a written employment agreement signed by Chief Operating Officer of SNS, which expressly revises, modifies, deletes or supersedes the policy of at-will employment. Unless your employment is covered by a written employment agreement, this policy of at-will employment is the sole and entire agreement between you and SNS as to the duration of employment and the circumstances under which employment may be terminated. If your employment is covered by a written employment agreement, nothing in this Policy or in any oral statement shall modify the terms of that agreement.

In accordance with at-will employment, terms and conditions of employment with SNS may be modified at the sole discretion of SNS with or without cause or advance notice at any time. No implied contract concerning any employment-related decision or term or condition of employment can be established by any other statement, conduct, policy or practice. Examples of the types of terms and conditions of employment that are within the sole discretion of SNS include, but are not limited to, the following: promotions; demotions; transfers; hiring decisions; compensation; benefits; qualifications; discipline; layoff or recall; rules; hours and schedules; work assignments; job duties and responsibilities; production standards; subcontracting; reduction, cessation, or expansion of operations; sale, relocation, merger, or consolidation of operations; determinations concerning the use of equipment, methods, or facilities; or any other terms and conditions that SNS may determine to be necessary for the safe, efficient and economic operation of its business.

### **Unlawful Harassment**

In accordance with applicable law, SNS prohibits sexual harassment and harassment because of race, color, national origin, ancestry, religion, creed, physical or mental disability, medical condition, marital status, sexual orientation, age, or any other basis protected by federal, state or local law. All such harassment is unlawful and will not be tolerated. SNS is committed to taking all reasonable steps to prevent sexual harassment and harassment from occurring.

### **Sexual Harassment Defined**

Federal law defines sexual harassment as unwanted sexual advances, requests for sexual favors or visual, verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made a term or condition of employment; or (2) submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual; or (3) such conduct has the purpose or effect of



unreasonably interfering with an employee's work performance or creating an intimidating, hostile or offensive work environment.

California law defines sexual harassment as unwanted sexual advances or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior. The following is a partial list:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct: leering, making sexual gestures, displaying sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct: making or using derogatory comments, epithets, slurs, sexually explicit jokes, comments about an employee's body or dress.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual, suggestive or obscene letters, notes or invitations.
- Physical conduct: touching, assaulting, impeding or blocking movements.

It is unlawful for males to sexually harass females or other males, and for females to sexually harass males or other females. Sexual harassment on the job is unlawful whether it involves co-worker harassment, harassment by a supervisor or manager, or by persons doing business with or for SNS.

### **Sex Harassment Training**

California law (AB 1825) requires that organizations that regularly employ 50 or more employees or are subdivisions of state or local government are required to provide two hours of sexual harassment training to supervisory employees every two years. AB 1825 has been interpreted to include supervisory personnel at charter schools. To the extent legally required, supervisory employees of BASE, and other supervisory personnel at the discretion of the Executive Director, will be included in mandatory training. New supervisory employees will be trained within six months of their assumption of a supervisory position, and thereafter, every two years.

The training will be of a high quality, conducted via classroom or other effective interactive training and will include the following topics:

- Information and practical guidance regarding federal and state statutory laws about sexual harassment.
- Information about the correction of sexual harassment and the remedies available to victims of sexual harassment.
- Practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation.

## **SNS's Complaint Procedure**

SNS's complaint procedure provides for a prompt, thorough and objective investigation of any harassment claim, appropriate disciplinary action against the person found to have engaged in prohibited harassment, and appropriate remedies to any victim of harassment. An employee may have a claim of harassment even if he or she has not lost a job or some economic benefit.

If you believe you have been harassed on the job, or you are aware of the harassment of others, you should provide a written or verbal complaint to your supervisor or any other SNS supervisor, or Chief Operating Officer of SNS, as soon as possible. The complaint should include details of the incident(s), the names of individuals involved, the names of any witnesses, direct quotes when relevant, and any documentary evidence (notes, pictures, cartoons, etc.). All incidents of harassment that are reported will be investigated.

If SNS determines that harassment has occurred, SNS will take remedial action commensurate with the circumstances. Appropriate action will also be taken to deter any future harassment. If a complaint of harassment is substantiated, appropriate disciplinary action, up to and including discharge, will be taken.

### **Protection against Retaliation**

California law also prohibits retaliation against any employee by another employee or by SNS for using this complaint procedure or for filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a federal or state enforcement agency. Any report of retaliatory conduct will be promptly, objectively and thoroughly investigated in accordance with SNS's investigation procedure outlined above. If a complaint of retaliation is substantiated, appropriate disciplinary action, up to and including discharge, will be taken.

### **Liability for Harassment**

Any SNS employee, including any supervisor or manager, who is found to have engaged in unlawful harassment is subject to disciplinary action up to and including discharge from employment. An employee who engages in harassment, including any supervisor or manager who knew about the harassment and took no action to stop it, may be held personally liable for monetary damages. SNS will *not* pay damages assessed personally against an employee.

### **Additional Enforcement Information**

In addition to SNS's internal complaint procedure, employees should also be aware that the federal Equal Employment Opportunity Commission (EEOC) and the California Department of Fair Employment and Housing (DFEH) investigate and prosecute complaints of harassment in employment. Employees who believe that they have been harassed may file a complaint with either of these agencies. Both the EEOC and the DFEH serve as neutral fact finders and attempt to help the parties voluntarily resolve disputes.

For more information, you may also contact the nearest office of the EEOC or DFEH.

Department of Fair Employment and Housing  
30 Van Ness Avenue, Suite 3000

San Francisco, CA 94102  
1-800-884-1684 or 1-415-557-2005

Equal Employment Opportunity Commission  
901 Market Street, Suite 500  
San Francisco, CA 94103  
1-415-356-5100

## **Open Door Policy**

At some time during your employment, you may have a complaint, suggestion, or question about your job, your working conditions or the treatment you are receiving. SNS asks that you take your concerns first to your supervisor, following these steps:

- Within a week of the occurrence, bring the situation to the attention of your immediate supervisor, who will investigate and provide a solution or explanation.
- If the problem is still not resolved, you may present the problem in writing to the Chief Operating Officer, who will investigate and provide a solution or explanation. (See SNS's Uniform Complaint Procedure for more information.) It is recommended that you bring this matter to as soon as possible after you believe that your immediate supervisor has not resolved the matter.

This procedure, which SNS believes is important for both you and SNS, may or may not result in every problem being resolved to your satisfaction. However, SNS values your input and you should feel free to raise issues of concern without fear of retaliation.

## **Employee Responsibilities**

Each employee bears the primary responsibility for his or her performance. Whenever at work or otherwise acting on SNS's behalf, you must be fully fit and capable of performing your duties and responsibilities in a manner that promotes the best interests of SNS. Besides adhering to all applicable legal, ethical and professional standards, you are responsible for:

1. Ensuring you understand your duties, responsibilities and performance expectations. If you are unsure about any of these, you are to request clarification from your supervisor.
2. Performing at your utmost capability.
3. Enhancing knowledge, skills and abilities on an ongoing basis.
4. Ensuring that your personal appearance and conduct are appropriate for a casual office environment.

## **Attitude and Demeanor**

You are expected to be courteous and friendly at all times even if you believe someone is being discourteous to you. If it is impossible for you to work with another employee of SNS, immediately report the situation to your supervisor or Chief Operating Officer, as necessary.

## **Maintenance and Housekeeping**

Both students and staff respond favorably to facilities that are professional and well maintained. It is the responsibility of all staff to keep all areas neat and to report any unsafe or unprofessional conditions that detract from the professional image of SNS.

## **Smoking**

It is the intent of SNS to provide a safe and healthful work environment for all employees, students, and visitors. Therefore, smoking in the workplace or on the grounds is prohibited. This policy applies equally to all employees, students, and visitors.

## **Bulletin Boards**

SNS maintains bulletin boards in the school sites. The bulletin boards contain legally required notices and notices pertaining to SNS business. Please check the bulletin board regularly for pertinent information.

## **Solicitation**

You may not solicit, nor be solicited by, employees during work time in areas where employees regularly perform work ("work areas"). Solicitation includes, but is not limited to, requests for signatures, contributions to charities, support of political or organizing activities, and purchase of merchandise. No non-employee may solicit on SNS's premises at any time. SNS may, for business purposes, make exceptions to its prohibition on solicitation as set forth herein. Such exceptions must be made in writing by Chief Operating Officer.

No distribution of advertising materials, handbills, leaflets, or notices of any kind may be distributed in any work area unless specifically approved by the Chief Operating Officer in advance.

## **Technology Acceptable Use Policy**

SNS encourages use of technology appropriate for a community learning environment, discourages harmful practices, and sets penalties for those who choose to violate the policy. Technology resources are defined as any electronic tool, device, program, or system that aids the educational and work environment and enables the employee to be more efficient in a technological world. Technology includes:

- All computer hardware and software,
- Personal digital assistants including Palms, pocket PCs, cell phones,
- Analog and digital networks (e.g., data, video, audio, voice, and multimedia),
- Distance learning through multiple means and locations,
- Electronic (e-mail) mail systems, and communication technologies,
- Television, telecommunications and facsimile technology,
- Servers, routers, hubs, switches, and Internet gateways,
- Administrative systems, media systems, and learning information systems,
- Related and forthcoming systems and new technologies.

Personally owned devices are included in this Acceptable Use Policy when on SNS property or connected to the SNS infrastructure.

The following uses of included technology are prohibited:

- To harass, bully, or threaten another individual,
- To access, upload, download, create, distribute, use or transmit pornographic, obscene, sexually explicit, abusive, slanderous, libelous, prejudicial, or otherwise inappropriate language or material,
- To vandalize, damage, alter, or disable the property of SNS or others,
- To plagiarize, violate copyright or use the intellectual property of an individual or organization without permission or other legal authorization,
- To introduce unauthorized information, computer viruses or harmful programs into the computer system in either public or private files or messages
- To download games or entertainment software without authorization from your supervisor,
- To participate in gambling or on-line games,
- To assign students or other clients to use technology without proper supervision,
- To send non-job related e-mails, participate on chat lines, engage in on-line personal shopping or bartering, send personal ads or post on bulletin boards during work time and to an extent that interferes with or distracts from job performance,
- To utilize SNS technology for commercial purposes or personal financial gain,
- To install or use unauthorized encryption software on any computer.

Inappropriate use of technology from outside SNS may result in disciplinary action if there is a connection back to SNS and either of the following occurs:

- The employee's actions violate a legitimate SNS policy or law.
- There is substantial disruption to the work of SNS or a legitimate safety concern.

Any violation of this policy and rules may result in disciplinary action up to and including dismissal. When applicable, law enforcement agencies may be involved.

Given valid reason, SNS may at any time and without notice to or consent from users, obtain access to all information, conveyed or stored anywhere on any of SNS's electronic systems, including telephone calls and electronic mail messages, even if the information has been password protected or encrypted. SNS may use the information so obtained for any legal purpose, including disclosure to third parties, subject only to applicable law, but otherwise in the sole discretion of SNS. SNS may initiate an investigation triggered by indications of impropriety as necessary to locate substantive information that is not more readily available by some other less intrusive means.

SNS does not guarantee the reliability of the data connection and does not verify the accuracy of information found on the Internet. Employees are responsible for the supervision of students and others whenever they are using SNS technology.

SNS has final editorial authority over websites that are stored on SNS equipment.

## **Prohibited Conduct**

The following is a list of types of conduct that are prohibited and will not be tolerated by SNS.

1. Falsification of employment records, employment information or other records of SNS.
2. Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any timesheet, either your own or another employee's.
3. Carrying firearms or any other dangerous weapons on SNS premises at any time.
4. Consuming, possessing or being under the influence of alcohol and/or drugs during work hours or at any time on SNS premises.
5. Negligent conduct which results in the destruction of any SNS property or the property of any other SNS employee.
6. Engaging in criminal conduct, whether or not related to job performance.
7. Failure to timely notify your supervisor when you are unable to report to work.
8. Abusing sick leave.
9. Failure to provide a physician's certificate when requested or required to do so.
10. Theft or damage to any SNS property or the property of any other SNS employee or member.
11. Unauthorized review of files, dissemination of passwords, damage to computer or communication systems, removal of files, removal of programs or improper use of information contained in computer or communication systems.
12. Excessive personal use of SNS telephones, computers, copiers, facsimile machines or electronic mail.
13. Wearing extreme, unprofessional or inappropriate styles of dress, hair, or jewelry while working.
14. Violating any of SNS's safety, health, or security rules.
15. Threatening, committing or encouraging any act of violence in the workplace or against any, student, employee or member of SNS. Workplace violence is not a joking matter; all statements will be taken seriously.

Prohibited conduct may result in discipline, up to and including dismissal. SNS's utilization of any form of discipline short of immediate dismissal does not affect any employee's at-will employment status.

## **Drug and Alcohol Misuse**

The use of alcohol, illegal drugs, intoxicants, and controlled substances, whether on or off duty, can impair an employee's ability to work safely and efficiently. SNS prohibits the use of these substances to the extent that they affect, or have the potential to affect, the workplace. SNS will not jeopardize the safety of the employee, other employees, the public, or SNS operations due to an individual's poor judgment. Accordingly, SNS prohibits the following:

1. Possessing, using, or being under the influence of alcohol or an illegal drug, intoxicant, or controlled substance during work hours or while conducting SNS business.
2. Operating a vehicle while on SNS business under the influence of alcohol or an illegal drug, intoxicant, or controlled substance.
3. Distributing, selling, manufacturing, or purchasing — or attempting to distribute, sell, manufacture, or purchase — an illegal drug, intoxicant, or controlled substance during work hours, while conducting SNS business, or while on premises owned or occupied by SNS.

An employee suspected of possessing alcohol, an illegal drug, an intoxicant, or a controlled substance is subject to inspection and search, with or without notice. An employee's personal belongings, including any bags, purses, briefcases, and clothing, and all SNS property, are also subject to inspection and search, with or without notice. An employee who violates SNS's drug and alcohol abuse policy will be removed from the workplace immediately. SNS may also bring the matter to the attention of appropriate law enforcement authorities. Any conviction for criminal conduct involving illegal drugs, intoxicants, or controlled substances, whether on or off duty, or any violation of SNS's drug and alcohol abuse policy, may lead to disciplinary action, up to and including termination.

The use of prescription drugs and/or over-the-counter drugs may affect an employee's job performance and seriously impair an employee's value to SNS. An employee who is using prescription or over-the-counter drugs which may impair his or her ability to safely perform the job or may affect the safety or well-being of others must submit a physician's statement that the prescription drug use will not affect job safety. The employee is not required to identify the medication or the underlying illness. Various federal, state, and local laws protect the rights of individuals with disabilities and others with regard to the confidentiality of medical information, medical treatment, and the use of prescription drugs and substances taken under medical supervision. Nothing contained in this policy is intended to interfere with individual rights under, or to violate, these laws.

**NOTE:** On occasion, professional and managerial staff may entertain during work hours or after work hours as representatives of SNS. These occasions may include lunches, dinners, and business conferences. On these occasions, only the moderate and limited use of alcoholic beverages is acceptable. In addition, alcohol may occasionally be served at social events sponsored by SNS. Alcohol may be served at these events only with the approval of Chief Operating Officer. During these events, only the moderate and limited use of alcohol is acceptable. Employees are expected to remain responsible, professional, and sober at all times.

SNS will attempt to reasonably accommodate an employee who has a chemical dependency (alcohol and/or drugs), if he or she voluntarily seeks treatment and/or rehabilitation. An employee desiring accommodation should request an unpaid treatment or rehabilitation leave of absence. SNS's accommodation of treatment and rehabilitation does not obligate SNS to employ any person who violates SNS's drug and alcohol abuse policy or whose job performance is impaired because of substance abuse. SNS is also not obligated to re-employ any person who has participated in treatment or rehabilitation if that person's job performance remains impaired as a result of dependency. An employee who is given the opportunity to seek treatment and/or rehabilitation and is involved in any further violations of this policy will not be given a second opportunity to seek treatment or rehabilitation.

## **Background Checks**

SNS recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, and who do not present a risk of serious harm to their coworkers or others. For purposes of furthering these concerns and interests, before hiring an individual, SNS reserves the right to investigate an applicant's prior employment history, personal references, and educational background, as well as other relevant information that is reasonably available to SNS. SNS may also review an applicant's credit report and criminal background. Consistent with legal requirements, SNS reserves the right to exclude any applicant from consideration for employment, where the applicant refuses to authorize background checks.

## **Immigration Compliance**

SNS complies with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. The most common forms of identification are a driver's license and a social security card; however, other documents can be used.

If you have any questions or need more information on immigration law issues, please contact Chief Operating Officer.

## **Hiring Relatives**

A familial relationship between or among employees can create an actual or, at least, a potential conflict of interest in the employment setting, especially where one relative supervises another relative.

To avoid this problem, SNS may, in its sole discretion, refuse to hire or place a relative in a position where the potential for favoritism or conflict exists. Similarly, should two employees in a reporting relationship marry, become related, or enter into an intimate relationship; SNS retains the right to transfer or terminate either employee in its sole discretion. In other cases where a conflict or the potential for conflict arises, even if there is no supervisory relationship involved, the parties may be separated by reassignment or terminated from employment at the discretion of SNS.



For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of a person who is related by blood or marriage.

### **Vandalism of Employee Property**

SNS recognizes that there are certain risks of vandalism and theft that its employees take in using their vehicles to perform their jobs at SNS, including parking at SNS sites. As a result, SNS will, in the case of a loss to vehicles or personal possessions stored in their locked vehicles parked at an SNS site or used on business directly related to SNS (e.g., field trips), pay up to \$250 of the documented value of the loss less any reimbursement the employee receives from an insurance company with respect to the loss. Personal property brought to work by employees is their responsibility. SNS will provide secure space for storage of personal property (locking desk drawers, lockers, etc.) upon request.

### **Progressive Discipline**

Any violation of SNS policies or improper behavior or conduct may warrant disciplinary action. Although the "at will" employment relationship may be terminated without following any formal system of discipline or warnings, SNS often exercises its discretion to use a progressive discipline procedure to ensure a fair method of disciplining employees. When followed, the progressive discipline system is intended to give employees advance notice, whenever possible, of problems with their conduct or performance in order to provide them an opportunity to correct any problems. Normally, progressive discipline involves verbal counseling, and one or more written warning, before an employee is terminated. However, exceptions or deviations from the normal procedure may be made when offenses occur or whenever SNS deems that circumstances warrant that one or more steps in the process be skipped. More specific procedures for investigation, discipline and performance evaluation may be developed collaboratively by staff and administrators.

## **PAYROLL**

### **EMPLOYEE CLASSIFICATIONS**

For salary administration purposes and to determine eligibility for certain employee benefits, SNS assigns employees to one or more of the following employment categories:

#### **Teachers**

Elementary and high school teachers and counselors typically work full-time during the regular school year, but are employed throughout the year for purposes of benefits and are paid on a 12 month (24 pay periods) cycle as permitted by California charter school law. (Payments for teachers working less than the full regular school year are prorated.) Traditional school breaks in winter and spring treated by SNS as paid holidays.

#### **School Site Instructional Support Staff**

This category includes primarily hourly employees, such as classroom aides, para-professionals, yard supervisors, security, and others who support the work of the

instructional staff during the regular school year. Traditional school breaks in winter and spring are treated by SNS as paid holidays (hours paid based on regular work schedule) for eligible employees in this category.

### **School Site Administrative Personnel**

This category includes Principals, Vice Principals, Assistant Principals, Office Managers, and other school-site staff with administrative roles. These employees do not work a set academic year, but are employed year-round with holidays for most traditional school winter and spring breaks.

### **SNS Central Staff**

This category includes staff assigned to central office functions, including the Chief Academic Officer, Chief Operating Officer, Director of Academic Operations, Chief of Educational Technology, Bookkeeper/Payroll Administrator, and others whose roles are to provide business support for the school sites. These employees are employed year-round, with holidays and vacation benefits similar to those in non-school settings.

### **Full-Time Staff**

Staff working 30 or more hours per week (75% or more) or who teach four or more regular courses or equivalent commitments per semester are considered Full-Time Staff, and are eligible for SNS' employee benefit programs.

### **Part-Time Staff**

Staff working less than 30 hours per week (75%) or who teach less than four regular courses or equivalent commitments per semester are considered Part-time staff. Part-time staff working 20 hours per week (50%) or more are eligible for health and welfare benefits on a pro-rated basis, unless disallowed by contracts with individual insurance providers. Part-time staff working 20 hours per week or more are eligible for pro-rated time off benefits, including holiday pay, sick leave and vacation.

### **Temporary Staff**

Temporary staff members are those working for less than 90 days. Temporary staff are not eligible for benefits, including health insurance, paid time off or pension programs.

### **Non-Exempt Staff (Eligible for overtime)**

Under federal and state law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of eight (8) hours per day or forty (40) hours per workweek or for working seven consecutive days during the workweek. These employees are referred to as "non-exempt". This means they are not exempt from (and therefore should receive) overtime pay. Non-exempt employees are required to keep a record of their time and submit that record to for each pay period.

## **Salaried Non-Exempt Employees (Eligible for overtime)**

Salaried Non-Exempt employees are eligible for overtime for hours worked over 40 in a week or more than 8 hours in a day. Overtime must be approved in advance by your supervisor and recorded on the time record for payroll each pay period.

## **Exempt Employees (Not eligible for overtime)**

Exempt employees include professional staff, teachers, supervisors, and executives, and others whose duties / responsibilities and salary allow them to be exempt from overtime pay provisions. Exempt employees are usually paid on a salary basis, and their salary already takes into account that long hours are necessary at times. Change in employment status may result from a job change, promotion, a change in working hours, or a change in your job description.

## **PAYROLL INFORMATION**

Paydays are generally scheduled on the 15<sup>th</sup> and last day of each month. Your paycheck or pay stub will include an itemization of the various deductions required by law or authorized in writing by you. You should keep these statements for your personal records. Paychecks will be presented only to the named employee and must be signed for. Requests for special handling of your check in certain cases must be arranged in writing in advance.

If you believe there is a mistake on your paycheck, please contact SNS Central immediately.

## **Compensation Year**

SNS operates on a compensation year approximately concurrent with the academic calendars of its school sites: August 16 through August 15. This means that salary increases are, unless otherwise specified in writing, effective August 16<sup>th</sup> (paid in the second semi-monthly pay period for August) regardless of an individual's hiring anniversary. Changes in accrual or allocation of vacation and sick time for continuing employees are also made effective as of that date.

## **Overtime Pay**

As necessary, employees may be required to work overtime with the supervisor's approval in advance. However, only non-exempt employees are eligible to receive overtime pay for approved hours worked over 8 hours a day; or over 40 hours in one work week.

## **Automatic Payroll Deposit Option**

SNS offers automatic payroll deposit for all employees, and strongly encourages all employees to participate. You may begin and stop automatic payroll deposit at any time. To begin automatic payroll deposit, you must submit a direct deposit form and a cancelled check to SNS Central at least 15 days before the pay period for which you would like the service to begin. The automatic deposit should begin with the second payroll following your submission of the cancelled check. You should carefully monitor your payroll deposit statements for the first two pay periods after the service is set up.

To stop automatic payroll deposit, notify SNS Central in writing at least 15 days before the pay period for which you would like the service to end. You will receive a regular payroll check on the first pay period after the receipt of the notification, provided it is received no later than 15 days before the end of the pay period.

### **Pay Advances**

SNS does not provide any payroll advances nor can SNS extend credit to any employee.

## **WORK SCHEDULE**

The following are work schedule expectations for all staff. Some staff (e.g., receptionists, custodians) have specific job requirements that demand their presence at other times. Part-time staff may have other hours, as determined by their supervisor. Occasionally, there will be events that require attendance at other times of the day or week, and staff members are expected to be present.

### **School Staff Arrival Time**

School-site staff is expected to be at school every work day at least 15 minutes before school begins in order to be ready for classes or work, or at the time directed for other school events/responsibilities.

### **School Staff Departure Time**

Unless otherwise indicated or required, teachers are expected to be at school until 30 minutes after classes end. We expect teachers will do significant instructional preparation and coursework correction at other times and locations. Meetings, committees, tutoring and other responsibilities may require additional time at school. All other staff and administrators are expected to be at the school (or office) until 5:00 p.m., although later hours may be needed fairly often.

### **SNS Central Arrival and Departure Time**

SNS Central staff is generally expected to be in the office from 8:30 a.m. to 5:30 p.m. unless other arrangements are approved by a supervisor. Longer hours may be required from time to time, although some of these hours could be completed elsewhere.

### **Work Days – Teachers and School Site Instructional Support Staff**

Teachers and School Site Instructional Support Staff are expected to work the entire academic year (exclusive of holidays), which may vary depending on the school site, and will include school and staff development days. Calendars for the academic year are developed annually by staff and administration working in collaboration.

### **Work Days – School Site Administration and SNS Central Staff**

School Site Administrative Personnel and SNS Central Staff are expected to work throughout the calendar year, excluding designated holidays.

## **Attendance and Punctuality**

SNS expects each employee to be at work as scheduled and to arrange personal affairs around work hours. A nonexempt employee is expected to be at his or her work station, ready to commence work, at the beginning of each scheduled workday. If you fail to report for work without notifying your supervisor or SNS central, and the absence continues for a period of three successive workdays, SNS will consider you to have abandoned your employment and to have voluntarily resigned your employment.

## **Anticipated Absences**

You are required to be in attendance as scheduled unless an absence or change in schedule has been authorized by your supervisor or SNS Central. If you wish to be absent from work or to have a change in schedule, you must ask your supervisor for approval in accordance with the policies set out in the section entitled *Employee Benefits*.

## **Unanticipated Absences**

In the case of an absence due to illness, injury or emergency where advance notice is not possible, you are to notify your supervisor at least one hour before the start of your scheduled workday. If your supervisor is not immediately available, leave a message on the office voice mail giving the reason you will not be able to report for work and a telephone number where you may be reached. Absent extenuating circumstances, you must call in each day on which you are scheduled to work and will not report to work.

## **Late Arrivals**

If you expect to arrive after your scheduled starting time, notify your supervisor at least one hour before the start of your scheduled workday. If your supervisor is not immediately available, leave a message on the office voice mail stating the reason for the tardiness and the expected time of arrival. If you arrive more than one-half hour late for work, you must speak directly with your supervisor upon arrival at work.

## **Travel Policy**

The company will reimburse employees for reasonable and necessary travel, accommodations, entertainment and other actual expenses incurred during the course of business travel. Use of an employee's personal automobile for company business will be reimbursed at the current rate approved by the IRS after 'basic' miles are deducted. Basic miles are the number of round trip miles from home to your regular workplace. Some management employees receive a regular car allowance as part of their compensation, in recognition of the frequent need for them to use their personal automobiles for travel among SNS sites. Car allowances may be authorized only with the approval of the COO; amounts will be adjusted annually at the start of the compensation year. Hourly employees will also be reimbursed for travel time while on company business consistent with California law. Allowable time in excess of normal drive time will be reimbursed.

## **Expense Reimbursement**

Employees must obtain approval prior to incurring expenses on behalf of SNS to ensure they are within budgetary guidelines. In order to receive reimbursement, all costs should be itemized on an expense report, signed by your supervisor and accompanied by actual receipts and submitted to SNS each pay period. Some reimbursable expenses, such as cell phone expenses, may be reimbursed on a fixed schedule upon approval by the COO. These will be adjusted at least annually at the start of the compensation year.

## **EMPLOYEE BENEFITS**

### **Policy Statement**

SNS is committed to providing competitive benefits. Employee contributions, benefits, and choices offered are subject to change from year to year.

SNS provides a comprehensive benefits package to its regular, full-time employees who are regularly scheduled to work at least 30 hours per week. The benefits package includes medical, dental and vision insurance. It also includes life, short- and long-term disability insurance. Eligibility and enrollment for benefits depends on the contracts with benefits providers, but full eligibility is available to employees working full time (75% or more) and enrollment is effective on the first day of the month following the start of employment. Plans are generally available to part-time employees working more than 50% time and less than 75%, with a pro-rated contribution of costs from SNS.

The benefits information in this handbook is only a summary of your benefit plans. Please understand that this general explanation is not intended to, and does not, provide you with all the details of these benefits. Therefore, this handbook does not change or otherwise interpret the terms of the official Plan documents. If there is any conflict or difference between the information in this handbook and the Plan documents, the Plan documents will govern. SNS reserves the right to change or end these benefits at any time and for any reason consistent with all laws. If you would like additional information on any of the benefits offered, please contact the Chief Operating Officer.

SNS believes that providing for an employee's future is important. All full-time employees are eligible to contribute to an optional 403(b) plan. In addition, all certificated employees (employees with valid California Teaching Credential) will contribute to the State Teacher's Retirement System ("STRS") and other eligible employees will contribute to the Public Employee's Retirement System ("PERS"). SNS will make employer contributions to STRS and PERS at the level required by the retirement plans.

### **TIME OFF – ALL SNS**

#### **General Policies Regarding Time Off**

Staff must arrive at school, to class, and to meetings on time every day. We ask staff to avoid absences on days preceding or following sick / personal days or long weekends. We strongly discourage the families of SNS students from taking such days off, and it is important that we model the behavior we request.

Planned absences for medical and dental appointments are expected to be arranged, as much as possible, during non-school hours.

Staff have an obligation to make sure their responsibilities are covered, including arranging substitutes, if they need to be out (either during an agreed upon absence, approved professional development day, approved personal day, or sick day).

### **Scheduled Holidays**

A schedule of SNS-observed holidays for various employee classifications is published each summer following approval of the school calendars by the Board of Directors.

### **Eligibility**

To receive holiday pay, individuals must be employed by SNS as of the work day immediately prior to the designated holiday. All SNS employees receive paid time off for the SNS Standard Holidays. Teachers, school site administrative and school site instructional support personnel receive *additional* paid time off for the designated EPAA School Site Holidays.

A regular full-time non-exempt employee who does not report to work on these dates is entitled to receive holiday pay for the number of hours he or she is normally scheduled to work. A regular part-time non-exempt employee who does not report to work on these dates is entitled to holiday pay *to the extent he or she is scheduled to work on the dates on which the holidays fall*. If a holiday falls on other than his or her regularly scheduled workday, no holiday pay is provided. Temporary full-time, part-time employees and casual workers do not receive holiday pay.

No employee is eligible for holiday pay while on an unpaid leave of absence. Paid time off for holidays is not paid out upon termination of employment.

### **Sick Time**

SNS grants paid Sick Time off work to employees at the rates indicated below. Sick Time for all employees is accrued at the beginning of the compensation year. Employees may also transfer unused Sick Time earned through prior employment with another public or charter school, based on written document provided by the previous employer. Sick Time may be used for absences due to physical or mental illness or injury, medical diagnosis or treatment, to care for a newborn child or an ill or injured family member or registered domestic partner, appearance in court, or a personal or family emergency or accident that requires the employee to be absent from work. Sick Time may be taken in 1 or ½ day increments. An employee may accumulate Sick Time from year to year.

Sick Time may be applied to supplement disability or family leave payments for employees on pregnancy disability leave, other disability leave, or paid family leave. Sick Time must be applied continuously, beginning with the first day of leave, including the disability waiting period. Employees who elect to stop applying

Sick Time to supplement disability or family leave payments after the start of their leave, may not resume applying Sick Time later within that same leave.

Upon separation of employment, whether voluntary or involuntary, the employee will not be paid for any unused Sick Days. However, an employee may receive retirement credit for accumulated but unused Sick Days from STRS or PERS, as provided by those retirement plans. Employees must record all sick days taken on the appropriate form for submission to his or her supervisor.

Staff members working less than full time but more than 50% time are eligible for pro-rated Sick Time.

<b>Employee Category</b>	<b>Sick Leave Days (8 hours per day)</b>
SNS Central staff	12
School site administrative personnel	12
School site instructional support staff	7
Teachers (elementary and high school)	7

### **Sick Time Donation Program**

Sick Time hours may be donated from one SNS employee to another within the following guidelines:

1. Permission to receive donations will be granted only for an SNS employee who is pregnant or recovering from childbirth or who is suffering from or has a relative or household member suffering from an extraordinary or severe illness, injury, impairment or physical or mental condition that has caused or will cause the employee to exhaust all accumulated sick and that has caused or is likely to cause the employee to take leave without pay or to terminate employment.

2. For purposes of this policy, the following definitions apply:

"Relative of the employee" means a spouse, domestic partner, child, stepchild, grandchild, grandparent, step-parent or parent of the employee.

"Household members" means those persons who reside in the same home, who have reciprocal duties to and do provide financial support for one another, including foster children and legal wards, even if they do not live in the household. This term does not include persons sharing the same general house, when the living style is primarily that of a dormitory or commune.

"Severe" or "extraordinary" means serious, extreme or life-threatening, including temporary disability resulting from pregnancy, miscarriage, childbirth and recovery therefrom.

"SNS employee" means a teacher or any fulltime employee of SNS. Whether an employee is a "fulltime employee of SNS" will be determined by the standard period of labor which is customarily understood to constitute fulltime employment for the type of services performed by the employee.

3. The request for permission to receive donations must be in writing and may be presented to the Chief Operating Officer by the employee or another employee



(acting with the affected employee's permission) on his or her behalf. The COO will meet with the school principals and determine whether the employee meets the criteria described here and the employee has followed SNS policies regarding the use of Sick Time. To allow the COO to determine whether the employee meets the criteria described in these guidelines, the employee must first submit a medical certificate from a licensed physician or healthcare practitioner verifying the severe or extraordinary nature and expected duration of the condition. Donated Sick Time may only be utilized for the duration of the actual disability as specified by the physician.

4. A donee may not use any donated Sick Time until his or her own Sick Time has been exhausted. The donee may use donated Sick Time only for the purposes specified in this policy.

5. Donated Sick Time will be paid at the daily rate of the donee, not the donor. The Sick Time received by the donee will be designated as donated Sick Time and will be maintained separately from all other sick leave balances.

6. Donated Sick Time days will be taken from a donor's Sick Time balance only on an as needed basis upon the order of donor response to each request. If any donated Sick Time hours are taken from a donor and not used by the donee during an occurrence, then those days shall be returned to the donor.

7. Donations may be made only during the compensation year in which the employee is determined to be eligible to receive donations. Sick Time donations do not roll from one compensation year to the next.

8. An employee may donate only days that are earned and accumulated. The donor may donate any amount of Sick Time provided the donation does not cause his or her sick leave balance to fall below twenty-four (24) hours.

9. An employee shall not be determined to be eligible for donations more than once per diagnosis during his or her term of employment.

10. Any contribution of Sick Time by one employee to another is strictly voluntary. No employee shall be coerced, threatened, intimidated or financially induced into donating Sick Time under this policy. Each contribution of Sick Time must be in writing by the donor to the office of the Chief Operating Officer.

## **Vacation Time**

SNS grants some Vacation Time to all employees working at least 50% time to provide them with the flexibility to meet both their work and personal needs. (Part-time employees receive pro-rated vacation.) Vacation Time can be used by eligible employees for any reason (e.g., vacation, illness, medical appointments, personal business). Employees must record all Vacation Time for submission to their supervisor. Vacation is accrued in each pay period (1/24<sup>th</sup> at each pay period), based on the following schedule of annual Vacation Time awards:

<b>Employee Category</b>	<b>Vacation Days (8 hours per day)</b>
SNS Central staff	Minimum 10 days; additional days subject to negotiation
School site administrative personnel	20

School site instructional support staff	3
Teachers (elementary and high school)	3

Unused vacation may be carried over from one work year to the next, for a period of up to 1 year. Therefore, an employee can accumulate a maximum of 2 full year's worth of unused vacation time. Vacation days may be taken in 1 or ½ day increments with prior approval from the employee's supervisor.

Employees do not accrue Vacation Time during leave of absences, but recommence when the employee returns to work. Upon separation of employment, whether voluntary or involuntary, the employee will be paid all accrued but unused Vacation Time. The employee will be paid for accrued but unused Vacation Time at the employee's base rate of pay at the time of separation.

An employee is not permitted to borrow on future accrual of Vacation Time, except with the approval of his/her supervisor and the Chief Operating Officer. If an employee has used any Vacation Time before it has been accrued and then leaves the employ of SNS, the amount of pay for any Vacation Time taken that has not been accrued at the time of termination will be deducted from the employee's final paycheck.

### **Jury Duty**

SNS recognizes you may need to fulfill your civic responsibilities by serving jury duty when required. Regular employees may receive up to two days of paid jury duty leave over any one-year period. You will be required to submit evidence of court reimbursement and your wages will be deducted by that amount. If you are required to serve jury duty beyond the period of paid jury duty leave, you may use any available vacation or may request an unpaid jury duty leave of absence. You must show the jury duty summons to your supervisor as soon as possible so arrangements may be made to accommodate your absence. You are expected to report for work whenever the court schedule permits.

### **Bereavement Leave**

After receiving supervisory approval, you may take time off because of the death of an immediate family member. SNS defines "immediate family" as your current spouse, domestic partner, parent, child, sibling, current in-law, grandparent, or grandchild. Up to three days of paid bereavement leave will be provided. Approval of bereavement leave will occur in the absence of unusual operating requirements. Any employee may, with the supervisor's approval, use available paid leave for additional time off as necessary.

### **Military Leave**

A military leave of absence will be granted to employees, except those occupying temporary positions, to attend scheduled drills or training or if called to active duty with the U.S. armed services.

You will receive partial pay for two-week training assignments and shorter absences. Upon presentation of satisfactory military pay verification data, you will be paid the difference between your normal base compensation and the pay

(excluding expense pay) received while on military duty. The portion of any military leaves of absence in excess of two weeks will be unpaid. However, you may use available accrued vacation for the absence.

Vacation benefits will continue to accrue and holiday benefits will be paid during a two-week training assignment or shorter military leave of absence. These benefits will stop accruing if the leave is for more than two weeks and will begin accruing when you return to active employment.

If you are required to report for a duty assignment of less than 31 days, you are required to return to work on the first regularly scheduled shift after the first full calendar day following completion of service, plus time for safe transportation back to your residence, plus eight hours.

If you are called for service of more than 30 days but less than 181 days, you must apply for reemployment within 14 days after release in accordance with all applicable state and federal laws.

If you are called for service of more than 180 days, you must apply for reemployment within 90 days after release in accordance with all applicable state and federal laws.

Every reasonable effort will be made to return you to your previous position or a comparable one. You will be treated as though you were continuously employed for purposes of determining benefits based on length of service, such as the rate of vacation accrual and job seniority rights.

## **Health Insurance**

A variety of HMO and PPO options are offered. Employee contributions vary based on the plan selected, demographics, and whether the employee's spouse, domestic partner, and/or dependents are covered. You may elect deductions from your paycheck for these premiums on a pre-tax basis. In accordance with IRS regulations, premium payments for qualified domestic partners may not be made on a pre-tax basis.

## **Dental Insurance**

SNS also offers dental benefits. Employee contributions vary based on whether the employee's spouse, domestic partner, and/or dependents are covered. These charges may be deducted pre-tax from your paycheck.

## **Vision Insurance**

Vision benefits are provided by Vision Service Plan (VSP). Employee contributions vary based on whether the employee's spouse, domestic partner, and/or dependents are covered. These charges may be deducted pre-tax from your paycheck.

## **Disability Insurance**

All employees participate in California State Disability Insurance. The state designated amount is deducted from your paycheck.

This program is designed to assist with your income should you become partially or totally disabled and are unable to perform the essential functions of your job. Partial salary replacement begins after a 7 day waiting period for Short-Term Disability or a 90 day waiting period for Long-Term Disability.

## **Life Insurance**

Life and Accidental Death and Dismemberment Insurance is payable up to one time your annual salary rounded to the next \$1,000 in the event of your death, subject to coverage caps and other conditions in accordance with the policy. You can indicate your beneficiary or beneficiaries by submitting the appropriate documents to SNS Central. You can change beneficiaries by submitting the change in writing. Depending on the plan offered, additional insurance coverage may be purchased by eligible employees.

## **Section 125 Flexible Spending Accounts**

SNS offers employees the opportunity to participate in a Section 125 flexible spending account program that allows employees to select certain expenses normally paid on an after-tax basis and, through salary reduction, pay for these expenses on a pre-tax basis. The result is tax savings for employees. Paying for these benefits on a pre-tax basis allows your employees to increase their take home pay. Section 125 Flexible Spending Accounts can be structured to include a variety of benefits. Qualified expenses under the SNS Plan typically include things such as:

- Family health insurance premiums
- Out-of-pocket medical expenses
- Dependent care expenses
- Qualified transit expenses

When a qualified expense is incurred, the employee submits a reimbursement request to the outside program administrator, who processes the claim and disburses payment to the employee. See the Summary Plan Description for details.

## **Benefits Continuation**

The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives you and your qualified beneficiaries the opportunity to continue health insurance coverage under SNS's health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in your hours or a leave of absence; your divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, you or your beneficiary pays the full cost of coverage at SNS's group rates plus an administration fee.

You will be provided with a written notice describing your rights granted under COBRA when you become eligible for coverage under SNS's health insurance plan. The notice contains important information about your rights and obligations.

## **Health Insurance Portability**

Under the Health Insurance Portability and Accountability Act, you and your qualified beneficiaries are entitled to Certificates of Coverage from SNS when any of three circumstances are present. These Certificates allow you and your dependents to transfer from one employer health plan to another without starting a new pre-existing condition waiting period. The three conditions are:

- when you are no longer covered under the health plan, or you begin COBRA coverage (as in the case of extended leaves of absence or termination);
- at the time your COBRA coverage ends; and
- when a request is made within 24 months of termination of coverage.

The term "portability" does not mean you may take your specific health insurance policy from one job to another. It means that once you obtain health coverage, you will be able to use evidence of that insurance to reduce or eliminate any pre-existing medical condition exclusion period that might otherwise have been imposed on you when you move to another group health plan. Portability is designed to help people maintain coverage by giving them credit for having been covered previously.

You will be advised in writing of any pre-existing condition clause in your health insurance plan when you are hired. You may then request Certificate(s) from your previous employer (if applicable) to apply to your current plan. You may also request Certificate(s) from SNS under the conditions mentioned above when applicable. The Operations Director can assist you with additional information.

## **Tuition Reimbursement**

To promote the development of SNS employees' knowledge and skills, a tuition reimbursement program makes available up to \$1,000 of reimbursement per compensation year for each full-time employee (prorated for employees working at least 50%) to cover costs of continuing education that will improve the individual's job performance. Requests for tuition reimbursement must be approved in advance by the employee's immediate supervisor. (Continuing education and/or training explicitly required by your immediate supervisor is reimbursed in full.)

## **OTHER COVERAGE**

### **Domestic Partners Coverage**

To recognize all family arrangements, SNS offers domestic partners insurance coverage. This policy gives you the opportunity to cover a long-term, significant partner of either gender under our medical and dental plans. "Domestic partner" is defined as a person with whom the employee's life is interdependent for a minimum period of 6 months.

## **Pregnancy**

SNS complies with the California Pregnancy Disability Act, which requires SNS to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions. To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability. See SNS Central for procedures for scheduling.

## **Family Medical Leave**

SNS complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require SNS to permit each eligible employee to take up to twelve (12) workweeks of FMLA leave in any twelve (12) month period for the birth or adoption of a child, the employee's own serious illness or to care for certain family members who have a serious illness. To be eligible for FMLA leave, the employee must have been employed by SNS for the last twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave. See SNS Central for eligibility and procedures for scheduling.

## **Benefit Details**

SNS's portion of paid health insurance benefits will be maintained for enrolled employees for up to the first four months of disability or family leave under the same terms applicable as if the employee were not on leave. Thereafter, the employee has the option of retaining insurance coverage at the employee's own expense. Any portion of health insurance premiums being paid by the employee will need to continue to be paid by the employee during the four (4) month leave period in order for benefits to continue. The failure to make timely payment of any employee's share of insurance premium shall result in loss of insurance coverage if the premium is more than thirty days late.

If an employee fails to return from leave upon completion of the approved leave, SNS shall be entitled to recover from the employee the costs of any payments made to maintain insurance coverage unless the failure to return was for reasons beyond the employee's control.

Vacation and Sick Time benefits will not accrue during the leave. An employee on a leave of absence will receive holiday pay in accordance with the holiday policy applicable to them. Upon return from leave of absence, benefit accrual will immediately resume.

## **Workers' Compensation**

SNS maintains a workers' compensation coverage for the benefit of all SNS employees as required by law. This policy provides compensation for lost wages and medical expenses resulting from an on-the-job injury. It covers work-related injuries only. The earnings benefit is provided only in those instances where the employee cannot immediately return to work as a result of their injury. Medical expenses are covered for any on-the-job injury that requires medical attention.

Any employee injured while performing work for SNS should report the incident to their supervisor and to SNS Central immediately. SNS Central will make a record of the incident and provide instructions on filing a claim. You are required to go to the SNS designated medical clinic to receive medical attention unless you pre-designate a physician with SNS Central.

Workers' compensation coverage is effective immediately upon the occurrence of an injury. In the event of a lost time injury, an employee's regular salary will be discontinued and subsequent compensation will be made through the workers' compensation policy.

### **Unemployment Compensation**

Depending upon the circumstances, employees may be eligible for unemployment compensation upon termination of employment with SNS. Eligibility for unemployment compensation is determined by the State Employment Development Department and not SNS.

### **Retirement**

SNS believes that providing for an employee's future is important. All certificated employees (employees with valid California Teaching Credential) will contribute to the State Teacher's Retirement System ("STRS") and other eligible employees will contribute to the Public Employee's Retirement System ("PERS"). SNS will make employer contributions to STRS and PERS at the level required by the retirement plan. In addition, all full-time employees are eligible to contribute to an optional 403(b) plan.

## **CONFIDENTIALITY OF EMPLOYEE INFORMATION**

### **General Policy Statement**

SNS collects and maintains information about individual employees. All such information, even information which is not generally considered to be of a sensitive or confidential nature, will be made available strictly on a need-to-know basis.

Employee information is retained by the SNS central office in a secure, locked location to ensure that access is controlled and restricted to authorized personnel. Any SNS employees who do have access to, work with, compile or maintain any information about individual employees must treat such information as confidential SNS information.

### **Changes in Personal Information**

You are responsible for seeing that all personal information within your personnel record is kept up-to-date. SNS Central should be notified whenever any of the following takes place:

- Change of name
- Change of address or telephone number

- Changes of emergency contact name or telephone number

In addition, to ensure that your benefits files are always current, SNS Central should be notified whenever any of the following takes place:

- Changes in number of dependents due to marriage, divorce, birth, death or adoption
- Change of beneficiary for insurance purposes
- Change of emergency-related personal needs information (for example, diabetes, epilepsy, allergies, etc.)

### **Internal Use and Release of Employee Information**

Internal access to employee information is restricted to those employees who require the information to fulfill their job responsibilities.

### **External Release of Employee Information**

All external requests for information about SNS employees or former employees, whether written or by telephone, are to be directed to SNS Central. No other employee is authorized to provide any information, including references or reasons for an employee's departure from SNS, about other current or former employees.

With respect to current employees, SNS will not release employees' home address and telephone numbers to third parties. Exceptions to this policy will be made for requests by the police, licensing agencies, or other governmental entities.

With respect to references for employees who have left SNS, SNS's policy is to disclose only the dates of employment at SNS and the title of the last position held.

Employees and former employees who wish SNS to confirm their last rate of pay must sign a release approved by the SNS central office. Exceptions will be made where this information is required by a subpoena, other lawful process or to assist in law enforcement.

### **Health/Medical Records**

Health and medical records are not included in your personnel file. These records are confidential. SNS will safeguard them from disclosure and will divulge such information only (1) as allowed by law; (2) to the employee's personal physician upon request with written permission of the employee; or (3) as required for workers' compensation cases.

### **Employee Review of His/Her Personnel File**

You may make an appointment with the Chief Operating Officer to review your personnel file at a reasonable time and place. Questions regarding material contained within the file should be directed to the Chief Operating Officer.



## **TERMINATION OF EMPLOYMENT**

### **Termination Date**

An employee's termination date will be the last day actually worked unless the employee is terminated from an approved leave status. An employee may not extend his or her termination date by the use of vacation time or holiday pay after he or she has received a notice of termination, or after he or she has notified SNS Central of the last day on which he or she intends to work. As an at-will employer, SNS reserves the right to terminate any employee at any time with or without cause.

### **Voluntary Terminations**

If you decide to quit your employment with SNS, SNS requests that you give at least two weeks' written notice. This notice will allow SNS the opportunity to make the necessary arrangements for the employee's replacement.

## **ETHICS AND CONFLICTS OF INTEREST**

### **General Policy Statement**

SNS relies on the integrity and good judgment of all of its employees to observe all ethical, professional, and legal codes and standards, as well as sound business practices. Employees are to ensure that their actions are not only ethical and legal, but also are in the best interests of SNS.

### **Conflicts of Interest and Outside Activities**

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, SNS may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action. Employees must disclose all outside employment and consulting.

As a condition of employment each employee will sign a statement which affirms that person:

- Has received a copy of this policy and the SNS Conflict of Interest Policy,
- Has read and understands these policies,
- Has agreed to comply with these policies, and
- Understands that the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Examples of conflicts of interest include:

- Financial interest in business relationships of SNS
  - Ownership or investment interest in or compensation arrangement with an entity with which the Corporation has a business arrangement or competitive relationship
  - Acceptance of unusual discounts or gifts in excess of an insubstantial value from entities with which the Corporation has a current or potential business relationship
- Inappropriate financial, business or social relationships with students or their families
  - Loans to students or their families or loans received from students or their families
  - Employment of students or their family members at unreasonable pay rates
  - Romantic relationships with students or their family members
- Inappropriate relationships within the Corporation
  - Participation in any business decision of the Corporation involving a company that employs a family member
  - Romantic relationships with certain other employees where there is a direct reporting relationship between the employees.

Copies of the signed statements are maintained in employee personnel files. Questions about potential conflicts of interest are to be referred to the Chief Operating Officer.

## **ARBITRATION**

As a condition of your employment, you are also required to sign and comply with an Arbitration Agreement which requires that in the event of any dispute or claim relating to or arising out of our employment relationship, you and SNS agree that (i) any and all disputes between you and SNS shall be fully and finally resolved by binding arbitration, (ii) you are waiving any and all rights to a jury trial but all court remedies will be available in arbitration, (iii) all disputes shall be resolved by a neutral arbitrator who shall issue a written opinion, (iv) the arbitration shall provide for adequate discovery, and (v) SNS shall pay all but the first \$125 of the arbitration fees. Please note that we must receive your signed Arbitration Agreement before your first day of employment.

## ACKNOWLEDGEMENT AND AGREEMENT

This is to acknowledge that I have received and read a copy of SNS's Personnel Policy and understand that it sets forth the terms and conditions of my employment as well as the duties, responsibilities and obligations of employment with SNS. I understand and agree to abide by and be bound by the rules, policies and standards set forth in this Personnel Policy.

I also acknowledge that my employment with SNS is not for a specified period of time and can be terminated at any time for any or no reason, with or without cause or notice, by me or by SNS. I acknowledge that no statements or representations regarding my employment can alter the foregoing. As to the circumstances in which employment may be terminated, this is the entire agreement between SNS and me; there are no oral or collateral agreements of any kind. I also acknowledge that no supervisor or employee has the authority to enter into an employment agreement — express or implied — providing for employment other than at will.

I also acknowledge that, except for the policy of at-will employment, SNS reserves the right to revise, delete, and add to the provisions of this Personnel Policy. All such revisions, deletions, or additions must be in writing and must be signed by the Chief Operating Officer. I agree to read and follow them and to keep my copy of the Policy up-to-date. No oral statements or representations can change the provisions of this Personnel Policy. I also acknowledge that, except for the policy of at-will employment, terms and conditions of employment with SNS may be modified at the sole discretion of SNS with or without cause or notice at any time. No implied contract concerning any employment-related decision or term and condition of employment can be established by any other statement, conduct, policy, or practice.

I understand that the foregoing agreement concerning my at-will employment status and SNS's right to determine and modify the terms and conditions of employment is the sole and entire agreement between SNS and me concerning the duration of my employment, the circumstances under which my employment may be terminated, and the circumstances under which the terms and conditions of my employment may change. I further understand that this agreement supersedes all prior agreements, understandings, and representations concerning my employment with SNS.

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Employee signature

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Employee's name [Printed]

---

Date

[TO BE PLACED IN EMPLOYEE'S PERSONNEL FILE]

**CHARTER SCHOOL**  
**MULTI-YEAR PROJECTION - ALTERNATIVE FORM**  
**Second Interim Report - MYP**

Charter School Name: East Palo Alto Academy  
CDS #: 41-69062-0126722  
Charter Approving Entity: Sequoia Union HS  
County: San Mateo  
Charter #: 1446  
Fiscal Year: 2012-2013

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2012-2013			Totals for FY13-14	Totals for FY14-15
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
1. Revenue Limit Sources						
State Aid - Current Year	8011	0.00	0.00	0.00		
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0.00	0.00	0.00		
State Aid - Prior Years	8019	0.00	0.00	0.00		
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00	0.00	0.00		
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00	0.00	0.00		
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00	0.00	0.00		
Revenue Limit Transfers (for rev. limit funded schools):						
PERS Reduction Transfer	8092	0.00	0.00	0.00		
Charter Schools Funding in lieu of Property Taxes	8096	1,364,960.00	0.00	1,364,960.00	1,622,920.00	1,695,077.52
Other Revenue Limit Transfers	8091, 8097	0.00	133,389.00	133,389.00	133,389.00	133,389.00
Total, Revenue Limit Sources		1,364,960.00	133,389.00	1,498,349.00	1,756,309.00	1,828,466.52
2. Federal Revenues						
No Child Left Behind	8290	0.00	0.00	0.00		
Special Education - Federal	8181, 8182	0.00	0.00	0.00		
Child Nutrition - Federal	8220	0.00	120,000.00	120,000.00	144,000.00	151,200.00
Other Federal Revenues	8110, 8260-8299	0.00	121,523.00	121,523.00	84,000.00	84,000.00
Total, Federal Revenues		0.00	241,523.00	241,523.00	228,000.00	235,200.00
3. Other State Revenues						
Charter Schools Categorical Block Grant	N/A thru 14/15					
Special Education - State	StateRevSE	0.00	0.00	0.00		
All Other State Revenues	StateRevAO	232,728.00	10,474.00	243,202.00	436,376.00	436,376.00
Total, Other State Revenues		232,728.00	10,474.00	243,202.00	436,376.00	436,376.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	808,500.00	185,185.00	993,685.00	1,364,000.00	1,364,000.00
Total, Local Revenues		808,500.00	185,185.00	993,685.00	1,364,000.00	1,364,000.00
5. TOTAL REVENUES		2,406,188.00	570,571.00	2,976,759.00	3,784,685.00	3,864,042.52
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	946,173.00	396,733.00	1,342,906.00	1,294,559.00	1,349,559.00
Certificated Pupil Support Salaries	1200	168,437.00	0.00	168,437.00	171,540.00	171,540.00
Certificated Supervisors' and Administrators' Salaries	1300	216,790.00	173.00	216,963.00	138,215.00	138,215.00
Other Certificated Salaries	1900	0.00	45,048.00	45,048.00	78,620.00	78,620.00
Total, Certificated Salaries		1,331,400.00	441,954.00	1,773,354.00	1,682,934.00	1,737,934.00
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	2,700.00	0.00	2,700.00		
Non-certificated Support Salaries	2200	45,232.00	0.00	45,232.00	45,018.00	45,018.00
Non-certificated Supervisors' and Administrators' Sal.	2300	78,446.00	0.00	78,446.00	115,000.00	115,000.00
Clerical and Office Salaries	2400	108,865.00	118,789.00	227,654.00	238,540.00	238,540.00
Other Non-certificated Salaries	2900	72,869.00	0.00	72,869.00	20,000.00	20,000.00
Total, Non-certificated Salaries		308,112.00	118,789.00	426,901.00	418,558.00	418,558.00

Description	Object Code	FY 2012-2013			Totals for FY13-14	Totals for FY14-15
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	113,755.00	32,659.00	146,414.00	141,317.00	146,117.00
PERS	3201-3202	26,111.00	13,792.00	39,903.00	34,657.00	34,657.00
OASDI / Medicare / Alternative	3301-3302	39,914.00	8,403.00	48,317.00	51,117.00	52,117.00
Health and Welfare Benefits	3401-3402	248,372.00	83,303.00	331,675.00	252,510.00	259,010.00
Unemployment Insurance	3501-3502	16,833.00	3,637.00	20,470.00	15,903.00	16,403.00
Workers' Compensation Insurance	3601-3602	17,720.00	0.00	17,720.00	18,500.00	18,500.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00		
OPEB, Active Employees	3751-3752	0.00	0.00	0.00		
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00		
Other Employee Benefits	3901-3902	1,629.00	336.00	1,965.00	1,539.00	1,539.00
Total, Employee Benefits		464,334.00	142,130.00	606,464.00	515,543.00	528,343.00
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	2,500.00	2,500.00
Books and Other Reference Materials	4200	0.00	7,297.00	7,297.00	7,431.00	7,431.00
Materials and Supplies	4300	52,200.00	25,795.00	77,995.00	81,315.00	85,380.75
Noncapitalized Equipment	4400	0.00	0.00	0.00		
Food	4700	7,000.00	121,119.00	128,119.00	156,500.00	164,325.00
Total, Books and Supplies		59,200.00	154,211.00	213,411.00	247,746.00	259,636.75

**CHARTER SCHOOL**  
**MULTI-YEAR PROJECTION - ALTERNATIVE FORM**  
**Second Interim Report - MYP**

Charter School Name: East Palo Alto Academy  
CDS #: 41-69062-0126722  
Charter Approving Entity: Sequoia Union HS  
County: San Mateo  
Charter #: 1446  
Fiscal Year: 2012-2013

<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	39,500.00	10,583.00	50,083.00	60,400.00	63,420.00
Travel and Conferences	5200	6,600.00	14,000.00	20,600.00	18,600.00	18,600.00
Dues and Memberships	5300	1,950.00	94.00	2,044.00	2,050.00	2,050.00
Insurance	5400	34,000.00	0.00	34,000.00	35,020.00	36,070.60
Operations and Housekeeping Services	5500	44,300.00	0.00	44,300.00	45,793.00	48,082.65
Rentals, Leases, Repairs, and Noncap. Improvements	5600	18,860.00	400,000.00	418,860.00	469,349.00	469,340.00
Professional/Consulting Services and Operating Expend.	5800	251,675.00	328,036.00	579,711.00	510,529.00	455,000.00
Communications	5900	12,500.00	1,600.00	14,100.00	14,100.00	14,100.00
Total, Services and Other Operating Expenditures		409,385.00	754,313.00	1,163,698.00	1,155,841.00	1,106,663.25
<b>6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)</b>						
Land and Land Improvements	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for accrual basis only)	6900	20,748.00	0.00	20,748.00	19,000.00	16,000.00
Total, Capital Outlay		20,748.00	0.00	20,748.00	19,000.00	16,000.00
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		2,593,179.00	1,611,397.00	4,204,576.00	4,039,622.00	4,067,135.00
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		(186,991.00)	(1,040,826.00)	(1,227,817.00)	(254,937.00)	(203,092.48)

Description	Object Code	FY 2012-2013			Totals for FY13-14	Totals for FY14-15
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(63,299.00)	63,299.00	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(63,299.00)	63,299.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		(250,290.00)	(977,527.00)	(1,227,817.00)	(254,937.00)	(203,092.48)
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	414,799.00	1,593,206.00	2,008,005.00	680,188.00	425,251.00
b. Adjustments to Beginning Balance	9793, 9795	166,894.00	(266,894.00)	(100,000.00)		
c. Adjusted Beginning Balance		581,693.00	1,326,312.00	1,908,005.00	680,188.00	425,251.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		331,403.00	348,785.00	680,188.00	425,251.00	222,158.52
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740	0.00	348,785.00	348,785.00	97,638.00	15,000.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00		
Other Commitments	9760	0.00	0.00	0.00		
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	331,403.00	0.00	331,403.00	327,613.00	207,158.52
Unassigned/Unappropriated Amount	9790	0.00	0.00	0.00	0.00	0.00



**STANFORD NEW SCHOOLS**  
**East Palo Alto Academies**  
Teacher Compensation Structure  
2010-2011

**Overview:** The goals of the compensation plan are to attract and keep strong teachers and to support and encourage high-quality work. SNS is committed to compensating teachers for experience, competency, professional advancement, continuous learning, and demonstrated skill acquisition. There are five specific components to the structure: 1) base pay, 2) supplements for professional certifications, 3) responsibility stipends, 4) longevity/retention bonus, 5) demonstrated skill supplements, and 6) group performance-based recognition.

**1) Base Pay Scale**

The base pay scale will represent expected compensation for a teacher with a bachelor's degree in the appropriate field and a teaching credential, with increments for each year of credited experience. These amounts will then be supplemented for professional certifications, degrees, and specific skills (see #2 below) and for additional responsibilities (see #3 below). Teachers also earn \$175 per day for each designated professional development day that they attend (\_\_ days for high school and \_\_ days for elementary school for 2010-2011). Attainment of master teacher status (to be defined) would go beyond the scale.

*The base pay scale, supplements, responsibility stipends, demonstrated skill supplements, and group performance-based recognitions may differ for elementary and high school teachers, and from year to year. The base pay scale and supplements for 2010-11 are shown below. The base pay will be reviewed annually in light of inflation and adjusted no less than every three years.*

*Adjustments to Base Pay Scale*

No Credential: Teachers who have not yet acquired a preliminary or clear credential (intern credential, non-core subjects only) would be on a separate schedule, until they receive their credential. The salary would be \$1,500 less than step 1 on the base schedule, and would not include step increases.

Years of Experience: Teachers will receive full credit for K-12 credentialed teaching experience and half credit for K-12 non-credentialed teaching experience. Beyond, determination of creditable service is flexible, depending on the specific experience of the individual and its transferability to the EPAA context. In unusual cases, closely relevant non-teaching experience may be granted partial credit on the salary scale.

## 2) Supplements for Professional Certification, Degrees and Specific Assets

<i>Professional Certification</i>	<i>Amount</i>	<i>Implementation</i>
Second credential area (when used)	\$500	Added to base pay each year in which second credential is used; credential must be valid at start of the semester in which it is used; \$250 supplement available for credential used in a single semester
<i>Reading specialist credential (when used)</i>	\$500	<i>Added to base pay each year; credential must be valid at start of the compensation year</i>
?		
Masters degree (relevant to teaching responsibilities)	\$2,000	Added to base pay each year; degree must have been awarded by start of compensation year
Additional 45 units	\$500	Added to base pay each year; units must have been earned by start of compensation year
Doctorate or additional 75 units	\$500	Added to base pay each year; units must have been earned or degree awarded by start of compensation year
National Board Certification	\$2,000	Added to base pay each year; certification must have been earned by end of calendar year with salary adjusted for full supplement for the compensation year
“High-need teacher” defined by nature of skills and experience brought, or teaching assignment taken	Flexible – amount determined by hiring principal in first year of employment	Added to base pay each year of employment, unless teaching assignment changes to a lower-need area or skills and experience are no longer being utilized
Fluency in a relevant, high-incidence second language	\$200-600 depending on degree of oral and written proficiency, as determined by the hiring principal in consultation with a native speaker of the language at issue	Added to base pay each year; level of proficiency may be re-evaluated annually (prior to start of compensation year) upon request of the teacher; recipients are expected to support other staff members with minor, informal translation support as their schedules permit
Longevity/retention stipend	Standard amount determined based on stipend priorities; \$900 for 10-11	Awarded every year in a lump sum upon return to employment at EPAA-HS following at least four (4) full academic years of employment (including part-time) with the school;

		personal leave (family or other) does not constitute employment, but employees returning from an approved leave will be credited with prior years of employment in calculating eligibility for longevity stipend; paid as a lump sum in September
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Part-time employees are eligible to receive supplements, at a level pro-rated based on their percent of FTE in the year awarded.

### 3) **Responsibility Stipends**

Responsibility stipends for 10-11, they will be awarded as follows:

<b>Position</b>	<b>Amount</b>
<b><i>High School</i></b>	
Exhibition Coach (6)	\$900.00
Exhibition Study Group (1)	\$450.00
Community Study Group (1)	\$450.00
Summer Programs Study Group (1)	\$450.00
Lead Teacher (5)	\$2,250.00
Student Activities Study Group	\$450.00
Test Prep Study Group (1)	\$450.00
Coach – Boys Soccer	\$1,800.00
Coach – Boys Basketball	\$1,800.00
Coach – Girls Volleyball	\$1,800.00
Athletic Director (1)	\$2,250.00
Conflict Mediation Coach (1)	\$1,800.00
Summer Programs Director (1)	\$1,800.00
Student Council (1)	\$1,800.00
PBIS Team (6)	\$900.00
<b><i>Elementary School</i></b>	
<i>Instructional coach – mathematics</i>	
<i>Instructional coach – ELL</i>	
<i>Lead teacher</i>	
<i>State test coordinator</i>	
<i>Student activities coordinator</i>	
PBIS Team	\$900.00
?	
?	

The number, type, duties, assignment and dollar amount of responsibility stipends will be determined annually by the principal in collaboration with the school teaching staff. Availability



of funds, from restricted and unrestricted sources, will be considered in setting the stipend schedule for the year. Payment of responsibility stipends will be spread through the payroll periods from the establishment of the schedule through the end of June.

4) **Demonstrated Skill Supplements and Group Performance-Based Recognition**

For the 2010-2011 compensation year, demonstrated skill supplements will not be awarded, but the following schedule of group performance-based recognitions will be awarded:

	Measure	How Calculated	Amount Awarded
High School			
	CST scores		
	?		
Elementary School			
	CST scores		
	?		

**Stanford New Schools Teacher Salary Schedules**  
**2010-2011**  
*Sample*

<b>Step</b>	<b>Years of Creditable Service Completed</b>	<b>EPAA-HS 10-11 Base Salaries</b>	<b>Amount of step</b>	<b>EPAA-ES 10-11 Base Salaries</b>	<b>Amount of step</b>
1	0	\$ 46,920.00		\$ 46,000.00	
2	1	\$ 48,690.00	\$ 1,770.00	\$ 48,000.00	\$ 2,000.00
3	2	\$ 51,000.00	\$ 2,310.00	\$ 50,000.00	\$ 2,000.00
4	3	\$ 53,040.00	\$ 2,040.00	\$ 52,000.00	\$ 2,000.00
5	4	\$ 55,080.00	\$ 2,040.00	\$ 54,000.00	\$ 2,000.00
6	5	\$ 57,120.00	\$ 2,040.00	\$ 56,000.00	\$ 2,000.00
7	6	\$ 59,160.00	\$ 2,040.00	\$ 58,000.00	\$ 2,000.00
8	7	\$ 61,200.00	\$ 2,040.00	\$ 60,000.00	\$ 2,000.00
9	8	\$ 63,240.00	\$ 2,040.00	\$ 62,000.00	\$ 2,000.00
10	9	\$ 65,280.00	\$ 2,040.00	\$ 64,000.00	\$ 2,000.00
11	10	\$ 67,320.00	\$ 2,040.00	\$ 66,000.00	\$ 2,000.00
12	11	\$ 69,360.00	\$ 2,040.00	\$ 68,000.00	\$ 2,000.00
13	12	\$ 71,400.00	\$ 2,040.00	\$ 70,000.00	\$ 2,000.00
14	13	\$ 73,440.00	\$ 2,040.00	\$ 72,000.00	\$ 2,000.00
15	14	\$ 74,664.00	\$ 1,224.00	\$ 74,000.00	\$ 2,000.00
16	15	\$ 75,888.00	\$ 1,224.00	\$ 75,200.00	\$ 1,200.00
17	16	\$ 77,112.00	\$ 1,224.00	\$ 76,400.00	\$ 1,200.00
18	17	\$ 78,336.00	\$ 1,224.00	\$ 77,600.00	\$ 1,200.00
19	18	\$ 79,560.00	\$ 1,224.00	\$ 78,800.00	\$ 1,200.00
20	19	\$ 80,325.00	\$ 765.00	\$ 80,000.00	\$ 1,200.00
21	20	\$ 81,090.00	\$ 765.00	\$ 80,750.00	\$ 750.00
22	21	\$ 81,855.00	\$ 765.00	\$ 81,500.00	\$ 750.00
23	22	\$ 82,620.00	\$ 765.00	\$ 82,250.00	\$ 750.00
24	23	\$ 83,385.00	\$ 765.00	\$ 83,000.00	\$ 750.00
25	24	\$ 84,150.00	\$ 765.00	\$ 83,750.00	\$ 750.00
26	25	\$ 84,915.00	\$ 765.00	\$ 84,500.00	\$ 750.00
27	26	\$ 85,680.00	\$ 765.00	\$ 85,250.00	\$ 750.00
28	27	\$ 86,445.00	\$ 765.00	\$ 86,000.00	\$ 750.00
29	28	\$ 87,210.00	\$ 765.00	\$ 86,750.00	\$ 750.00
30	29	\$ 87,975.00	\$ 765.00	\$ 87,500.00	\$ 750.00

**Stanford New Schools**

Sequoia East Palo Alto Academy  
(SEPA Academy)  
(Grades 9 through 12)

Charter Petition

Presented to

Sequoia Union High School District

Prepared in compliance with the terms, conditions and requirements of the California Education Code, Sections 47600 *et seq.*

Submitted by the Stanford Schools Corporation (A California Non-Profit Public Benefit Corporation) in cooperation with the Stanford University School of Education and the extended learning community of students, families and staff of Stanford New School.

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## **I. INTRODUCTION**

### **A. Request For Charter**

In accordance with California Charter School Law, Stanford Schools Corporation, a 501(c)(3) nonprofit public benefits corporation, DBA Stanford New Schools (hereinafter referred to as SNS) petitions the Sequoia Union High School District (hereafter referred to as "SUHSD") to grant a charter for Sequoia East Palo Alto Academy (hereafter referred to as "SEPA Academy." We propose this name for the charter to signal our connection to the East Palo Alto community and to the Sequoia School District, and our commitment to building knowledge in the community (*sepa* means "know" in Spanish.) The charter petition is for a five-year period beginning on July 1, 2012.

The Stanford Schools Corporation is a nonprofit public benefit corporation created to provide high quality learning opportunities for public school students and staff to improve the quality of public education.

### **B. Mission and Values**

#### **Our Mission**

SEPA Academy seeks to ensure that students are prepared for college and for the 21<sup>st</sup> century world and workplace by enabling them to graduate with the full array of knowledge, skills, and dispositions needed for success in a complex world, and with the ability to learn independently throughout their lives.

#### **Our Values**

We are committed to:

- Providing equity of access and opportunity so that all students can achieve academic success and smooth transitions to college and careers
- Responsive, challenging and engaging instruction that promotes creativity, critical thinking, and problem solving skills
- Using technology effectively to improve learning and to prepare students to use technology productively in their lives
- Addressing the needs of the whole child, including physical and mental health, and developing social skills and a sense of personal and social responsibility
- Providing students opportunities to become literate and conversant in both English and Spanish
- Broadening students' real-world experiences
- Putting our students' needs at the center of all decisions
- Engaging families as partners in the education of our students in an environment that respects the culture and language diversity of our students and families
- Providing a supportive, inclusive and productive professional learning community for teachers and staff
- Partnering with Stanford University to develop, assess, and disseminate innovative educational practices and serve as a resource for teacher preparation
- Involving and serving the larger East Palo Alto community

SEPA will build on the work that has been underway in East Palo Alto Academy, currently chartered by the Ravenswood School District, and will, in this new school context, develop additional programmatic initiatives and community linkages that will create expanded opportunities for East Palo Alto youth.

### **C. History of East Palo Alto Academy**

East Palo Alto Academy was originally started as East Palo Alto High School in 2001 by Stanford University in conjunction with Ravenswood City School District (RCSD) and Aspire Public Schools, a charter school management organization. East Palo Alto High School was the first public high school to operate in the district since Ravenswood High School was closed as part of a desegregation plan in 1976. The high school has operated continuously since 2001.

In accord with state law requiring that schools must be chartered to include the grade levels offered by the chartering district, a new charter including grades K-12 was issued by RCSD to the Stanford Schools Corporation (SSC) in 2005, and that charter was renewed in 2010. In addition to the high school, SSC operated several elementary grades during the period 2005 – 2010. Since then, RCSD and SSC made the decision to discontinue operations of the elementary grades, and to seek continuation of a high school program serving East Palo Alto youth under the auspices of Sequoia Union High School District where the oversight of a high school program could be better supported and managed.

### **D. Accomplishments and Contributions to the East Palo Alto Community**

Since the high school was founded in 2001, SNS has made a strong contribution to the success of youth in the East Palo Alto community.

Serving 250-300 students each year in grades nine through twelve, East Palo Alto Academy reflects the population of the East Palo Alto Community, which is approximately 80% Latino, 10% African-American, 8% Pacific Islanders, and 2% Asian, Filipino, White, and American Indian. Admission is open to all who apply. Of the school's students, about 70% are English Language Learners and about 90% qualify for Free/Reduced Lunch status.

The school supports a wide range of student needs, which have been exacerbated by growing unemployment and poverty in the East Palo Alto community. Many families are new immigrants from Mexico and other parts of Central and South America. School surveys indicate that approximately 75% of students' parents were born in a country other than the United States. About 2/3 of the parents have less than a high school education.

In 2008-09, 93% of the school's incoming 9<sup>th</sup> graders from schools in the Ravenswood district tested at a fifth grade reading level or below. In 2010, entering 9<sup>th</sup> graders scored at a 4<sup>th</sup> grade level on average in both reading and mathematics on the NWEA MAP benchmark assessments. In addition, about 1/3 of the school's students transfer in after the beginning of 9<sup>th</sup> grade from other high schools, primarily from the Sequoia district. Many of these students have had difficulties in the school they attended and many enter with severe credit deficiencies. Wherever students start in their learning, the high school has supported them to complete high school and to connect to college entrance and viable careers. As indicators of this progress:

- EPAA High School's graduation rate in 2009, the most recent year reported by the state, was 93.4%, exceeding the San Mateo county graduation rate of 86.1% and the state graduation rate of 78.6%.

- The high school has sent more than 90% of its graduates on to postsecondary education each year since the first graduating class in 2005.
- The proportion admitted to 4-year colleges has increased steadily, from 30% in the first graduating class of 2005 to 53% in the class of 2009, far exceeding the rate of college attendance for California as a whole, even in school districts serving more affluent students.
- Graduates are regularly admitted to all of the University of California and California State University campuses, as well as to a wide range of public and private colleges across the country, such as Santa Clara University, Smith College, University of Colorado, Syracuse University, Whittier College, Northeastern University, St. Mary's College, Notre Dame de Namur, and more.
- With its Stanford partnership, SNS has provided more than \$500,000 in scholarships to its graduates.
- SNS has provided students and families with extensive support in social and health services, with a full-time social worker, mental health services from the Lucille Packard Children's Hospital, and two days of service each month from the Lucille Packard Children's Hospital Health Van.

The high school makes this possible through intensive work with students and making use of:

- A college preparatory curriculum offered to all students, with support services to enable them to succeed;
- Annual exhibitions requiring the development of research, writing and presentation skills;
- Supportive counseling and advising; and
- Partnerships with organizations such as the Foundation for a College Education, College Track, Stanford College Prep, and others.

The high school also offers an ambitious Early College program, which provides college courses to students while they are still in high school.

- Currently, 90 students – one-third of the school's total student population -- are engaged in Early College courses on the high school campus.
- In 2009-2010, our students earned more than 500 college credits among them.
- Some students have been able to start college with as much as a full year of college coursework already completed.

## **II. DESCRIPTION OF THE EDUCATIONAL PROGRAM OF SEPA Academy**

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

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



SEPA Academy will build on the successes and the lessons that have been learned in operating EPAA and will expand the Early College program, in collaboration with Cañada College and Stanford University, to incorporate more highly developed career pathways that enable students to begin selected certification programs (often leading to an AA degree) while in high school, as well as to earn transferable credits for 4-year college. These are expected to include health careers, education, and digital media / technology pathways that build on existing courses offered in conjunction with the two higher education partners. SEPA Academy will also extend its work in the East Palo Alto community with a developed program of community service and internships related to these pathways and its other courses, with the goal of preparing students to be college-, career-, and community-ready when they graduate from high school.

## **A. Educational Philosophy**

### *Students to Be Served*

SEPA Academy will serve approximately 250-300 students in grades nine through twelve and is expected to draw most of its incoming students from the East Palo Alto Academy and from the Ravenswood City School District.

Ravenswood City School District is comprised of 77.8% Latino, 12.3% African-American, 7.9% Pacific Islanders, and 1.8% Asian, Filipino, White, and American Indian. Of these students 68.3% are English Language Learners, 12.9% are Fluent English Proficient, and 84.7 % qualify for Free/Reduced Lunch status. SNS recruits and enrolls a diverse student population that reflects the community demographics. Admission is open to all who apply.

### *What It Means to Be An Educated Person in the 21<sup>st</sup> Century*

The fundamental characteristic of the new millennium is ever accelerating change. Information is multiplying as quickly as it is becoming obsolete and ideas are continually revisited, retested and revised. The world is increasingly interdependent. These challenges mean that SEPA Academy students must *learn to learn* and *learn to collaborate* in order to participate in the dynamic world that is the 21st century.

In working to educate students for the 21<sup>st</sup> century SEPA Academy will foster the following habits in its students: intellectual curiosity; analytic ability, creative expression; social responsibility; moral reasoning and; empathetic action. SEPA Academy will enable its pupils to become self-motivated, competent, and collaborative life-long learners. To this end SEPA Academy students will be encouraged to welcome challenges, develop persistence in solving problems, be willing to try new strategies, show initiative in seeking out information, seek to understand others' perspectives and ideas so that they can build on them in a constructive way.

Students will learn to contribute to and lead group efforts while supporting all team members in accomplishing the goals of the team. Our goal is for students to become self-regulated learners who believe that they can make a difference in society. The school will enable students to develop the skills, strategies and dispositions to become contributing members of their community and active leaders in solving real world problems.

The success of collaborative problem solving depends on a solid academic foundation. SNS is committed to providing an instructional program that is aligned with state standards in all

content areas and supports acceleration of English language proficiency for English learners as well as mastery of academic language across content areas for all students.

SEPA Academy expects its students to graduate able to collect information, think systematically and critically about that information, create new knowledge and effectively express and apply their thinking to real world problems. The information with which they engage may be a novel, a choreographed dance piece, a set of statistics, a newspaper report, an historical account or a scientific article. The expression of student thinking may come in an essay, a painting, a poem, an oral presentation, a one-act play, a mathematical argument, or a scientific analysis. The goal is that students will graduate from SEPA Academy with the ability to access, use and analyze information, produce new knowledge and respond critically and thoughtfully.

SEPA students will become self-regulated learners who know both their academic strengths and growth areas, and develop a repertoire of strategies that they can apply to daily academic challenges for increased success.

The distinguishing habits of mind and action that will support students in achieving not only academic success, but also self-regulated learning and collaborative problem solving are:

1. Personal Responsibility
2. Social Responsibility
3. Critical and Creative Thinking
4. Communication
5. Application of Knowledge

These habits of mind characterize an educational opportunity built on a comprehensive 9-12 model. As a result SEPA Academy will provide:

- A unified vision and articulation of the educational program. This will ensure smooth transitions for the students, continued differentiated instruction, and ongoing commitment to each student's needs.
- A community for students, families and other stakeholders that can accommodate whole families, providing parents with consistency of instructional program, school climate, and student services.
- Connections with community and Stanford resources for all grades and levels.

### *How Learning Best Occurs*

The school's work is organized around four pillars that guide the development of educational practices for teachers, administrators, and the organization:

- (1) Evidence-based continuous improvement;
- (2) Equitable access to standards-aligned, rigorous, and relevant instruction;
- (3) Culturally responsive, differentiated teaching; and
- (4) Positive learning climate.

## **B. Program Design**

The following features illustrate essential program design elements of SEPA Academy and reflect SEPA Academy's beliefs about how learning best occurs.

- Small and personalized*

Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning. SEPA Academy will serve students through its small size (250 – 300 students), small classes (under 25 students), and an advisory program which ensures that students have a caring adult who knows them well, communicates with their parents, and monitors and guides their progress. Because SEPA Academy will be a professional development school, additional teachers from Stanford's certification programs will routinely work in classes team-teaching, working with small groups of students, and working with students individually.
- Rigorous and relevant*

SEPA Academy students will have the opportunity to prepare for college and careers through the completion of college preparatory classes and access to community college courses and career pathways. Graduates will demonstrate mastery and growth through performance assessments and present and defend selected work to a committee. Students will be supported with multiple strategies for active learning of academic skills, culturally responsive and differentiated teaching, and the opportunity to master a demanding curriculum with real world connections.
- Flexible supports*

A variety of supports will help students negotiate the demands of challenging curriculum and assignments. These will include in-school academic supports, after school and weekend tutors, and advisors who are responsible for the progress of fewer than 20 students, with the goal of keeping these under 15.
- Multiple paths to learning*

Students will have opportunities to engage in many different kinds of strategies in the classroom and a range of opportunities allowing them to learn in different ways, from independent and group work in high school and community college classes to on-line coursework, community service, and internships.
- Highly qualified and supported teachers*

The faculty will consist of well prepared and fully certified teachers that are already National Board Certified or that agree to pursue National Board Certification within their first five years at SEPA Academy. Professional development and teacher collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment SEPA Academy will ensure collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.
- Community engagement*

Students will engage with members of the community through classroom projects and through community service activities and internships. Students will also help build a productive and positive school community through their regular practice of the school habits of personal and social responsibility, their leadership of school community-building activities, and their participation in peer mediation.

## *Pedagogy*

SEPA Academy will offer equitable access to standards-aligned, rigorous instruction. All elements of curriculum will be aligned with state standards and the instructional design supports access to grade level content to ensure student success. Students will develop competence in literacy and mathematics such that they demonstrate achievement on standards-based state tests, performance assessments, and, most importantly, in the real world. Toward these ends, the school will use comprehensive, standards-aligned instructional frameworks in language and literacy and math, science, and social studies. The instructional approach combines direct and explicit instruction with articulated learning goals, inquiry and project-based approaches, as well as small group instruction and individualized support. This means that, on a daily basis, students will have opportunities to work at some learning tasks independently, and others with support from teachers and peers.

To accomplish both grade level content and language proficiency goals, teachers will organize instruction around key research-based principles:

- Use of background knowledge: Activation of prior knowledge and connecting new learning with the experiences and skills of students' homes and the East Palo Alto community.
- Integrated oral and written language: Integration of listening, speaking, reading, and writing into all content areas supports research that language is acquired most effectively when the emphasis is on meaning and message.
- Scaffolded instruction: Organization of thoughts and texts utilizing multiple strategies - graphic organizers, summaries, visuals, or contextual and semantic clues.
- Interactive learning: Cooperative activities for problem-solving and social skills; heterogeneous and homogeneous flexible groupings.

Dynamic assessments to guide instructional decision-making. To inform teachers' everyday instructional decision-making, SEPA Academy will use classroom-based, periodic assessments including examination of student work and outcome data at grade level meetings. Writing rubrics will be used to ensure that students understand how to produce quality writing for various purposes. These systems will be designed to help teachers understand what each student already knows, and what s/he needs to learn next. A systematic use of benchmark assessments aligned to content standards will be used tri-annually. This timely information helps the teacher gauge how students are learning, and who might benefit from both small group instruction and targeted intervention for specific students.

SEPA Academy will require a series of student performance assessments and exhibitions appropriate to the developmental level of our students. These exhibitions require evidence of the five habits of mind mentioned previously as well as subject matter competencies. The exhibitions will include evidence of:

- Mathematical Modeling
- Science Inquiry
- Social Science Research
- Literary Understanding and Writing Proficiency
- Technology Proficiency

Project-based instruction. Along with direct instruction, projects linked to subject matter standards will create opportunities for students to apply learning to complex and authentic problems, and to develop products that require written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization. These are all skills that are essential for success in the 21st Century. Project-based instruction will be implemented across the grades and across content areas.

Culturally responsive, differentiated teaching. A culturally sensitive pedagogy enables students to appreciate and respect their own and each others' heritages, and to develop an understanding of multiple perspectives. To this end, teachers are committed to planning for and applying differentiated practices to connect instruction with students' prior experience, skills and knowledge, learning styles, and cultural backgrounds.

Professional development. High quality professional development is a priority for SNS and is supported by the research and expertise of the Stanford University School of Education. The foundation of professional development is based on the National Board for Professional Teaching Standards and the five core propositions: Teachers 1) are committed to students and their learning; 2) know the subjects they teach and how to teach those subjects to students; 3) are responsible for managing and monitoring student; 4) think systematically about their practices and learn from experience; and, 5) are members of learning communities. The culture of a professional learning community ensures that students have high quality instruction in every classroom. To this end, teachers at the current EPAA high school have 17 non-student days in the 2010-11 year for collaboration and professional development, as well as weekly staff development from 1p to 4p on Wednesdays. The non-student days used for professional development occur primarily in the summer and on weekends, and do not reduce the number of student instructional days, which meet state requirements.

### *Curriculum*

The curriculum will develop a foundation of basic skills and cultivates higher-order thinking skills as aligned to the five habits of mind: 1) Personal Responsibility; 2) Social Responsibility; 3) Critical and Creative Thinking; 4) Application of Knowledge; and, 5) Communication. The curriculum will be aligned with the California State Standards in every content area, and will comply with all provisions of No Child Left Behind. The high school will offer a program and support for students to meet or exceed expectations of the UC/CSU A-G system of subject requirements.

Teachers will use the California state academic content standards when designing lessons and implementing the curriculum. Curriculum will be research-based and student-focused to develop each student's full potential.

English. The English curriculum will be mapped to the California standards and explicitly developed reading and writing skills, extending the work conducted in an Academic Literacy course offered to 9th graders. The curriculum will use a wide range of literature-based readings, including a variety of genres, often selected to integrate with History / Social Science units. Writing will continue to be a focus of the English curriculum and teachers will use rubrics to develop college-ready writing skills.

History/ Social Science. In grades 9-12, Social Science texts and support materials from Teachers Curriculum Institute (TCI) will be used along with a variety of primary source documents and supplementary materials. Lessons will be designed to build mastery of state

and national standards and will be based on well-structured reading materials that support successful reading of expository text. Comprehensive graphic organizers will be used to record key ideas and help students obtain meaning from what they read. Graphic organizers help students to see the underlying logic and interconnections among concepts and therefore improve their comprehension and retention in the subject area.

**Mathematics.** The math curriculum for grades 8-12 is College Preparatory Mathematics (CPM). CPM courses offered will include: Algebra I, Geometry, Algebra II, and Math Analysis. The CPM program presents mathematical ideas in contexts that help students make sense of otherwise abstract principles. Each course is built around several core ideas that are used to develop related topics, skills and procedures. Much of the classroom time is spent doing guided investigations— similar to a math lab—that develop ideas in concrete, visual ways.

**Science.** Science courses will be aligned to the California State Standards blueprint for Integrated Science, Biology, and Chemistry. Additional science courses will be offered as part of the Early College program. In all science courses, hands-on lab activities and leveled support materials will provide access to rigorous content. The curriculum will be organized around themed units that focus on the big ideas of the discipline and frame core concepts within everyday, real world contexts. Courses will be designed to promote critical-thinking skills and inquiry-based learning so that students will begin to think like scientists.

**Spanish oral language and literacy development.** A full sequence of Spanish courses through Advanced Placement will be offered. The goal for English speakers is to develop Spanish oral language proficiency. Spanish for Native Speakers will also be taught so that students whose first language is Spanish become literate in their heritage language. Students also have access to other world languages through the Early College Program.

**Early College.** The purpose of Early College is to promote a strong college culture, provide access to college courses for high school students, and create a seamless transition from high school to college and careers. The Early College program provides students with the culture and rigor of college coursework early in their high school careers. It enables all students to engage in college coursework during their high school years and to begin college with greater assurance of success. Credit-bearing college courses are offered to students, based on their readiness, through a partnership with Cañada College and Stanford University. The Early College program provides direct experiences with college, combined with strategic and systematic support from high school teachers, to build students' competence and familiarity with the expectations of college, and to increase their chances of college success.

In addition to courses that will transfer to two- and four-year colleges, the Early College program will develop career pathways that allow students to gain headway on certificates (often offered in conjunction with AA degrees) in fields like the health sciences, education, digital arts and technology. This will involve coursework offered by Cañada and Stanford on the high school campus, as well as opportunities for students to take coursework on the college campuses.

**College preparatory sequence.** The high school will offer a complete set of approved A-G required courses that can enable every student to complete the entire required sequence to be eligible for college. These course requirements listed below, plus portfolios and exhibitions, will constitute the school's graduation requirements.

*SEPA Academy Expected Program of Studies and Minimum Graduation Requirements*

<b>Subject / Credits</b>	<b>SEPA Academy Expected Program of Study</b>	<b>SEPA Minimum Graduation Requirements</b>	<b>CA State Requirements</b>
English	40**	40	30
Mathematics	30** Including Algebra 1, Geometry, Algebra 2	20 Including Algebra & one course beyond Algebra	20 Including Algebra
Science	20** Including 2 lab science courses	20 Including 1 lab science	20 Including Biological and Physical Science
History/Social Science	40** Including US History, World History, Government, and Economics	30 Including US History, World History, Government and Economics	30 Including a semester course in American government and economics and courses that include: US history and geography, World history, culture, and geography
Language Other than English	20** [Same language]	10	10 in either foreign language OR visual or performing arts
Arts	10**	10	
Electives*	60** (Includes advisory and service learning and a UC approved elective)	50-70 (Includes advisory and service learning)	[Physical education, waived per charter] No other requirements
Exhibitions*	20	20	No requirements
<b>Total</b>	<b>240</b>	<b>220</b>	

† 10 credits = 1 year

\* Electives include Advisory for each year the student attends SEPA.

\*\* Meets or exceeds California A-G requirements for admission to UC / CSU system

*Technology*

Both teachers and students will be expected to use technology extensively. Every staff member will be provided with a laptop computer. SNS currently provides a ratio of 1 computer for every 2.2 students at EPAA, deployed in one computer lab, 4 laptop carts, and computers permanently located in classrooms. Specialized applications like Fathom and Geometer's

SketchPad support inquiry-based lesson plans in math classes. Students in Integrated Science use spreadsheets to add graphing and linear modeling to labs; chemistry students use web-based specialized programs to learn equation balancing.

ActivBoard inter-active white boards will be used in both the math and humanities departments with intensive and ongoing professional development. The ActivBoards are used in conjunction with handheld devices to provide feedback to the students about the accuracy of their responses and enable data collection of student responses to lesson questions/items that are used to differentiate instruction based on student learning needs.

Online sharing of documents will continue to provide a major benefit for students and teachers. Sharing has shortened the correction/revision cycle and simplified tracking assignments for teachers and students alike. Word processing tools also help improve the first pass document with spelling and grammar error correction. Student collaboration and peer editing are also enhanced. Keeping files online also helps students stay organized. These practices will be further expanded in SEPA to include regular posting of homework assignments, as well as attendance and grades for student and parent access.

### *Supports for Meeting Student Needs*

Described below are elements of the educational program that will enable the school to support a range of student needs.

Coordinated Support Services. SNS will continue to use a referral process that utilizes all resources within the SNS community in a collaborative manner to create a single, well-integrated system of instruction and interventions informed by student outcome data. The goal is to provide high quality instruction, early-targeted intervention, and prevention and behavioral strategies. This approach is designed to eliminate achievement gaps through a school-wide process that provides assistance to every student, both high achieving and struggling learners. The intention is to provide a continuum of support for a wide range of students and to eliminate the disproportionate representation of certain groups of students identified as needing special education services. An integral component of the referral process is the development of the Mental Health Team.

Mental Health Team. To better support the learning needs of its students, SNS created the Mental Health Team to provide a systemic approach to addressing both the social-emotional and academic needs of students. The team will meet every week using a Case Study approach to provide coordinated support services for students and their families. The team will also address the needs of teachers and identifies ways to better support them in their work with students and their families. The Mental Health Team is a partnership initiative among Stanford New Schools, Stanford University, Lucille Packard Children's Hospital, and the Mental Research Institute.

Independent Study. To support individual academic progress and minimize disruption to the educational program as a result of an extended student absence, SNS will provide short-term independent study contracts. Independent study is an instructional strategy that responds to a student's individual needs. It is an alternative to classroom instruction consistent with the regular course of study and is designed for students who receive prior approval for absences due to travel, extended illness or other circumstances. Work must be completed by contract deadline dates and can be granted for a minimum of 1 day to a maximum of 20 days per contract.



Credit Recovery. A personalized independent program will be operated in an elective block and after school to support students in making up missing projects or exams and completing coursework under the guidance of a designated instructor.

Extended Learning. An enduring research finding is that students learn more when there is more time on task. SEPA Academy will offer a seven-hour school day across the grades, plus extended learning. The school will offer an after school program that provides homework assistance, tutoring, and extracurricular enrichment, as well as athletics. A Saturday school program will provide additional time to support learning on Saturdays, and a summer school program will support both remediation and acceleration of learning for students, as well as preparation for college.

Serving English Language Learners. To address the needs of English Learners, SEPA will use a Structured English Immersion Program for English Learners below reasonable fluency in English, which provides students with specialized English Language Development (“ELD”) instruction and access to the core curriculum using methodologies such as specially-designed academic instruction in English (“SDAIE”) with primary language support as needed.

Serving Special Needs Students. SNS has been authorized to operate as its own Local Educational Agency within the San Mateo County Special Education Local Planning Area (“SELPA”) with regard to the provision of the special education services, and expects to continue this role with the new SEPA Academy. In this capacity, SNS is solely responsible for identifying, assessing, and serving students who qualify under IDEA, applicable state law, SELPA policies and procedures, and each student’s Individualized Education Program (“IEP”).

All children will have access to SEPA Academy and no student will be denied admission due to disability. SNS meets its “child find” obligations by ensuring that enrollment packets provide questions to determine if a student has an existing Individual Education Plan (IEP) or a 504 Plan, or if parents have any concerns regarding potential eligibility.

Parent and teacher observation, supported by the Special Education Coordinator, School Psychologist, and Student Study Team (SST) identifies any student who may require assessment for eligibility. The special education team:

- Provides assessments and assessment plans in accordance with timelines specified by state and federal law;
- Informs all teachers of modifications/accommodations required by a student’s IEP to ensure implementation of the best strategies to support student learning; and
- Holds IEP team meetings in accordance with the timelines and procedures specified in state and federal law.

SNS provides parents with their Parent’s Rights and Responsibilities form as required by law and encourages parents/guardians to raise concerns or issues. The Special Education Coordinator responds to issues that are raised by parents. The Chief Executive Officer, as the Uniform Complaint Officer, addresses concerns received under the Uniform Complaint Policy.

SNS will use an integrated model of services, augmented with pullout services as required by a student’s IEP. The IEP teams will use a strengths-based approach, maximizing the home-school connection and effective collaboration with general education teachers. Consequently, to meet the learning needs of our special education students, the special education staff will

meet with general education staff in order to create necessary accommodations and/or modifications for students. Differentiated instruction is used to promote individual growth toward achieving grade level content standards and standards-based IEP goals. Professional development will support all teachers in providing accommodations and modifications in the classroom to better address the learning needs of all students. As a member of the San Mateo County SELPA, SNS complies with the SELPA's procedural handbook, posted on the SMCOE website.

Serving Students with 504 Plans. SNS recognizes that each child must have equal access to educational opportunity and that any student who has a disability that impacts the student's education is eligible for accommodation. As a part of the referral process, the Student Study Team will initiate the necessary steps to convene a 504 team, including the parent/guardian to review the student's existing academic, social, and behavioral records. If the student is found to have a disability under section 504, the team is responsible for determining what accommodations or services are needed to ensure that the student receives a free and appropriate public education. A copy of the student's written 504 plan will be provided for all teachers, parent/guardian, and team participants. A copy will also be maintained in the student's file. Each student's 504 plan is reviewed once a year to determine the appropriateness of the plan, needed adjustments to the plan, and continued eligibility.

#### *Parent Partnerships and Community Linkages*

Research demonstrates that parent involvement is critical to students' school success. At SNS, we believe that school professionals must reach out to parents, ensure that they feel welcome and that any obstacles to communication and understanding are overcome. We seek to include them in decisions about their children's education so that parents and teachers can work as a team.

Teachers and administrators have built bridges to a variety of community agencies and organizations as well as businesses located in the community. This has made it possible for high school students to engage in community service activities and internships.

Among the supports for parent involvement in the educational process are the following:

Narrative report cards. One of the ways SEPA Academy will keep parents/guardians informed is by means of a narrative report card. This card offers detailed information about children's academic development in relation to specific skills and standards—letting parents know what their children are working on at school and what they need to learn next—and a range of other indicators such as attendance and tardiness. In addition, each teacher will ensure that parents understand the assessments that are being used to monitor student progress, and that they are also knowledgeable of and comfortable with activities that they can do at home to support their child's learning.

Academic and social supports. Student-led conferences will provide the opportunity for families to be involved in their student's education. Parents will be consulted in a timely manner in the event that their child is considered for any support services, and they will be kept informed of both the progress that their child makes and any problems that are encountered. Care is taken to ensure that communications with the family are sensitive to family culture and language needs.

Parent education. Many parents would like to help their young children with homework

but may not always know how. We will work with parents to understand their needs in this regard. Staff will then organize workshops to support parent participation in homework, opportunities to be meaningfully engaged in their child's classroom, and other group activities and events that are intended to bridge this gap. The monthly parent meetings also include the English Learner Advisory Council so that parents can become partners in decision-making. (See Appendix B for Master Plan for English Learners).

Referrals and assistance. SNS works with community agencies to learn about the services that exist in the neighborhood for children and families and make personal connections with specific individuals at the agencies. A full-time social worker on the SNS staff has facilitated this work. SEPA Academy will continue to provide this kind of support. In this way, if parents need a referral for themselves or their children, we can direct them to a specific person to ensure that there is responsiveness and follow-up.

### *Professional Development*

In addition to being a strong school for students, SEPA Academy will be a professional partner school for Stanford students who enroll in the School of Education's teacher certification programs. Currently the Stanford University School of Education operates the Stanford Teacher Education Program ("STEP"), and a number of STEP students have been placed with SNS for their student teaching since the schools opened. A professional partner school relationship also exists between STEP and Sequoia High School, and student teachers are placed in other SUHSD schools. As we develop a more comprehensive partnership with SUHSD, we will work with the School of Education to encourage their placement in these schools. In these ways, SNS can help to develop a continuous pipeline of new, well-prepared teachers for SUHSD and other diverse school districts that need excellent teachers.

### **III. MEASURABLE PUPIL OUTCOMES IDENTIFIED FOR USE BY THE SCHOOL**

*Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Education Code Section 47605(b)(5)(B).*

SEPA Academy seeks to graduate students who possess the academic and personal habits desired of an educated citizenry: intellectual curiosity, analytic ability, creative expression, social responsibility, moral reasoning and, empathetic action. In this pursuit SEPA Academy students will be assessed for their abilities:

- To communicate clearly – orally, in writing, and through graphical representations and the arts;
- To be literate in letters, numbers and the arts;
- To use technology-based methods of acquiring and communicating information;
- To think logically and solve problems;
- To apply scientific skills and consume scientific data critically;
- To apply the knowledge, concepts, principles and themes embedded in the social studies;

- To become responsible citizens who are diligent, personally responsible, and responsive to the needs of others, and who engage in community improvement activities within and beyond the school.

These desired outcomes are translated into measurable objectives in several ways:

#### **Academic Achievement Based on California State Standards**

- Performance and growth by proficiency level for all students and each subgroup of students on California standards tests in ELA, math, social studies, and science
- Performance by pass rate and proficiency level for all students and each subgroup of students on the CAHSEE in ELA and mathematics
- Performance and growth by proficiency level of English Learners in listening, speaking, reading, and writing on average every year as measured by the CELDT.
- Rate of student re-designation as Fully English Proficient (RFEP).

#### **Performance Assessment, Graduation, and Other Indicators**

- Performance and growth on SNS writing rubrics.
- Performance on exhibitions in mathematics, ELA, science, and social science.
- Proficiency rates and growth on SEPA Academy habits rubric evaluating: personal responsibility, social responsibility, critical and creative thinking, communications, and applications of knowledge.
- Number of students taking and passing A-G courses (analyzed by course area)
- Number of students taking and passing Early College courses
- Attendance rates
- Rates of suspension and expulsion
- Graduation rates
- Rates of admission to 2- and 4-year colleges

#### **IV. METHOD FOR MEASURING PUPIL PROGRESS IN MEETING PUPIL OUTCOMES**

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C).*

The academic program at SEPA Academy will be based on state standards in the disciplines and reinforced by an accountability system that assesses learning and modifies teaching plans so that all students can achieve at high levels. We believe that a variety of assessments are essential to understanding *how* students are learning, as well as *what* they know. These include

State and other legally required tests, as well as the dynamic and performance assessments described earlier.

Performance assessments use common benchmarks and rubrics. The data collected from these assessments will be used to guide instruction and inform students and parents regarding the level of student performance, progress, problems, and program evaluation.

#### Measured and Recorded on a Daily Basis and Analyzed Monthly

- Student attendance
- Student tardiness

#### Measured, Recorded, and Analyzed on a Semester Basis

- Student progress on MAP and other benchmark assessments
- Student progress toward senior portfolio and grade level exhibition completion
- Student course enrollment and grades
- Student performance on SEPA Academy “habit” rubrics
- Enrollments, grades, and credit accrual in Early College courses
- Number and length of student suspensions
- Participation in after-school activities

#### Measured, Recorded, and Analyzed on an Annual Basis

- Proficiency rates and levels of performance on state CST tests, CAHSEE, and CELDT
- Advanced Placement test scores, where appropriate
- Exhibition performance, by performance level
- Promotion to next grade
- Redesignation of EL Learners
- Number of students/families who return to the school each year
- API Score and Ranking (state target for API growth)
- Overall satisfaction and feedback from students, teachers, and parents, as determined by annual surveys

#### Measured and Recorded on an Annual Basis

- Graduation / drop-out rate
- Continuation and transfer rates
- Admissions to college and other postsecondary programs

## **V. GOVERNANCE**

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

### **Legal Status**

SEPA Academy will be an independent charter school governed by the Stanford Schools Corporation, a California non-profit public benefit corporation with 501(c)(3) tax-exempt status under the Internal Revenue Code. Its legal status is consistent with the California Charter School Act and the Nonprofit Public Benefit Corporation Law. SNS will continue to be governed pursuant to the Articles of Incorporation and adopted bylaws, as may be subsequently amended and will comply with all federal, state and local laws applicable to its operation. It will retain its

own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers' compensation, and unemployment insurance policies.

Pursuant to California Education Code Section 47604(c), SUHSD shall not be liable for the debts and obligations of a 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 SUHSD has complied with all oversight responsibilities required by law.

Attached, as Appendix C, are the Articles of Incorporation and bylaws. The Conflict of Interest Policy is available in the Personnel Policy Handbook.

## **Board of Directors**

As provided in the current bylaws, the Stanford Schools Corporation Board of Directors consists of thirteen (13) members, appointed as follows:

- The President of Stanford University designates six (6) individuals to serve as directors, three of whom must be employees of Stanford University;
- The Chair of the Board of Trustees of Stanford University is entitled to designate one (1) individual to serve as a director. (If the Chair does not designate an individual, the President of Stanford University designates one (1) additional director);
- The Dean of Stanford University's School of Education (or comparable office) or her/his designee, serves as a director, or has the power and right to designate an individual to serve as a director in her or his place;
- The Stanford University faculty member appointed as the sponsor of the secondary school program serves as a director;
- The chartering district will designate one individual to serve as a director (customarily the superintendent);
- The Parent Advisory Council designates one individual to serve as a director.
- The Board designates two (2) at-large members from the community, one of whom will be an employee of Stanford University.

The principal is included as an *ex officio* member of the Board. The bylaws provide for staggered terms for directors to provide continuity of leadership. (Bylaws are included in Appendix C.) Meetings of the Board are held quarterly; officers are elected annually, with the Dean of the School of Education serving as Board Chair and President.

The Board of Directors delegates day-to-day operations to its management employees, but is responsible for approving an annual budget, facilities plans, and senior personnel appointments; overseeing compliance with all applicable federal, state, and local laws and district guidelines and requirements for charter schools; and approving school policies, including those that affect human resources and collaborative improvement projects involving faculty from SNS and Stanford University.

## Board Committees

Consistent with its bylaws, the Board of Directors has created standing and *ad hoc* committees to undertake specific tasks, exercising the delegated authority of the Board. (Limitations on the authority of committees and identification of specific actions that may only be taken by the full Board are described in the bylaws.) Current committees include an Audit Committee, Finance Committee, and Executive Committee.

The Executive Committee meets monthly, and consists of the Board President (Dean, School of Education), Board Treasurer, Faculty Sponsor, and one additional Board member. Committee members will be appointed by the full Board, as provided in the bylaws, and authorized by resolution designating specific duties and authorities. In general, the Executive Committee will have delegated authority to act on behalf of the Board with the exception of specific high-level actions (as specified in the bylaws, included in Appendix C). These exceptions include, but are not limited to the following: approval of the annual budget, appointment of senior management personnel, actions incurring substantial liability, major policy decisions, repeal or amendment of prior Board resolutions, appointment of Board or committee members, fixing of director compensation, approval of self-interested transactions, creation of committees, amendment of the bylaws or any other action that requires approval of the Board pursuant to applicable state or federal law.

The faculty sponsor chairs a school Council on Policy and Research. Its role is to provide guidance on the schools' ongoing design, development, and improvement efforts. The Council meets monthly and includes at least two and no more than three faculty or staff members of Stanford University, and at least two and no more than three teachers from the school, as well as the principal and Chief Executive Officer.

The Council serves as a forum for discussion of major school policies in the areas detailed below, and advises the Board on those policies that require review and approval by the Board of Directors or its Executive Committee. For example, the Council recommends to the Board of Directors a candidate or candidates for school leadership positions, and reviews and advises on policies related to staff hiring, benefits and compensation, curriculum and graduation requirements, school organizational design, and school disciplinary policies, including conditions for student suspension or expulsion. The Council also:

- Reviews and approves research and other activities initiated by Stanford faculty or students, or research initiated within the school or by some other organization;
- Monitors research and development activities (e.g., ensuring cooperation between researchers and practitioners, ensuring completion and submission of summaries of results, keeping a record of all activities); and
- Reviews and approves other requests from Stanford, e.g., for internships.

An integral role of the Council is to provide a means by which members of the school faculties can be involved in identifying needs and problems and developing solutions. School representatives to the Council will ensure coordination with site-based decision-making structures at the schools and solicit and receive recommendations from the faculty about areas in which the Council makes policy.

## **Parent Involvement**

Stanford New Schools will continue to encourage all groups to participate in and share responsibility for the educational process and educational results. The school will maintain a School Site Council (“SSC”) that includes parents, students, and members of the community, as well as faculty and staff, to make recommendations to the school principal. The school advisory council will continue to participate in reviewing parental and community concerns. The principal is responsible for communicating all SSC policy recommendations to the Council on School Policy and Research.

In addition, the school has an individual on staff serving in the capacity of parent liaison. In addition to convening SSCs meetings, she or he facilitates communication with parents and community leaders in a variety of forums.

Other current and continuing opportunities for parent involvement include:

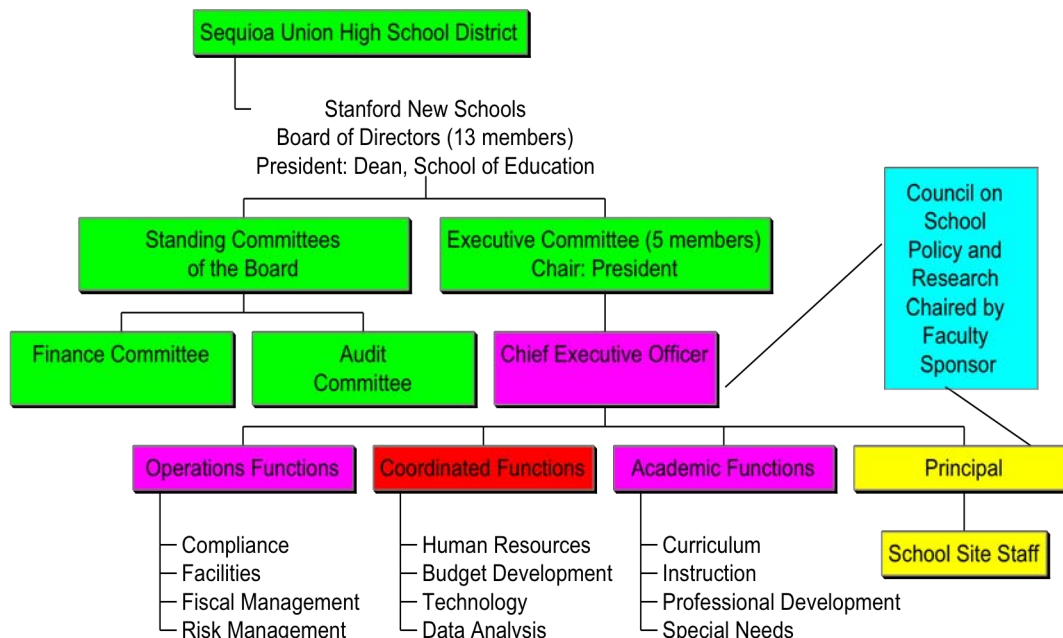
- Board representation - a parent and an East Palo Alto community representative sit on the Board of Directors.
- Parent meetings – monthly parent meetings (formal and informal) provide opportunities for raising ideas for school improvement.
- Student-led conferences - parents, students, and teachers meet at least twice a year to plan and assess the students’ learning progress and determine goals.
- Exhibition panels – parents, volunteers and community leaders may sit on exhibition panels to judge student work.
- Parent workshops – workshops on issues of interest to families, and meetings with local organizations and government agencies have been organized in response to identified needs.
- School and staff surveys – parents fill out a survey each year identifying strengths and weaknesses.
- Volunteer opportunities – parents and community members have the opportunity to assist in classrooms, lead extra-curricular activities, assist in event planning, attend field trips (including college visits), and serve on parent committees.
- Fundraising – parents and community members work with the school to raise additional resources to support students and the school program.
- Advocacy – parents and community members communicate the school design and outcomes to the public, educators, and policy makers and advocate for necessary policies and resources.



## Organizational Chart / Management Structure

SNS's organization chart includes a Chief Executive Officer (CEO) reporting to the Stanford

### Proposed SNS Governance and Management Structure



School of Education Dean/Board President through the faculty sponsor. School principals report to the CEO, along with support staff for technology, special programs, payroll and payables.

## VI. QUALIFICATIONS TO BE MET BY INDIVIDUALS EMPLOYED BY THE SCHOOL

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

### Qualifications

SNS will continue to recruit professional, effective, and qualified personnel to serve in administrative, instructional support, and non-instructional support capacities. We believe that each employee plays a key role in creating a successful learning environment. We will recruit qualified employees throughout the organization.

#### *For All Employees*

Selection and appointment of SNS staff members will continue to be the exclusive prerogative of SNS. Persons who work SNS will be selected, employed, and released by SNS, which will set the terms and conditions of employment.

SNS will not discriminate against any applicant on the basis of his/her ethnicity, sexual orientation, race, creed, color, national origin, age, gender, disability, or any other basis prohibited by law. To ensure the highest quality candidates, SNS will advertise positions broadly

and conduct a thorough selection process. The Board of Directors will be involved in the selection process for the Principal and CEO. All other employees will be hired through delegation of the Board's authority and consistent with SNS policies.

All employees will be screened as described in the section on health and safety, below, and will satisfy the expectations for all employees described in the SNS Personnel Policy. Employees will meet specific qualifications for employment as outlined in their job descriptions.

### *Instructional Leaders*

Instructional leaders at SNS, including CEO, central administrative personnel, principals, vice principals, and other personnel directly supporting the educational program will possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. They will possess skills in hiring and supervising excellent teachers, technological and data-analysis experience, and if possible, business experience. An administrative credential is encouraged but not required for these positions. A bachelor's degree is required at a minimum.

Instructional leaders at SNS will endeavor to maintain and improve their professional competence by all available means, including, but not limited to, joining and participating in appropriate local, state, and national educational associations and their activities, as well as workshops, visitations, and meetings.

### *Teachers*

Teachers will meet all requirements for employment set forth in applicable provisions of law, including California credential requirements as applicable to charter schools. The educational and skill level qualifications and job descriptions of teachers to be employed in the schools will meet the goals as outlined by the educational program.

No firm offers of employment will be made until the candidate's credential status has been confirmed by SNS human resources personnel, in consultation with the credential specialist at the San Mateo County Office of Education ("SMCOE"), and all needed documentation has been received. Special scrutiny will be given to the credential compliance and documentation of teachers who received their credentials from states other than California. Credential status and documentation will be re-confirmed before the start of school to ensure class assignments are in alignment with valid credentials. Specific qualifications include:

- In accordance with Education Code Section 47605(l), possession of a clear or preliminary California Teaching Credential or other California Commission on Teacher Credentialing document equivalent to that which a teacher in other public schools would be required to hold;
- Meet the highly qualified requirements of the No Child Left Behind Act;
- Dedication to putting in time, energy, and effort in developing the school's program;
- Commitment to working with parents as educational partners;
- Willingness to become a learner as well as teacher/coach in the school;
- Knowledge of or willingness to become knowledgeable about the developmental needs of our students;
- Sensitivity to social as well as academic needs of the students;
- Willingness and ability to plan cooperatively with other teachers;

- Willingness to be trained in the use of different curricula, instructional strategies and technologies in the classroom;
- Willingness to be an active participant in staff meetings;
- Willingness to work closely with the Student Study Team coordinator by providing any information regarding a student's behavior change, attitude, and/or classroom performance;
- Willingness to work with Stanford University faculty and students on research and development activities;
- Willingness to take a leadership role in some aspect of the school's development; and
- A strong knowledge of their personal strengths and weaknesses, and a willingness to continue education through additional courses and training, workshops, seminars, and staff development.

As a professional development site, the Stanford New School can provide a fast career path for educators with aspirations for professional advancement. Expanded leadership opportunities include but are not limited to: lead teacher, coach, curriculum specialist, vice principal, principal, and other roles. All teachers will be encouraged to pursue National Board Professional Certification within their first five years of work at their school.

### **Compensation and Benefits**

SNS seeks to provide its employees with a fair and reasonable package of wages and benefits comparable to that provided by neighboring districts. Employees of SNS are invited to participate in decision-making regarding employee compensation and benefits through a forum known as the Salary and Benefits Committee. Formed in late 2006, the Salary and Benefits Committee includes representatives from credentialed and classified positions, along with the school principals and CEO. The work of the Salary and Benefits Committee has produced a clear compensation plan document setting out key principles; simple, yet flexible, teacher salary schedules; agreements on annual modifications to health and welfare benefits; and proposals for positions with stipends. SNS expects the Salary and Benefits Committee to continue to address issues of compensation and benefits in a collaborative fashion throughout the next charter term.

### **Employee Representation**

For purposes of the Education Employment Relations Act, all employees are the employees of the charter school for public employment purposes and are not the employees of SUHSD or any other local educational authority or governmental entity.

## **VII. PROCEDURES TO ENSURE HEALTH AND SAFETY OF PUPILS AND STAFF**

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

In order to provide safety for all students and staff, SNS will continue to update, adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. During its first charter term, SNS has experienced no major injuries or insurance claims, and has no pending litigation.

**a. Procedures for Background Checks**

SNS will continue to require employees and on-site independent contractors to submit to a criminal background check and furnish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Volunteers who work at the SNS sites and outside of the direct supervision of a credentialed employee will also continue to be fingerprinted and receive background clearance prior to working with students. The COO/CEO will monitor compliance with this policy and report to the Executive Committee regularly.

**b. 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. All staff will be provided with a copy of SNS' Child Abuse Prevention Policy every year to remind them of their reporting obligations, and will acknowledge receipt of the policy in writing.

**c. Tuberculosis Testing**

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406. This requirement is also applied by SNS to substitute teachers, temporary staff and regular volunteers.

**d. Immunizations**

All enrolled students and staff will continue to be required to provide records documenting immunizations as is mandated at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

**e. Medication in School**

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

**f. Vision, Hearing and Scoliosis Screening**

Students will continue to be screened for vision, hearing and scoliosis. SNS will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

**g. Emergency Preparedness**

SNS will continue with implementation, testing and updating of its emergency preparedness plans drafted specifically to the needs of the school site. This plan includes, but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

**h. Blood-borne Pathogens**

SNS will meet state and federal standards for dealing with blood-borne pathogens and other

potentially infectious materials in the work place, including development of a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

SNS staff members are given updated instruction on blood-borne pathogens as part of their periodic first aid and CPR training, offered both to new employees and those needing to renew their first aid certification. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

**i. Drug Free / Alcohol Free / Smoke Free Environment**

SNS will continue to operate its schools and other offices as drug, alcohol and tobacco free workplaces.

**j. 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 as adopted and enforced by the local building agency. SNS will 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. Fire drills will be conducted monthly.

**k. Comprehensive Sexual Harassment Policies and Procedures**

SNS is committed to providing schools and workplaces that are free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. SNS has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment (including employee to employee, employee to student, and student to employee misconduct) that is found in the personnel policy. In addition, training in sexual harassment prevention is required for all management personnel of SNS within 6 months of hiring, and again every two years. Training is provided through an individualized, interactive on-line course developed by a state-approved provider (LawRoom). Misconduct of this nature is very serious and will be addressed in accordance with the sexual harassment policy.

**l. Additional Insured**

The charter school agrees to purchase premises liability insurance and will name as “additional insured” those legal entities identified by SUHSD.

**VIII. NON-DISCRIMINATION**

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

Pupils will be considered for admission without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion,

sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). SNS will continue to strive to ensure that the student population is reflective of the general population residing within the East Palo Alto and East Menlo Park communities and the territorial jurisdiction of SUHSD. We will monitor the racial and ethnic balance among students on an annual basis and engage in a variety of strategies to achieve and maintain a racially and ethnically diverse student population. These strategies will include but not be limited to:

- Enrollment timeline and process that enables a broad-based recruiting and application process;
- Outreach efforts via neighborhood groups, community organizations, churches, and other leadership organizations; and
- Marketing brochures and/or public service advertisements targeted toward diverse populations and in languages reflective of the community.

The pool of those admitted should reflect the pool of those who applied for admission because the public lottery will be random. To date, the data on demographics of SNS students is consistent with the general profile of East Palo Alto. SNS does not expect any change in student demographics in the next charter term, as it continues to be dedicated to serving the East Palo Alto community.

## **IX. ADMISSION REQUIREMENTS**

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

SNS will continue to apply the following admission requirements:

- Students will be considered for admission without regard to ethnicity, national origin, gender, disability, achievement level, or any other prohibited classification or any other characteristic described in Education Code Section 220. The schools are open to *all* students.
- Admission shall not be determined according to the student's place of residence, or that of his or her parent or guardian, within the state of California, except as provided in Education Code Section 47605(d)(2).
- If the number of students interested in attending the schools exceeds capacity, attendance, except for existing students, will be determined by a public random drawing ("lottery"), which will be held in accordance with the requirements of Education Code Section 47605(d)(2)(B).
- Admission preference in the case of a lottery shall be given to siblings of students currently enrolled in the high school.
- Admission preference in the case of a lottery shall be given to children of school staff, so long as this does not discriminate against any protected classes of individuals.
- Based on the lottery, a wait list will be kept. As openings become available, enrollment will be offered to those on the charter school wait list in the order established by the lottery, provided the student is otherwise willing and able to fill the vacancy in a timely fashion.
- Admission tests will not be required; however, assessments will be administered and observations made to determine individual instructional programs once students are

admitted. These tests will serve as diagnostics of each student's knowledge and skill in reading, writing, and mathematics.

- Based on research that shows the positive impact of parental involvement on student achievement, SNS will strongly encourage and support parental involvement but will not require a specific level of parent participation as a condition of enrollment.

## **X. ANNUAL FINANCIAL AUDITS**

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

### **a. Annual Audit**

An annual fiscal audit, as required by Education Code Sections 47605(b)(5)(I) and 47605(m), has been and will be conducted by an auditor with experience in education finance. The books and records of SNS will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide. The auditor will have, at a minimum, a CPA and educational institution audit experience, and be approved by the State Controller as an educational audit provider (as shown on its published list). 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 auditor will be selected and the audit supervised by the Audit Committee of the Board of Directors, and the Chief Executive Officer will forward a copy of the audit report to representatives of SUHSD, the San Mateo County Office of Education ("SMCOE"), the State Controller, and to the CDE by the 15<sup>th</sup> of December of each year, as required by law. The Board of Directors will resolve audit exceptions and deficiencies in a timely fashion and communicate its actions to SUHSD, SMCOE and the State.

### **b. Public Funding**

The Stanford New School will receive funding pursuant to provisions in the California Education Code.

### **c. SUHSD's Oversight Responsibilities**

As provided in the Charter School Law, SNS anticipates that SUHSD will provide and/or perform the required supervisory oversight tasks and duties for a fee based on actual costs, not to exceed one percent unless SUHSD provides a substantially "rent free" facility, in which case the fee shall be capped at three percent of the average daily attendance funds provided to SNS pursuant to the terms of the Charter School Act.

SNS will separately purchase administrative or other goods or services from SUHSD or other vendors. The specific terms and cost of administrative or other goods or services purchased from SUHSD will be contained in the separate, written MOU.

#### **d. Budget and Fiscal Management**

SNS prepares and submits an annual budget, along with a first interim, second interim, and estimated year-end actuals report for SUHSD and SMCOE as required by law and regulation. The budget will be submitted in a timely manner to meet state requirements for budget submissions. Information is provided in formats employing the SACS system, and dividing revenues and expenses between restricted and unrestricted categories. Reports are generated from SNS's accounting system, which is set up in QuickBooks On-Line to provide continuous real-time access to budget and expenditure information to key management personnel. (The SNS chart of accounts is designed to be compatible with SACS in its use of object and resource codes.)

The budget development process and fiscal management practices are described in detail in the SNS Fiscal Policy, which is attached in Appendix D. Also provided in Appendix D is a three-year financial projection.

### **XI. PROCEDURES BY WHICH PUPILS MAY BE SUSPENDED OR EXPELLED**

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

The current SNS Student Suspension and Expulsion Policy is provided in Appendix E to this petition. The policy adheres closely to the procedures identified in the California Education Code, with minor modifications appropriate to the school's programs and charter school status. All procedures ensure students and their families of due process of law, and incorporate additional procedures required under federal law for students with special needs. The policy provides that all decisions on expulsions are to be made by the Executive Committee of the Board of Directors, with a right of appeal to the San Mateo County Board of Education. The policy will be periodically reviewed and may be amended, in consultation with students, parents, and staff. SNS will notify SUHSD of any expulsions.

### **XII. PROVISIONS FOR EMPLOYEE RETIREMENT COVERAGE**

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

All employees of SNS who qualify for membership in the State Teachers' Retirement System (STRS) (including teachers and other qualified certificated employees) will continue to be covered under that system. Other eligible employees are and will be enrolled in the Public Employees' Retirement System (PERS). All non-STRS members will also contribute to federal social security. Employees will contribute at the rates established by STRS and PERS, respectively. SNS also makes available a 403(b) plan to all staff on a voluntary basis, although SNS currently does not contribute to the 403(b). The CEO, through the Payroll Administrator, manages payments and reporting for STRS, PERS and the 403(b) plans. (STRS reporting and payments are handled through the SMCOE.) SNS will continue to make all employer contributions as required by STRS, PERS and the federal social security system. SNS will also continue to make contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer under applicable law. At this time, SNS payroll is handled through an on-line service of ADP. The accuracy and timeliness of payroll



processing and reporting has steadily improved over the initial charter term and SNS' auditors have identified no current concerns.

In the event of a change of law or the administration of STRS or the federal social security system, SNS will fully comply with such legal and/or administrative changes. Modifications to this charter pursuant to such changes shall be deemed administrative amendments and shall not be considered "material revisions" requiring approval pursuant to Education Code § 47607(a)(1), or as may be amended.

### **XIII. ATTENDANCE ALTERNATIVES**

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

No student may be required to attend the charter school. Students who do not choose to attend an SNS program may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. The parent or guardian of each student enrolled in the charter school shall be informed that the student has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the Local Educational Agency.

### **XIV. RETURN RIGHTS OF EMPLOYEES**

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

No public school district employee shall be required to work at SNS. SNS will work collaboratively with SUHSD and its professional associations regarding "return rights" of current school district employees who become employees of SNS. It is the goal of SNS that such employees may retain rights to return to SUHSD per the Articles addressing Leaves of Absence in the Master Agreements with the professional organizations in effect at the time the employee is on leave to SNS.

### **XV. DISPUTE RESOLUTION PROCESS**

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

SNS is committed to resolving all disputes amicably through a process of collaboration and principled negotiation. If a dispute arises under this charter petition, the SUHSD and SNS/SEPA agree to first try to resolve the dispute with the help of a mutually agreed-upon licensed mediator in the San Francisco Bay Area. Any costs and fees, other than attorney fees, associated with the mediation shall be shared equally by the parties. The parties agree that the jurisdiction of any further action lies in state court in San Mateo County.

## **XVI. EMPLOYEE REPRESENTATION**

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

For the purposes of the Educational Employment Relations Act (“EERA”), the Stanford Schools Corporation (dba Stanford New Schools) is deemed the exclusive public school employer of the employees of the charter school. SNS recognizes the employees’ right under the EERA provisions to organize for collective bargaining.

## **XVII. PROCEDURES TO BE USED IF THE CHARTER SCHOOL CLOSES**

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

In the event that SNS closes its school programs and does not continue operating under this charter or a different charter, the following procedures, which are adapted from the procedures recommended by the California Department of Education (CDE), shall be utilized to conduct a final audit and 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. In the event of a closure, notification to all parties will be made with as much anticipation as possible in order to meet student needs and ensure a smooth transition.

- Documentation of Closure Action: Closure of the charter school will be documented by official action of the SNS Board of Directors (i.e. board resolution.) The decision to close the charter school for any reason will be documented by an official action of SUHSD. The action will identify the reason for the closure (i.e., whether the charter was revoked, not renewed, or closed voluntarily) and the effective date of the closure. The official action will also identify an entity or person(s) responsible for closure-related activities.
- Notification: Notification to the California Department of Education and the County Office of Education, the San Mateo County Special Education Local Planning Area (SELPA), and the retirement systems in which the charter school’s employees participate (i.e. STRS/PERS and federal social security). The notification of closure shall include:
  - The effective date of closure;
  - The name(s) and contact information for the person(s)/entity 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.
- SUHSD Notice: SUHSD will send a notice of the charter school closure to the Charter Schools Unit at the CDE and to the San Mateo County Office of Education. The notification will include the following information:
  - School name, charter number, and CDS code;
  - Date of closure action;
  - Effective date of the closure, if different; and

- Reason for the closure.

Note: If the charter is revoked pursuant to Education Code Section 47604.5 or revoked or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that the charter school is being closed, but not revoked.

- Notification to parents and students: Parents and students of the charter school will be notified as soon as possible when it appears that school closure is imminent. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records. Parents will also be provided with a certified packet of student information that may include the closure notice, grade reports, discipline records, immunization records, and other appropriate information. For students in grades 9-12, the information will include specific information on completed courses and credits that meet graduation requirements and college entrance requirements.
- Notification to receiving districts: In the event that students reside outside the boundaries of SUHSD, the charter school will notify each school district that is responsible for providing education services so that the receiving district may assist in facilitating student transfers.
- Student and school records retention and transfer: SNS will facilitate the timely transfer of student records to each student's district of eligibility or school to which the student will transfer. All transfers will be made in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g. SNS, SUHSD will assist parents in the transfer of their students to other appropriate schools. In the event that SNS is unable to transfer student records for any reason, SNS will maintain them in a safe and secure location and will provide authorized SUHSD employees with access to these records. SNS will maintain all school records, including financial and attendance records, for a reasonable period after the charter school closure.
- Financial closeout: SNS will have an independent audit of the charter school completed within six months after closure. This may coincide with the regular annual audit of the school. The purpose of the audit is to determine the net assets or net liabilities of the charter school. The audit will include an accounting of all charter school assets, including cash and accounts receivable and an inventory of property, equipment, and supplies. The audit will also include an accounting of all charter school liabilities, including any accounts receivable, loans, and unpaid staff compensation. It may also include any reductions in apportionments as a result of audit findings or other investigations. The audit will also assess the disposition of any restricted funds received by or due to the charter school. The cost of the audit will be considered a liability of SNS. In addition to this final audit, SNS will also submit any required year-end financial reports to the CDE and SUHSD in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.
- Reports: SNS will complete and file any annual reports required pursuant to Education Code Section 47604.33.

- Dissolution of assets: Upon completion of the final audit, SNS will develop a plan for the repayment of any liabilities, or the disbursement of any remaining assets or liabilities of the charter school. To the extent feasible, and as allowed by law, any assets will be liquidated to pay off any outstanding liabilities and any remaining restricted assets, such as grant funds and restricted categorical funds, will be returned to their source. This plan will be forwarded to SUHSD as soon as possible. If the Stanford Schools Corporation is not operating and does not plan to continue operating Stanford New Schools or any other schools, and is otherwise no longer serving the purpose for which it was established, the corporation will be dissolved and its net assets will be transferred according to its Articles of Incorporation and bylaws.
- Funding: These close out procedures shall be funded by the reserve funds maintained as shown in the attached budget, included as Appendix D.

## **XVIII. IMPACT ON CHARTER AUTHORIZER**

### **a. Facilities**

For the 2012-13 school year, SNS has discussed with SUHSD the potential use of the facility currently under construction at Myrtle Street in East Palo Alto when it is available for occupancy and SUHSD's obligation to house Aspire's Phoenix Academy there temporarily has been met.

### **b. Administrative Services**

SNS does not expect to use SUHSD administrative services, other than those services associated with SUHSD's obligations for supervisory oversight. SNS will be responsible for all of its own personnel salary and benefit plans, provisions, and costs, as well as services such as payroll, accounting, and purchasing. In the event that any administrative services are to be provided by the SUHSD in the future, the specifics will be agreed to in a Memorandum of Understanding between SNS and SUHSD, with appropriate compensation to SUHSD.

### **c. Special Education**

SNS currently functions as an LEA for purposes of providing special education services and is a full member of the San Mateo County Special Education Local Planning Area ("SELPA"). It will seek to continue this status under the new charter. Responsibility for the education of individual students will remain with SNS, and the responsibility for ensuring SNS's compliance with special education requirements will remain with the SELPA.

### **d. Potential Civil Liability Impacts**

Stanford Schools Corporation, a 501(c)(3) nonprofit public benefit corporation, is responsible for matters of civil and financial liability resulting from the operation of the charter school. Pursuant to and in accordance with California Education Code Section 47604(c), SUHSD shall not be liable for the debts or obligations of the school, or for the claims arising from the performance of acts, errors, or omissions by SNS. Any such liability shall be the responsibility of Stanford Schools Corporation as operator of SNS.

SNS assumes the above responsibilities and will continue to purchase and maintain general liability, property, workers' compensation and unemployment insurance policies sufficient to insure against any such reasonably foreseeable liability. The amount and kinds of coverage may be specified in the MOU between SNS and SUHSD. (SNS currently obtains insurance through the California Charter School Association Joint Powers Authority, in amounts comparable to other charter schools in the state. SNS also has supplemental coverage, and its workers compensation insurance, through its affiliation with Stanford University.) Insurance coverage will be at a minimum of \$1,000,000 per occurrence for Worker's Compensation and a minimum of \$5,000,000 for General Liability. Sequoia Union High School District and the Sequoia Union High School District Board of Trustees will be named as additional insured. Certificates of coverage or other appropriate documents will be provided to SUHSD prior to the beginning of each fiscal year.

SNS shall be responsible for all supplies and equipment that it purchases and, in the event of loss by fire, disaster, or theft, SUHSD shall have no responsibility for such items. Further, SUHSD shall have no responsibility for losses of school student property.

Moreover, SNS will, at its sole expense, to the extent necessary, defend (with counsel of its choosing) and hold SUHSD harmless from claims, demands, or lawsuits arising from debts or obligations of the charter school or the errors, acts, or omissions of the charter school in its operations.

SNS currently has no pending lawsuits and has had no major insurance claims during its first charter term, other than those associated with theft of computer equipment.

## **XIX. CHARTER ISSUES**

### **a. Term of the Charter**

SNS's renewed charter shall, if approved, take effect on July 1, 2012 and expire five years later on June 30, 2017.

### **b. Interpreting the Charter**

All terms of the charter that can be interpreted as within the intent of the California Education Code shall be interpreted in such a manner.

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless otherwise mutually agreed by SNS and SUHSD. SUHSD and SNS agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good-faith fashion, invoking the dispute resolution provisions of their MOU as needed.

### **c. Material Revision of the Charter**

SUHSD must approve material revisions made to the charter pursuant to Education Code Section 47607. SNS may present a petition to materially revise the charter at any time, which petition will be acted upon by SUHSD within 60 days of receipt, unless otherwise agreed by SNS and SUHSD. A petition to materially revise the charter will include a clear statement of the

language to be added, deleted or modified and the reasons for the amendment, along with any updated language required due to laws enacted since the charter was last approved. Revisions of the charter considered to be material include changes in the ages and/or grades to be served, relocation of the school, and delegation of decision-making authority away from the Board of Directors other than as provided in this charter petition and the Board's bylaws.

Changes in the law or regulations related to charter schools occur from time to time. SNS shall fully comply with all such legal and/or administrative changes. Modifications to this charter pursuant to such changes shall be deemed administrative amendments and shall not be considered "material revisions" requiring approval pursuant to Education Code § 47607(a)(1), or as may be amended. These administrative amendments not requiring approval include, but are not limited to, changes in the law or the administration of STRS and/or federal systems.

Changes to the charter that are deemed to be nonmaterial will be made by the Board of Directors, or to the Executive Committee through delegation of authority. SUHSD will be informed regarding any such changes through its representative to the Board of Directors.

#### **d. Revocation of the Charter**

SUHSD agrees to act in good faith to notify SNS in writing of any violation that may result in the revocation of the charter and, if the violation does not constitute a severe and imminent threat to the health or safety of the pupils, to provide a reasonable opportunity to cure such a violation in accordance with Education Code Section 47607(d). In such a situation, SNS and SUHSD shall follow the laws and procedures in the Charter Schools Act.

### **XX.AFFIRMATIONS AND ASSURANCES**

As the authorized lead petitioner and Chief Executive Officer of SNS, I, Kevin Sved, hereby certify that the information submitted in this petition for the granting of a charter to Sequoia East Palo Alto Academy, located within the boundaries of the Sequoia Union High School District, is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school. Further, I understand that if awarded the renewed charter, the charter school:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall maintain its status as a non-profit public benefit corporation under California law, and its 501(c)(3) tax-exempt status under the Internal Revenue Code.
- Shall be deemed the exclusive public school employer of the employees of Stanford New Schools for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- Shall admit all students who wish to attend the school and who submit a timely application, unless the charter school receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process with the preferences as specified in the charter. When all spaces are filled, a wait list will be created and retained for one year, with students admitted from the wait list as openings may occur. Except as required by Education Code Section 47605(d)(2), admission to the charter school shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school in accordance with Education Code Section 47605(d)(2)(C).
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- 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)]
- Shall ensure that teachers in the charter school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage, which will be at a minimum of \$1,000,000 per occurrence for Worker's Compensation and a minimum of \$5,000,000 for General Liability. Sequoia Union High School District and the Sequoia Union High School District Board of Trustees will be named as additional insured.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California

Education Code Section 47605(d)(3)]

- Will follow any and all other federal, state, and local laws and regulations that apply to Stanford New Schools, including but not limited to:
  - Stanford New Schools shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  - Stanford New Schools shall on a regular basis consult with its parents and teachers regarding the charter school's education programs.
  - Stanford New Schools shall comply with any jurisdictional limitations to locations of its facilities.
  - Stanford New Schools shall comply with all laws establishing the minimum and maximum age for public school enrollment.
  - Stanford New Schools shall comply with all applicable portions of the No Child Left Behind Act.
  - Stanford New Schools shall comply with the applicable provisions of the California Public Records Act.
  - Stanford New Schools shall comply with the applicable provisions of the Brown Act.
  - Stanford New Schools shall comply with the Family Educational Rights and Privacy Act.
  - Stanford New Schools shall meet or exceed the legally required minimum of school days.

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## **XXI. APPENDICES**

Appendix A--Teacher Signatures

Appendix B--English Language Learner Plan

Appendix C--Article of Incorporation and Bylaws

Appendix D--Fiscal Policies and Three-Year Budget Projections

Appendix E--Suspension and Expulsion Policy





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## **Proposed Student Suspension and Expulsion Policy for Sequoia East Palo Alto Academy**

### **Introduction**

The Stanford New School aims to prepare children to be responsible citizens who contribute to their community (within the school and beyond) and who develop qualities of caring and self-discipline. The school will work with students and families to provide a safe school environment that provides students with the opportunity for a quality education.

In order to maintain an environment that will prepare students for responsible citizenship, the school will develop and adopt policies and procedures for dealing with student discipline issues, while providing students and parents with a clear set of expectations regarding student behavior. Policies and procedures for suspension and expulsion of students will be generally consistent with the requirements of the California Education Code, with variations that recognize the school's philosophy and governance structure. These policies and procedures will be enforced fairly, uniformly, and consistently without regard to race, creed, color, sex, or any other prohibited classification.

### **Suspension**

*Definition:* Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. For purposes of the procedures described here, suspension does not include a) placement of the student in another classroom where the student may continue to receive instruction or complete school work; or, b) assignment to the jurisdiction of the student's advisor or principal for consultation.

Except in cases where suspension for a first offense is warranted in accordance with this policy or applicable law, the school shall consider suspension from school only when other means have not been successful, or when the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

#### *Authority to Suspend:*

1. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five (5) school days.
2. The Chief Executive Officer or his/her designee may extend a student's suspension pending final decision by the Stanford New School Board of

Directors Executive Committee on a recommendation for expulsion.

3. A student with a special education Individualized Education Plan (IEP) or Section 504 Plan being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP or 504 team meeting. The suspension may also be extended pending final decision by the Executive Committee on a recommendation for expulsion.

### **Jurisdiction**

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance under the jurisdiction of the Stanford Schools Corporation. A pupil may be suspended or expelled for acts that are enumerated in the section and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school sponsored activity.
5. Connected to school attendance or activities in a way that causes the student's act or acts to pose a threat to the maintenance of a safe and productive learning environment.

### **Grounds for Suspension and Expulsion**

The following offenses constitute grounds for suspension and, in cases enumerated below, for expulsion and require police notification if so indicated:

**Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2))

**Weapons, Explosives, Dangerous Objects:** Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (Ed. Code 48900(b)) Notification to police required for students in grades K-12.

**Controlled Substances/Alcohol:** Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed. Code 48900(c)) Notification to police required for students in grades K-12.

**Substances in Lieu of Controlled Substances:** Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with

Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed.Code 48900(d)) Notification to police required for students in grades K-12.

**Robbery or Extortion:** Committed or attempted to commit robbery or extortion. (Ed.Code 48900(e))

**Damage to Property:** Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f))

**Theft of Property:** Stole or attempted to steal school property or private property. (Ed. Code 48900(g))

**Tobacco:** Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed.Code 48900(h))

**Obscenity/Profanity:** Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed.Code 48900(i))

**Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed.Code 48900(j)) Notification to police required for students in grades K-12.

**Disruption/Defiance:** Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. (Ed.Code 48900(k))

**Received Stolen Property:** Knowingly received stolen school property or private property. (Ed.Code 48900(l))

**Imitation Firearm:** Possessed an imitation firearm. (Ed. Code 48900(m)) Notification to police required for students in grades 4-12. *Definition of Imitation Firearm:* a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed.Code 48900(m))

**Sexual Assault/Sexual Battery:** Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed.Code 48900(n)) Notification to police required for students in grades 4-12. *Definition of Sexual Assault:* includes rape, various types of sexual abuse, and lewd

and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.) *Definition of Sexual Battery:* the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4.)

**Harassment of Witness:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed.Code 48900(o))

**Sexual Harassment:** Committed sexual harassment. (Ed.Code 48900.2) *Definition of Sexual Harassment:* an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational environment. *Limitation:* Sexual harassment must be unwelcome to the recipient in order to constitute a violation of Education Code 48900.2. *Limitation:* Only students in grades 4-12 are subject to suspension for sexual harassment.

**Hate Violence:** Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed.Code 48900.3) *Definition of Hate Violence:* the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation."

**Intentional Harassment:** Created a hostile educational environment (Ed.Code 48900.4) *Definition of Intentional Harassment:* engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment.

**Terrorist Threats Against School Officials and/or Property:** Committed a terroristic threat against school officials, school property or both (Ed.Code 48900.7) *Definition of Terroristic Threat:* includes 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 (\$1,000.00), 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, his or her immediate family's safety, the protection of school property, and/or the personal property of the person threatened or of his or her immediate family.

**Hazing:** Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed.Code 32050-32052)

**Vandalism/Malicious Mischief:** Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds. *Note:* Parents can be held financially liable for damages up to \$10,000 and shall also be liable for the amount of any reward not exceeding \$10,000 pursuant to Section 53069.5 of the Government Code (Ed.Code 48904).

### **Procedures in Cases of Suspension**

Step One: The school site principal and/or his/her designee investigates the incident and determines whether or not it merits suspension. Alternatives to suspension are activated where appropriate to the offense and the student's situation. (See section below.)

*Searches:* In order to investigate an incident, a student's attire, personal property, vehicle or school property, including books, desks, and school lockers, may be searched by a principal/principal designee who has reasonable suspicion that a student possesses illegal items, illegally obtained items or other evidence of violations justifying suspension. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or others. *Illegally possessed items shall be confiscated and may be turned over to the police in cases requiring reporting to law enforcement.*

Step Two: If a suspension is warranted and alternatives are inappropriate to the situation or have been ineffective, the school site administrator determines the appropriate length of the suspension (up to five school days).

Step Three: Unless a student poses a danger to the life, safety, or health of students or school personnel, a suspension will be preceded by an informal pre-suspension conference between the principal and student, in which the student shall be informed of the reason for the suspension, the evidence against him, and be given the opportunity to present his or her defense. At the time of suspension, a school employee will make a reasonable effort to contact the student's parents in person or by telephone.

Step Four: School site administrator fills out a Notice of Suspension Form. The parent will be given written notice of the suspension using this form. A copy of this form is also placed in the student's cumulative file at the school site.

If the principal or his/her designee determines, in consultation with the relevant teacher(s) or other affected staff members, that improvement in the student's behavior would be promoted by attendance of a parent or guardian in the classroom during a portion of the school day, the principal or his/her designee may include a requirement to so attend in the Notice of Suspension Form provided to the

parent. Parental attendance may be required on the day the student is scheduled to return to class or within a reasonable period of time thereafter, and the terms of parental attendance, including the date and duration, shall take into account reasonable factors that may prevent compliance with a notice to attend. Parental attendance shall be limited to the class from which the student was suspended and shall include a meeting with the principal or his/her designee after the parent completes the visit and before leaving the school site. Parental attendance shall not be a condition of the student's return to the classroom following the period of suspension determined by the principal or his/her designee. Parents who do not respond to such request shall be contacted by phone and in writing, and measures to improve parental involvement may be included in any student behavior contract subsequently developed for the student.

Step Five: School site administrator determines whether the offense warrants a police report. If so, the police are called as soon as possible. In addition to specific offenses listed under "Grounds for Suspension and Expulsion" that are identified as requiring a police report, school personnel are required to file a report to the police or a legal agency as follows:

- Prior to suspending a student from school for an assault upon any person with a deadly weapon or by force likely to produce great bodily injury. (Ed. Code 48902)
- A non-accidentally inflicted physical injury upon a minor student by another student which requires medical attention beyond the level of school-applied first aid. (Penal Code 11166)
- A non-accidentally inflicted physical injury by any adult upon any minor which requires any medical attention. A report must be made to police or a child protection agency. (Penal Code 11166)
- Actual or suspected sexual abuse or physical abuse of any minor child. A report must be made to a child protection agency. (Penal Code 11166)
- An attack or assault on, or the menacing of, any school employee by a student. (Ed. Code 44014)
- A directly communicated threat by a student or any person to inflict unlawful injury upon the person or property of a school employee to keep the employee from fulfilling any official duty or for having fulfilled any official duty.
- Possession of any controlled substance, drug paraphernalia, alcoholic beverages or intoxicants, including glue containing toluene. Possession of such materials is illegal, and upon confiscation, cannot be retained by school personnel. (Ed. Code 48900(c))
- Acts of school misconduct in violation of court imposed conditions on probation. (Ed. Code 48267)
- Truancy of any student under court ordered mandatory attendance.

Step Six: The school site administrator informs teachers of each student who has engaged in, or been suspected to have been engaged in, any misconduct for which the student can be suspended other than for use and possession of tobacco products. The information must be maintained in confidence for a period of three

years after receiving such notification or from the time the student returns to the school (Ed. Code 49079).

Step Seven: The school administrator may require the student and his/her parent or guardian to sign a contract that states the conditions that the student is expected to meet while at the school. Copies of the signed contract are kept by the school site, by the student and his/her parent or guardian.

#### Appeals Process:

A student or the student's parents/guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her school related offenses.

Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.

After appeal at the school level, if further appeal is desired, the appeal should be made to the Chief Executive Officer or his/her designee, who should provide a written response within fifteen (15) school days. Decisions of the CEO or his/her designee are final.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

### **Alternatives to Suspension**

Alternatives to suspension are used where practicable. This section does not apply if the article requires suspension or expulsion. (Ed. Code Section 48900.6). These may include:

- A progressive discipline approach. The staff and administration may organize conferences between school staff, parents, and pupils; referral to school counselor, psychologist, child welfare attendance personnel, or other school support service staff; detention; and the use of student study teams, or other assessment-related teams to evaluate the student behavior and to recommend educational and behavior intervention strategies (Ed. Code 48911.2).
- Community service on school grounds during non-school hours. The principal/designee may require a pupil to perform community service on school grounds during non school hours. Community service may include work performed on school grounds in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs.
- Conflict mediation. The student may participate in a restorative justice / conflict mediation session that results in alternative consequences, including making amends, conduct of community service, counseling, participation in office hours or detention.
- A supervised in-school suspension or support classroom may be used as an alternative for sections 48900 and 48900.2 violations if the pupil poses no imminent danger or threat to the campus, pupils, staff, or if an action to expel the pupil has not been initiated. The

classroom will be staffed and operated to enable the student to complete schoolwork and tests missed during the suspension, and each pupil will have access to appropriate counseling services. The pupil's parent/guardian shall be notified, in person or by telephone, that the pupil was assigned to the supervised suspension classroom. If the pupil is assigned to the class for longer than one class period, the parent shall be notified in writing.

## **Expulsion**

*Definition:* Expulsion is the involuntary removal of a student from all schools and programs of the Stanford Schools Corporation for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students. Final action is only taken by vote of the Executive Committee of the Board of Directors with a right of appeal to the San Mateo County Board of Education.

In the event that a student is recommended for expulsion, he or she is entitled to a hearing and, among other things, advance written notice of the rights and responsibilities enumerated in Education Code section 48918. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for the hearing. (Ed. Code 48918)

Expulsion proceedings for a currently identified Special Education student require additional due process procedures. The Stanford New School will follow all due process procedures for Special Education students included in this document, in the Education Code and applicable federal law.

While under expulsion, a student's options for enrollment in another California school district may be restricted based on the adopted policies of that district. Pursuant to Education Code, certain expelled students may enroll only in Juvenile Court Schools, County Community Schools, or District operated Community Day Schools during the duration of the expulsion.

The Executive Committee, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, establish specific terms of behavior and academic performance such as may be deemed appropriate for the rehabilitation of the pupil. The rehabilitation program or behavior contract for the student may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the program or contract. A parent or guardian's refusal to participate shall not be considered in the Executive Committee's determination as to whether the pupil has satisfactorily completed the rehabilitation program. (Ed. Code 48917)



## **Offenses Justifying Expulsion**

### **Category I — Mandatory Expulsion**

Consistent with the provisions of Education Code 48915(c), a student who has committed one or more of the following acts at school or a school-sponsored activity **must be recommended for expulsion** and the Executive Committee **must expel** the student upon finding the act to have been committed by the student.

- Possessing firearm when an SNS employee verified firearm possession and when student did not have prior written permission from a teacher, which is concurred with by the principal or his/her designee.
- Selling or otherwise furnishing a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Section 11053 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault or committing sexual battery, as defined in Education Code 48900(n).
- Possession of an explosive or destructive device as defined in Section 921 of Title 18 of the United States Code.
- Committing assault or battery on any student or school employee.

### **Category II – Mandatory Recommendation for Expulsion**

Consistent with Education Code 48915(a), a student who has committed one of the following acts of misconduct must be **recommended for expulsion** unless, in the judgment of the principal or his/her designee, particular circumstances render it inappropriate.

- Causing serious physical injury to another person, except in self-defense, with intent to harm, or on multiple occasions.
- Possession of any knife, small explosive, or other dangerous object of no reasonable use to the student.
- Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- Robbery or extortion.
- Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in Education Code Section 48900.2.

### **Category III – Expulsion May Be Recommended**

Consistent with Education Code 48915 *et seq.*, a student who has committed one of the following acts of misconduct **may be considered for expulsion**:

- Caused, attempted to cause, or threatened physical injury to another person.
- Possessed dangerous objects.

- Possessed, sold or is under the influence of drugs (not otherwise covered in Categories I or II) or alcohol.
- Sold look-alike substance representing drugs or alcohol.
- Caused serious intentional damage to the property of others, including school property.
- Committed theft.
- Used tobacco at school or a school-sponsored activity.
- Committed obscenity/profanity/vulgarity.
- Possessed or sold drug paraphernalia.
- Knowingly received stolen property
- Possessed an imitation firearm.
- Committed sexual harassment.
- Harassed, threatened or intimidated a student witness.
- Committed hazing.
- Participated in gang-related activities, including, but not limited to, flashing colors, using derogatory gang language or hand gestures, and threatening physical violence or other criminal activity.
- Made terroristic threats against school officials or school property or both.

#### Findings Supporting Category II or III Expulsion

The Executive Committee's decision to expel a student for violations included in Categories II and III must be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. (Ed. Code 48915(b) and 48915(e).)

If the Executive Committee chooses not to recommend the expulsion of the student, the principal or his/her designee may, at his/her discretion and consistent with the student handbook and behavior standards, impose a lesser form of disciplinary action.

#### **Procedures in Cases of Expulsion**

Step One: School site administrator investigates an incident and determines whether the offense results in a suspension. If so, the administrator follows the procedures to suspend the student outlined above.

Step Two: A meeting is held within five school days of the student's suspension to extend the suspension, if a recommendation for expulsion has been determined by the principal or his/her designee to be warranted. The student and his/her parent or guardian are invited to attend this meeting with the principal and the Chief Executive Officer or his/her designee. Other school site administrators or teachers may also be present.

At this meeting the offense and repercussions are discussed. An extension of the suspension may be granted only if the CEO or his/her designee determines that the presence of the student at the school would cause a danger to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory expulsion recommendation, this is discussed and understood by all parties.

Step Three: A letter from the school is sent to the student and parent or guardian regarding the expulsion hearing. This letter notifies the student and parent or guardian when and where the expulsion hearing will take place and the rights of the student with respect to the hearing consistent with Ed. Code 48918.

The expulsion hearing must occur within thirty calendar days of the offense, unless the student and parent/guardian request a postponement.

Step Four: The principal or his/her designee prepares documentation relevant to the expulsion and provides them to the administrative hearing panel and to the student and his/her parent or guardian. These papers may include, but are not limited to, the following: a record of student attendance and grades; a record of previous infractions; a statement of the facts surrounding the case made by a site administrator; a statement of the facts surrounding the case made by a witness; and such other material as the principal or his/her designee believe to be relevant. Such documentation shall be provided to the student and parent/guardian at least five (5) calendar days prior to the conduct of the administrative hearing.

Step Five: The student, parent/guardian and his/her advocate (if student chooses to be represented by an advocate) prepare their presentation to the administrative hearing panel and, if necessary, subpoena witnesses. The student's advocate is any person (attorney or non-attorney) of the student's choice who is willing and able to represent the student at the expulsion hearing.

Step Six: An expulsion hearing is held. The hearing will follow the procedures identified in Ed. Code 48918. This hearing cannot be held within less than ten days from when the letter in Step Three is mailed in order to give the student and his/her advocate time to prepare for the hearing unless the student and family/guardian waive their rights to ten days' notice.

The expulsion hearing is conducted by an administrative hearing panel consisting of three persons, including the CEO or his/her designee, a staff member from a school at which the student is not enrolled selected by that school's principal, and a person not employed at either school site but familiar with public school disciplinary procedures (such as an SNS Central staff member, SNS Board member not currently serving on the Executive Committee, staff member from a neighboring school district, SUSE faculty member, etc.), to be chosen by the CEO or his/her designee. A record of the hearing will be made and, if necessary, a translator will be present.

Step Seven: Within three school days after the hearing, the administrative hearing panel shall determine whether to recommend the expulsion or of the student to the Executive Committee.

If the administrative hearing panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs. The decision not to recommend expulsion shall be final.

If the administrative hearing panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the Executive Committee, with a copy to the student and parents/guardians. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing, which may include, but is not limited to, the following information and considerations beyond the facts of the incident/s from which the proceeding arose:

- Seriousness of the offense, including factors such as extent of injuries, value of things taken, level of disruption/defiance, potential to provoke additional violence or disruption;
- Circumstances of the offense, including factors such as evidence of premeditation, intent of the incident (i.e., intimidation, revenge, etc.), provocation, relation to gang activity, racist/sexist/homophobic or other "hate crime" motivations;
- Student defendant's prior disciplinary record at the school and elsewhere, along with steps taken to remedy disciplinary problems and student's response thereto;
- Personal circumstances of the student and reasons for behavior;
- Student's past contributions to the school community;
- Support systems available to the student that may affect his/her ability to improve behavior and succeed academically; and
- Impact of the incident and consequences on the safety and performance of the entire school community.

Step Eight: Within ten (10) schooldays of the completion and mailing of the administrative hearing panel's written findings, the Executive Committee shall meet and decide whether or not to approve the administrative hearing panel's recommendations. If the Executive Committee accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendations submitted by the administrative hearing panel or upon the results of any supplementary hearing that the Executive Committee may order.

The decision of the Executive Committee to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings.

Step Ten: The Executive Committee may require the student and his/her parent or guardian to sign a contract that states the conditions that the student must

meet in order to remain or be re-admitted to the school. Copies of the signed contract are kept by the school site, by the student and his/her parent or guardian. The student's compliance with the contract is reviewed periodically by the principal or his/her designee.

Steps to Appeal: All decisions to expel may be appealed to the San Mateo County Board of Education within five (5) days of receipt of the decision of the Stanford Schools Corporation's Executive Committee.

Stipulated Expulsion Alternative: At any time during the due process associated with an expulsion recommendation, the student and parent/guardian may stipulate to an expulsion or other consequence for the behavioral incident, with conditions consistent with this policy, as agreed by the principal, and approved by the CEO or his/her designee. Such stipulation shall terminate the expulsion proceeding and waive all appeals.

### **Additional Procedures for Expulsion of Students with Disabilities (IEPs or 504 Plans)**

The Stanford Schools Corporation will comply with all federal laws regarding student discipline for children with disabilities. A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for expulsion that apply to non-disabled students. The criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities just as they are applied to non-disabled students. All applicable procedural safeguards set forth in federal and state laws and established by SNS shall be observed in considering the expulsion or suspension of students with disabilities.

#### Manifestation Determination

When the principal or his/her designee proposes to sanction the misconduct of a disabled student by expulsion, or long term suspension, or a change in placement to an interim alternative educational setting, it must be determined if the student's misconduct was caused by the student's disability. The determination as to the relationship between misconduct and disability is known as "manifestation determination". The principal or his/her designee shall notify the parents of the intent to go forth with the disciplinary process. Within 10 days of the principal's decision and notice, a pre-expulsion assessment will be conducted and a manifestation determination meeting held to determine if the student is eligible for the disciplinary process. Procedural steps for the manifestation determination will include:

- The parent(s)/guardian(s) of the student shall be immediately notified of the decision and all procedural safeguards on the day the decision to refer for expulsion is made.
- The parent/guardian shall receive written notice of the intent to conduct the pre-expulsion assessment and shall make the student available for the assessment

without delay at a site designated by the principal. The parent/guardian shall also have the right to an independent assessment.

- The pre-expulsion assessment shall be conducted in accordance with the guidelines of the Code of Federal Regulations, Title 34, Section 104.35, which shall include but not limited to:
  - A review and consideration of the pupil's health records
  - School discipline records
  - Evaluations and diagnostic results
  - Observations of the student
  - Information provided by pupil's parent/guardians(s)
  - Review of pupil's IEP or 504 plan and
  - Student's educational placement at the time of the alleged misconduct and a determination of relationship if any between the student's behavior and his/her disabilities
- The IEP or 504 team shall hold a manifestation determination meeting 10 days from the day the parent/guardian was notified of the expulsion referral. The manifestation determination meeting shall be held at a time and place mutually convenient to the parent/guardian and the school. The parent/guardian(s)' participation may be made through actual participation, representation, or a telephone conference call. The parent/guardian shall be notified of his/her right to participate in the manifestation determination meeting at least 48 hours before the meeting. This notice shall specify:
  - That the meeting may be held without the parent/guardian's participation unless he/she requests a postponement for up to three additional school days, and
  - That the suspension will be continued during the postponement if the student continues to pose an immediate threat to the safety of himself/herself or others.
- In order to make a record of its attempts to arrange the meeting at a mutually convenient time and place, the school shall keep documentation such as:
  - Detailed records of telephone calls made or attempted and the results of those calls.
  - Copies of correspondence sent to parents/guardians and any responses received.
  - Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits.
- At the manifestation determination meeting, the IEP or 504 team shall determine:
  - In relation to student's alleged misconduct, whether the student's placement and IEP/504 plan were or were not appropriate at the time the misconduct occurred.
  - That special education services, aids, and strategies specified in the student's IEP/504 plan were or were not provided.
  - That the alleged misconduct was or was not caused by or a direct manifestation of the student's identified disability.
  - That the disability did or did not impair the student's ability to understand the impact and consequences of the alleged misconduct.

- That the disability did or did not impair student's ability to control the alleged misconduct.
- If the manifestation determination meeting concludes the student is eligible for expulsion, the student shall be subject to the expulsion process in accordance with procedures that apply to all students.
- If the manifestation determination meeting concludes the student is not eligible for expulsion, the expulsion process shall not proceed. When expulsion is recommended, the IEP/504 team should also recommend a potential rehabilitation plan for the student, if appropriate.
- If the parent/guardian disagrees with the decision of the IEP/504 team, he/she has a right to a due process hearing conducted pursuant to United States Code.

### Expulsion

Procedures and timelines governing the expulsion of students with disabilities eligible for expulsion shall be the same as non-disabled students.

### Suspension

The principal or his/her designee may suspend a student with a disability for incident(s) of misconduct for a maximum of 10 school days per school year without educational services.

### Services During Long Term Suspensions/Expulsion

During the term of long term suspensions or expulsion, a special education student covered under IDEA shall continue to be offered a program of appropriate educational services that is individually designed to meet his/her unique learning needs as determined by the IEP. Such services may include but are not limited to independent study, home instruction, or another appropriate alternative program. The Executive Committee shall consider the recommendations of the IEP team when developing a rehabilitation plan for an expelled student with a disability.

### Students Not Identified

A student who has not been identified as an individual with disabilities pursuant to IDEA or the Rehabilitation Act and who has violated the school's disciplinary standards may assert the procedural safeguards granted to students with IEPs and 504 plans only if the school had a basis of knowledge that the student was disabled before the behavior occurred. The school shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing that the student is in need of special education or related services
- The behavior or performance of the student demonstrates the need for such services
- The parent/guardian has requested an evaluation of the student for special education
- The teacher, Director of Special Education or other BASE personnel has expressed concern about the behavior or performance of the student to other SNS personnel

If it is determined that SNS did not have a basis of knowledge that the student was disabled, then the student shall be disciplined in accordance with procedures established for students without disabilities.



Stanford New Schools  
Sequoia East Palo Alto Academy

**Proposed Master Plan for English Learners**

**Stanford New Schools**  
Sequoia East Palo Alto Academy  
(SEPA Academy)  
(Grades 9 through 12)

Charter Petition  
Presented to  
Sequoia Union High School District

APPENDIX B

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## Introduction

This Master Plan for English Learners (Master Plan) is a guide to the specific procedures Stanford New Schools (SNS) uses to identify, serve and monitor the progress of those students who arrive in our schools without a full command of the English language, including those students whose first language is English. These students face enormous challenges. They are expected to meet demanding standards in grade level content as well as develop academic English across the curriculum.

Newcomers must also overcome significant hurdles in adapting to schools and communities that are very different from their countries of origin. In addition, all English Learners (ELs) must also master the social and cultural knowledge necessary to be able to participate effectively in classroom, school and community contexts. Our Master Plan addresses supporting our students through these challenges.

Our Master Plan complies with all state and federal laws and regulations. We have also designed a program that gives students access to proven, research-based instructional strategies. The plan, as well as professional development provided to our school faculty, has been informed by the expertise of Stanford University faculty.

In order to provide compliance, consistency, clarity, and continuing improvement in our programs and settings for English Learners, SNS is purposefully organized to meet these needs. The major organizational components are:

- **Stanford New Schools/Site Leadership Team (Leadership Team):** composed of the Stanford University faculty sponsor, our SNS Chief Executive Officer, the Associate Director of Special Programs, the school principal, and assistant principal.
- **English Language Development (ELD) Coordinator**
- **English Learner Advisory Council (ELAC):** composed of a representative group of parents of English Learners, the school principal, and our ELD Coordinator
- **Procedures and documents** to organize and control programs and services. English Learner student information is contained within the cumulative file folder, including assessment data, reclassification information, parent notification letters, and any R-FEP monitoring information. The ELD Coordinator manages these sections of cumulative files.

The SNS/Site Leadership Team, in collaboration with the ELD Coordinator is the principal vehicle for coordination of EL services. Weekly conversations allow the ELD Coordinator to get support in identifying, placing, serving, and monitoring our English Learners. The ELAC meets monthly and is facilitated by the ELD Coordinator. It gives parents a vehicle for learning about and influencing the school's ELD program, Single Plan for Student Achievement, and other guiding plans and policies. The ELAC ensures that SNS adheres to the standards, procedures, and timelines in this Master Plan.

## Our Vision

*Every Stanford New Schools student graduates with the full array of skills, dispositions and knowledge needed for success in college and the workplace. Our students will be proficient in all academic areas. They will be equipped to be leaders in their local and global communities and to address the complex problems of the 21st century.*

## Our Mission

*To expand the potential in each of our students in an environment of responsive, challenging and engaging instruction. Through our innovative collaboration with Stanford University, we commit to provide excellent teachers, supported by experts on research-based practices. Stanford New Schools holds high standards for the educational program and management systems designed to support teaching and learning.*

## Our Strategic Plan

The organization emphasizes four high-leverage, research-based instructional strategies (Four Pillars). These Four Pillars provide focus for specific objectives that support English Learners. The achievement of these objectives is the responsibility of the Leadership Team, in conjunction with the ELD Coordinator and with guidance and input from the school's ELAC.

**Pillar 1.** Evidence-based continuous improvement: School staff uses frequent and timely formative assessments to monitor and adjust teaching, leadership, and organizational practices.

- The Leadership Team uses a variety of data to inform instructional and organizational management decision-making, including data related to EL student learning gains. This team also monitors the implementation of all Title III compliance requirements, with guidance from the Associate Director of Special Programs.
- Teachers meet with the ELD Coordinator to use student data to inform instructional practices. Improvement strategies also include coaching from the ELD Coordinator, teacher reflection, and a series of monthly trainings for all teaching staff.
- The ELAC uses student data to analyze the impact of the school's Master Plan and instructional program on learning gains and test performance. The ELAC also provides critical input into the school's Single Plan for Student Achievement, as well as other guiding plans in relationship to offering the highest quality services to ELs.

**Pillar 2.** Equitable access to standards-aligned, rigorous instruction: Curriculum, assessment and teaching are directly aligned with state standards in all content areas and for all students, with standards and consistent teaching practices at the center of curriculum planning and student learning.

- The ELAC is responsible, along with the Leadership Team, for assessing the quality of instruction received by English Learners. This body makes recommendations that inform the school's professional development plan so that it matches identified student language and literacy needs with differentiated, research-based instructional strategies. This effort is also guided by the school's Council on Policy and Research)
- The ELD Coordinator uses appropriate criteria (outlined in this Plan) to identify and place students in appropriate courses, based upon their English proficiency.
- All teachers are certified to teach English Learners, engage in regular training to support their teaching of ELs, and are certified in their subject area. All teachers are considered highly qualified under the criteria outlined by No Child Left Behind. All curricula are aligned to state standards and all students have access to the core curriculum at the school, as well as electives and extracurricular activities.

**Pillar 3.** Culturally responsive, differentiated teaching: Instructional strategies are differentiated to meet the varied needs of each student; and instruction reflects students' prior knowledge, learning styles and cultural background.

- Teachers design their courses to be authentic and student-centered, under the leadership of the school's principal and assistant principal.
- As outlined in this Plan, English Learners who need additional language acquisition and academic support have access to our ELD courses, taught by bilingual instructors and supported by bilingual aides.

**Pillar 4.** School Climate: The school culture and structures support the social-emotional needs of students, and standards for student and adult conduct are fair and consistently enforced.

- All stakeholders in our school community are participants in the maintenance of a positive, learning-focused school environment. The ELAC uses some of its time to analyze the quality of their children's experience at our school. It also contributes, as stated above, to the creation of the school's guiding plans, all of which address school climate in some way or another.
- The Leadership Team, especially the principal and assistant principal work every day to ensure that our school is a positive place to be. Policies related to behavior, discipline, mental health support, and personnel are all put through a rigorous school-wide vetting and approval process. Input is solicited from students, parents, staff and teachers, as well as leadership personnel. Policy revisions are taken through the Council on Policy and Research, and then proposed to our Board of Directors for final approval.

## **Components of the English Learner Master Plan:**

Very simply, our goal is to provide the highest quality educational experience to all students at Sequoia East Palo Alto Academy. We identify student needs, pair pupils with appropriate educational services, and monitor their progress toward reclassification, subject-area mastery, and graduation.

### ***Identify***

#### **Home Language Survey (HLS)**

At the time of enrollment, California public schools are required to determine the language(s) spoken by each student in the home. All parents/legal guardians are required to complete, sign and date a Home Language Survey (HLS) for each of their school aged children when they enroll at SNS for the first time. The HLS is placed in the English Learner section of the students' cumulative file.

#### **English Language Proficiency Assessment**

When an HLS indicates that a language other than English is the student's primary language the student must be assessed in English language skills within 30 calendar days of his/her initial enrollment. A state approved assessment instrument, the California English Language Development Test (CELDT), is administered. The CELDT is a criterion-referenced test based on the ELD Standards that assesses students' English language proficiency in listening, speaking, reading, and writing.

## **Notification of Results of Initial Assessment**

Parents whose children speak a language other than English must be notified within 30 calendar days of the completion and results of their child's initial assessment. Results of initial assessments are shared with the parent(s) in a conference with the ELD Coordinator or by mail if a conference cannot be scheduled. The purpose of the conference or correspondence is to explain the test results, program options, placement recommended for the student, and the waiver process for an alternative program. Parents are asked to sign/initial and date all documents presented at the conference and are presented with copies of all documents to keep for their records.

Assessment results are entered for each student in the school's student information system (SIS). In addition results are provided to the child's teachers. Along with the HLS, the student's language assessment scores, and parent notification correspondence are placed in the English Learner section of the students' cumulative file

## **Transfer of Students**

When students transfer between schools, the transferring school has twenty (20) days to forward all relevant student files and data to the receiving school. Our Operations and Data Specialist, Special Education teacher, and ELD Coordinator review new student information within ten (10) days of receipt. This team works with the school principal to determine appropriate educational program placements. Student data is entered into the school's SIS inside of that ten-day review window. If assessment data is incomplete or missing from the student's cumulative record, the ELD Coordinator will provide initial identification assessments so that the student can be properly placed.

## ***Serve***

### **Placement of Students**

All English Learners shall be placed in English-language development classrooms unless a parental exception waiver has been granted for an alternative program.

Placements of English Learners are based upon provisions of former Proposition 227, now cited in CA Ed. Code Sections 300-340. Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. All descriptions of programs are disseminated in a language comprehensible to the parent (written or oral translation) to ensure that parents can be active partners in placement decisions for their children.

As the EL student acquires increasing English proficiency, s/he progresses through the levels of instructional delivery until all instruction is delivered exclusively in English. In all programs, the principal goal is always the acquisition of English proficiency. Thus, every English Learner program, and all instruction at our school incorporate ELD strategies throughout the class period.

## **Description of Program Services**

### **I. English Language Development (ELD) Courses**

Our English Language Development courses are designed to reflect the Structured English Immersion Program described in CA Ed. Code Sections 300-340. This model provides instruction for all subjects in English for students with less than reasonable fluency in English. For students with a CELDT score at the Beginning or Early Intermediate Levels (Levels 1 and 2), as well as some students at the Intermediate

Level (Level 3), ELD teachers combine Specially Designed Academic Instruction in English (SDAIE) with primary language instructional support when needed and a strong, structured, sequential English Language Development (ELD) program. As students demonstrate increasing levels of English fluency, teachers offer decreasing use of primary language support.

Access to core content is accomplished through the integration of SDAIE techniques in all grade level subject matter classrooms, while students receive additional support through the ELD courses, as appropriate.

### ***Program Requirements***

- Parents must be informed of the placement of their children in an ELD Program and be notified of the opportunity to apply for a Parental Exception Waiver for an alternative program or a request to move to an English language mainstream classroom. Waivers can be obtained from the ELD Coordinator, and require a visit to the school.
- All EL students receive at least 30 minutes of daily ELD instruction based on the adopted ELD state standards. Instruction must include listening, speaking, reading, and writing.
- Core instruction in all subjects is taught in English, using SDAIE strategies, with primary language (L1) support as needed.

### ***Staffing***

- All teachers are appropriately certificated {i.e., BCLAD, CLAD, Hughes (SB1969/395)}.

### ***Materials***

State-adopted and/or standards-based materials are used. Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as supplemental, materials. The school currently uses *Elevator* (Santillana's high school program) and *Wow*, a high interest reading comprehension workbook for secondary students. ELD teachers bring their own expertise into their curriculum design, as well.

### ***Grouping for ELD***

- Students are grouped into ELD classes based on their English proficiency levels.
- No more than two levels of ELD will be combined into one class.

### ***Grouping for Content Classes***

- EL students should be grouped together, when appropriate, by language for primary language content support including bilingual peer tutors.
- English-only students will not be placed in ELD classes.

### ***Support in the Primary Language***

- For English Learners at Beginning, Early Intermediate, and sometimes the Intermediate level, access to the core can be facilitated by primary language support. The assignment of a BCLAD teacher is the preferred method for providing primary language support.

- However, when there are 10 or more students of the same language who need a particular course and a capable BCLAD teacher is not available, then the students can be grouped together with a CLAD-certified teacher and provided a bilingual instructional assistant, who will use the primary language to motivate, clarify, direct, support, and explain. Services can include individual and small-group instruction, as well as tutoring.

## **II. MAINSTREAM SETTING**

Mainstream English with Appropriate Support: This model, designed for students with reasonable fluency, provides all instruction in English with additional and appropriate services as needed. This model is recommended for students with an overall CELDT score at the Intermediate level (Level 3) or above.

Parents of English Learners can request that their students be placed in a mainstream program at any time. The term “Mainstream” refers to the fact that these students have an instructional program that is primarily in English, with SDAIE strategies used and an emphasis on reading and writing. (Primary language support in academic areas is provided where necessary.)

Mainstream Program teachers of ELs are responsible for providing ELD instruction that continues the students’ English language development, prepares them for reclassification, and recoups any academic deficits that may have resulted from language barriers.

The differentiated instructional support strategies available to support all students are small-group instruction, targeted intervention and one-on-one tutoring.

### ***Program Recipients***

- EL students who are transitioning from ELD to mainstream at proficiency levels 3-5 (Intermediate, Early Advanced or Advanced);
- EL students at any level, whose parents request a mainstream placement;
- Long-term EL students, who were never in a program, or who exited a program but do not meet criteria for reclassification.

### ***Student Groupings***

- Students at or above ELD Level 3 Intermediate fluency require SDAIE from a properly authorized teacher. It is recommended that whenever possible students at this level be grouped for this instruction and not be mixed with English Only students.
- Students at advanced fluency do not need special grouping but do require SDAIE strategies as appropriate and continued support in building English proficiency and meeting reclassification criteria. Consideration must be given to structuring the instruction to target the literacy and other academic needs that these students may have, specific to their English Learner status.

Any student with an Individualized Education Plan (IEP) will be assigned linguistically appropriate goals and objectives in order to support his or her acquisition of English proficiency.



### **ALTERNATIVE SUPPORT (Proficiency Levels 1/2):**

This program may be particularly helpful to EL students with limited formal schooling. Characteristics of these students include:

- Recent arrivals to U.S. – two years or less.
- Disrupted or no schooling in native country
- Little or no literacy in native language

(Note: The under-schooled student who enrolls for the first time at the high school level will likely need additional time in order to develop English proficiency and complete all requirements for high school graduation.)

### ***Program Requirements***

- English language instruction grouped by proficiency level.
- Complete sequence of content area courses (Math, Science and Social Studies) with support in primary language.
- Appropriate sequence of Spanish for Native Speakers
- Grade level appropriate materials (both core and supplemental)
- Non-language-dependent electives (e.g. art, physical education) taught in English.

### ***Staffing***

- Teachers of ELD or Language Arts in which EL students are enrolled must have CLAD or equivalent

### ***Extended Learning and Enrichment***

- Tutoring, credit recovery, skill building, and enrichment are available through the school's extended learning program.
- Targeted counseling is available (in primary language)

### ***Monitor***

#### **Overview of Reclassification Process**

English Learners shall be reclassified as Reclassified Fluent-English Proficient (R-FEP) when they have acquired the English language skills necessary to receive instruction and achieve academic progress in English only. The reclassification criteria include multiple measures to ensure both proficiency in the English language and participation equal to that of average native speakers in the school's mainstream instructional program. The reclassification criteria validate each student's readiness to exit from specialized English Learner programs, by demonstrating achievement and mastery of grade-appropriate standards in the following areas:

1. English language proficiency, including listening, speaking, reading and writing; and
2. Academic achievement in reading, writing, and mathematics.

The SNS Reclassification Criteria are:

- Overall CELDT score: Advanced
- CST ELA score at mid-point of Basic or above
- End of term report card demonstrating fluency/mastery
- Teacher Recommendation
- Writing sample
- Parent Consultation
- ELD Coordinator and principal approval

### **Steps to Reclassification**

SNS personnel will follow these specific steps to ensure that objective data about language proficiency and academic performance are considered in making reclassification decisions for all English Learners.

1. The classroom teacher, a parent, and/or the ELD Coordinator may make the recommendation that a student be considered for possible reclassification at any time during the school year.
2. The ELD Coordinator collects and analyzes data required for reclassification in collaboration with appropriate personnel (see criteria listed above.)
3. The ELD Coordinator completes the Reclassification Form.
4. The principal reviews and approves the Reclassification Form.
5. If the reclassification is approved, the ELD Coordinator meets with the parents to inform them that their child is eligible for reclassification. Translation services are available, upon request, and the forms are available in Spanish. During the meeting, the student's progress will be discussed as well as the recommendation to reclassify the student to Reclassified-Fluent English Proficient (R-FEP). Parent input may result in an appropriate modified program placement. If the parent is unable to come to the school, a person speaking the parent's primary language will consult with the parent on the telephone and document this conversation on the Reclassification Form.
6. After the reclassification process is complete, the site EL Coordinator sends a copy of final documentation to the parent and the original is placed in the EL section of the cumulative file folder. The outside of the student's cum folder is marked "R-FEP" with the date in large black letters.
7. Immediately after a student is reclassified, the assigned office staff will change the student's designation to R-FEP in the SIS and enter the date of reclassification and the date the parent was notified/consulted.
8. While changes in placement may occur at any time, the normal procedure is to make the placement at a natural instructional break.

### **Alternative Reclassification**

When an English Learner has been in an ELD program or specialized language assistance program for five or more years and is unable to meet the reclassification criteria in one or more areas, an alternative reclassification process can be used. After documenting multiple interventions, it is acceptable for a school Student Support Team to meet and discuss the student's unique learning. If the team, after careful consideration, determines that factors other than language are intruding on the student's ability to reach selected reclassification standards, the Team may complete the Alternate Reclassification to R-

FEP and proceed with the reclassification process. The Alternative Reclassification process is to be used only for exceptions and take place only within certain limits. In the case of a Special Education student with an Individualized Education Plan, the IEP team member would be present at the Alternative Reclassification conference.

### Monitoring of R-FEP Students

Students who have been reclassified as R-FEP receive follow-up monitoring for a minimum of twenty-four months after reclassification. The school's ELD Coordinator maintains a roster of R-FEP students whose progress will be tracked. Follow-up occurs monthly with the Leadership Team and data is presented to the ELAC. If the student's grades fall below grade level proficiency or the student is not making progress in any academic class, the ELD Coordinator may convene a Student Study Team to evaluate the student's progress. Appropriate intervention measures are recommended, which may include but are not limited to any of the following:

- Student/teacher/parent conference
- Tutoring during the school day or in the after-school program
- Small group reading, writing or math instruction
- Additional English Language Development instruction
- Placement in reading, writing or math support class
- Summer School

### Monitoring Student Progress

The ELD Coordinator works collaboratively with teachers, staff, parents and students to implement research-based instructional programs for English Learners that are evaluated regularly through analysis of formative assessments and benchmarks. Administrators and faculty analyze data in order to develop appropriate instructional goals for the upcoming school year, matching student needs with both staff development options as well as program modifications where required.

Measurable student learning outcomes for ELs are identified in the School Improvement Plan, as well:

- Reduce the achievement gap in every content area between English Learners and "English Only" students.
- Every English Learner will demonstrate two levels of ELD growth in **listening** and **speaking** every year as measured by the CELDT.
- Every English Learner will demonstrate one level of ELD growth in **reading** and **writing** every year as measured by the CELDT.
- 100% of our students who are at a CELDT composite level three will be re-designated as Fully English Proficient (RFEP) within three years.
- All students who are proficient and above will maintain proficiency in ELA and Math the following year.
- Every year, increase by at least 15 % the number of the students proficient or advanced in ELA and Math for every disaggregated student group.
- Every year, decrease the percentage of students Far Below Basic and Below Basic by 15% for every disaggregated student group.

- Revision of the Annual School Improvement Plan (SIP) is based on the analyses of CST data as well as other relevant student assessments for the purpose of:
  1. Determining to what extent ELs are learning English and achieving proficiency in English Language Arts and mathematics;
  2. Identifying the extent to which ELs enjoy equitable access to SNS programs and services, including successful completion of the A-G requirements.
  3. Providing the basis for strengthening program implementation, modifying program practices, and sustaining ongoing school improvement for all students;
  4. Identifying and informing changes in teacher, administrator, and organizational practices.

### **When Students Need Additional Help**

When students are not meeting expected proficiency growth in English or are sustaining deficits in content areas, the ELD Coordinator convenes a Student Support Team to develop an Academic Support Plan (ASP) for targeted intervention.

The key elements in the Academic Support Plan are:

1. Standards: there are clearly articulated and implemented content standards for English Language Development (ELD) and the rest of the core curriculum (e.g. language arts/English, math, science, social studies/history);
2. Interim Benchmarks: there are clearly defined interim benchmarks to measure expected growth toward meeting ELD and grade-level content standards. These benchmarks are differentiated by at least English proficiency level and academic background;
3. Assessments: there is a process to objectively assess English Learners' progress in ELD and the rest of the core curriculum using multiple measures. These multiple measures are valid and reliable assessments that make it possible to determine if the interim benchmarks have been met;
4. Interventions: there are clearly defined interventions, implemented for English Learners who are not meeting the established interim benchmarks. These interventions are provided based on individual student assessments. The plan is designed and implemented by an EL authorized teacher or overseen by such a teacher.
5. Evaluation: The Academic Support Plan is an integral part of the overall school improvement planning process.

Based on the student learning outcomes, the ELD Coordinator makes a list of all students who are not meeting expectations. S/he then convenes a Student Support Team (SST) to review these students' assessment data. The Student Support Team meets to assign appropriate interventions for these English Learners. In order to accomplish this task, the team reviews the student's data and then answers the following questions:

1. Does the school provide appropriate classes for English Learners in the Master Schedule?
2. Is the student placed in the correct academic setting?
3. Is appropriate faculty trained in the use of the most appropriate instructional strategies?
4. Has the staff provided purposeful and individualized planning for each student?
5. How many years has the student been in a program for English Learners?

After gathering this data, the Student Support Team completes the Academic Support Plan and prescribes appropriate interventions. In addition to in-school and/or school-sponsored interventions, the student may be placed in instructional resources that extend beyond the school's curricular day, or s/he may be informed of postsecondary options if s/he has been in the program for 5+ years and is in the 12th or 13th year of schooling.

The ELD Coordinator, in collaboration with a Student Support Team, will regularly monitor the progress of any referred student:

- At minimum, the team will meet three times per year (time frames: November-December; February-March; May-June) to review the most recent assessment data for the referred student.
- At this time, the Student Support Team can modify, extend, or replace interventions when required.
- In addition, the ELD Coordinator, classroom teacher, and/or any other persons who have been assigned responsibility while developing the student's Academic Support Plan will be closely and regularly monitoring student work to determine the efficacy of the selected interventions.
- If the interventions are not offering appropriate support, the Student Support Team will pursue other avenues of support until a correct match has been found for the referred student or other specialized assistance (e.g. referral for Special Education testing) has been explored.

Each year, all staff members will be trained on the aspects of the Academic Support Plan so that they can provide knowledgeable and timely support as required.

Each spring, the Leadership Team and ELAC will evaluate student data of those who are on an Academic Support Plan. This data will include, but not be limited to, evaluation of the following key questions:

#### Standards

- To what extent are ELs accessing sequential, explicit instruction in ELD?
- To what extent are ELs accessing the core curriculum?

#### Assessments

- Are our multiple measures of assessment objectively measuring ELs' progress in ELD?
- Are our multiple measures of assessment objectively measuring ELs' progress in core curricular areas?

#### Interventions

- Is our list of clearly defined interventions implemented for English Learners who are not meeting the established benchmarks?
- Is the Academic Support Plan designed and implemented by an EL authorized teacher or overseen by such a teacher?

#### Evaluation

- Is the Academic Support Plan Evaluation process clearly defined?
- Is our Academic Support Plan Evaluation process clearly part of SNS's overall program evaluation and improvement plan?

## ***Overview of English Language Development***

The English Language Development component of all instructional program models is research-based and recognizes that the acquisition of English as a second language is a developmental process. Research recognizes that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP), and time and opportunity must be allowed for this development to occur. Indeed, it may take seven or more years to achieve academic English proficiency comparable to that of their native English-speaking peers. Each English Learner will develop at his/her own pace, depending on a multitude of environmental, personality, learning and educational factors.

ELD is a component of all instructional programs designed to serve the needs of English Learners. Further, ELD is a specific curriculum based on the California English Language Development Standards that addresses the teaching of the English language according to the level of English proficiency of each student. The purpose of ELD is to teach second language learners to communicate (listen and speak) with high levels of understanding in English. Additionally, ELD provides the foundation for literacy (reading and writing) as well as a pathway to the California English Language Arts standards. The shared goal is to assist students in developing skills to develop cognitive academic proficiency in English.

ELD can occur in a variety of instructional settings (e.g. self-contained classroom; clustering). English Language Development must be a part of the daily program for every EL student; indeed, the law requires that each EL receive ELD instruction as part of their core curriculum. ELD must be a planned, specific, explicit component of the total education of the EL student. There is no maximum amount of time for a student's ELD. However, it is mandatory in that each EL student receives at least one period per day in high school.

## **Conditions Favorable to Acquiring Language**

Various conditions help facilitate second language development. Language is comprehensible to the English Learner when input is comprehensible through contextualization (e.g. the use of real objects, props, visuals, facial expressions, and/or gestures); prior knowledge is activated; the affective filter is low; risk-taking and approximation are encouraged; errors are accepted as a part of the acquisition process and positive feedback and correction by modeling are used.

## **ELD Standards**

The ELD Standards provide expectancy and achievement at the Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced proficiency levels for EL students. ELD Standards address skills ELs must acquire in initial English learning to enable them to become proficient on the ELA Standards. The ELD Standards are designed to supplement the ELA Standards to ensure that English Learners develop proficiency in both the English language and the concepts and skills contained in the ELA Standards. The ELD Standards are written as pathways or benchmarks to the California ELA Standards. At the early proficiency levels, one ELD Standard may be a pathway to several ELA Standards. At the more advanced proficiency levels, the skills in the ELD Standards more closely approximate those of the ELA Standards and represent the standards at which an EL has attained academic proficiency in English. The ELD Standards integrate listening, speaking, reading, and writing and create a distinct pathway to reading in English rather than delaying the introduction of English reading.

## **ELD Assessments**

A number of assessments are used to track our students' progress through the English Language Development standards. These assessments include, but are not limited to, the following:

- Assessments embedded in computer assisted instruction, and other appropriate materials, including textbooks and benchmarks assessments;
- Teacher-designed assessments aligned with the ELD Standards;
- California English Language Development Test.

## **Accessing the Core Curriculum in Content Areas**

It is essential that English Learners also access well-articulated, standards-based core curriculum instruction. In ELD and Mainstream settings, this core instruction in all subjects is taught overwhelmingly in English with SDAIE (Specially Designed Academic Instruction in English) strategies and primary language support as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support, and explain.

## **What is SDAIE?**

English Learners access the core curriculum through classes that “shelter” the curriculum via specially designed academic instruction in English (SDAIE). SDAIE is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques geared to help students access the core curriculum.

## **Adequate and Qualified Staff**

SNS shall ensure that all teaching personnel assigned to provide instruction are qualified to provide the instructional services to English Learners.

## ***Recruitment and Retention of Staff***

Stanford New Schools ensures that all teaching personnel whose assignment includes English Learner students shall hold appropriate certification to provide necessary instructional services to English Learners. Indeed, in an effort to remedy the shortage of teachers serving English Learners and to comply with requirements, a concerted recruitment and staffing effort takes place.

1. By early spring of each school year, the Leadership Team assesses the school's need for teachers qualified to fully implement all elements of the English Learner Programs at the school: English Language Development, Content Instruction with Sheltered English, SDAIE strategies, and/or primary language support.
2. A proposed staffing plan is reviewed and vacancies are posted, as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations to implement instruction for English Learners. The Leadership Team assigns appropriately credentialed teachers to specific programs requiring their specialized expertise.

3. Job Announcements are sent to:

- Educational placement centers with teacher training programs at private, UC, and CSU campuses
- Colleges/universities identified as having a pool of potential bilingual teacher candidates.
- NABE – National Association for Bilingual Education
- CAFE – California Association for Bilingual Education
- CATESOL - California Association of Teachers of English to Speakers of Other Languages
- AMAE – Association of Mexican American Educators

***Priority of Hiring and Staff Configuration***

Emphasis is placed on the hiring of Commission on Teacher Credentialing (CTC) bilingual certified teachers (BCLAD or its equivalent) and on their subsequent assignment to designated ELD and bilingual (Alternative Program) classrooms. The first priority for ELD settings is a BCLAD teacher assigned to CELDT Level I and II students as well as those most in need of primary language support in core curricular areas.

The next priority of hiring is a CLAD (or its equivalent) certified teacher. CLAD-certified teachers may provide ELD and specialized instruction using strategies such as SDAIE. These teachers receive support from bilingual paraprofessionals during those parts of the instructional day when the primary language is used to clarify, explain, motivate and direct.

***Recruitment of Bilingual Paraprofessionals***

SNS regularly researches partner programs with local universities to prepare paraprofessionals to enter the teaching profession. Bilingual paraprofessionals contribute specialized skills in an English Learner program and work and plan closely with the full instructional team. When the teacher does not hold the BCLAD, the bilingual paraprofessional works in concert with the CLAD teacher to provide primary language support to motivate, clarify, direct, support, and explain facts and concepts to the English Learner. It is essential, therefore, that the bilingual paraprofessional be assigned to classrooms during core content instruction in language arts, math, social studies, and science.

***Professional Development***

SNS is committed to providing focused staff development to all teachers and staff (including special education staff) to empower them with the skills and attitudes needed to work effectively with the specialized needs of our English Learners. Thus, SNS supports, sponsors, and/or publicizes professional development opportunities for teachers, staff, paraprofessionals, and/or administrators that include, but are not limited to:

- CLAD/BCLAD Certification
- English Language Development (ELD)
- G.L.A.D. (Guided Language Acquisition Design)
- Specially Designed Academic Instruction in English (SDAIE)



- BTSA Program—formal and informal in-service programs structured to provide Best Practice discrete and integrated instructional methodologies to k-12 teachers
- Teacher informal coaching and mentoring
- Classroom management strategies
- ELD Standards as aligned to California Content Standards

Further, the ELD Coordinator provides monthly staff development to ensure understanding of all elements of SNS's Master Plan for English Learners program. This includes but is not limited to:

- Review of key elements of the Master Plan for English Learners;
- SDAIE strategy training and development;
- CELDT training for test administrators and teachers;
- Data analysis with teachers to inform curriculum and instruction;
- Reclassification procedures;
- ELAC trainings

## **Parent Advisory Committees**

SNS has a functioning English-learner advisory committee (ELAC). Schools with 21 or more English Learners are required to establish a functioning English Learner Advisory Committee (ELAC) on programs and services for English Learners. The Committee meets the following requirements:

1. Formation: The committee has been formed. There has been an election in which all parents and guardians of English Learners have had an opportunity to vote and elect the parent members of the committee;
2. Training: Members have received training materials and training planned in full consultation with committee members appropriate to assist members in carrying out their legal responsibilities;
3. Advice: The ELAC advises the principal and staff on topics relating to English Learners.

### ***ELAC Formation***

1. The principal, EL Coordinator, designee, or elected officers, as per school bylaws, will coordinate and conduct ELAC meetings for the site.
2. Members of the ELAC will serve two years and will be elected in the fall. The ELAC membership composition must reflect the percentage of English Learners at the school.
3. Selection of ELAC members:
  - a. Establishing an ELAC
    - i. Election of Parent Members — send a letter to all parents (not just parents of EL students) informing them of the school's intention to form the ELAC. State the purposes of ELAC and encourage parents who are interested in being a member and/or learning more about the

- duties of the ELAC to attend a meeting at the school site. At this meeting, nominations are taken from the floor for ELAC membership, and parents elect parent members at that time.
- ii. Selection of Other Members— inform all staff (certificated and classified) of the school's intention to select members for the ELAC. Other members may be the principal, resource teacher, teachers, bilingual instructional assistants, clerical staff, etc. It is suggested that the ELAC staff members be selected prior to the first ELAC meeting.
- b. Replacement During the Year
- If a committee member must be replaced during the school year, the alternate will fill the vacancy or the chairperson shall appoint someone to fill the position for the remainder of the year. Vacant positions shall be re-elected or selected each fall.
- c. Roles and Responsibilities
- i. The site principal assists with the planning process for ELAC meetings, attends the ELAC meetings, and steps in for point-of-need leadership during the meetings until the Chairperson is comfortable with his/her role.
  - ii. The principal and ELD Coordinator arrange an agenda-planning session with the ELAC Chairperson prior to the scheduled ELAC meeting to ensure clear communication and that the four training areas are covered.
  - iii. Each ELAC conducts formal and advisory meetings, with agendas and minutes.
  - iv. Dates of ELAC meetings are determined and publicized in advance.
  - v. Each ELAC secretary sends a copy in English (and Spanish where applicable) of all ELAC minutes to the principal, ELD Coordinator, and Associate Director of Special Programs after each ELAC meeting.

## **Monitoring of EL Master Plan Implementation**

### ***Questions to Guide the School Improvement Planning and Monitoring Process***

#### **Goal 1:** Implement an English Language Development Program for English Learners

1. Who are our English Learners and what are their levels of English proficiency?
2. To what extent are programs consistent with the students' learning needs and research-based practices?

#### **Goal 2:** Ensure that all ELs access and master the English language

1. To what extent are ELs achieving ELD standards?
2. To what extent are ELs making annual growth in CELDT levels and supported by the ELD curriculum implemented?

#### **Goal 3:** Ensure that all ELs/R-FEPs access and are proficient in the core curriculum

1. To what extent are ELs/R-FEPs developing academic language and literacy skills in English?

2. To what extent are ELs/R-FEPs showing expected progress in achieving content standards in academic areas?

**Goal 4: Decrease Areas of Concern**

1. To what extent are ELs/R-FEPs dropping out of high school?
2. To what extent is the rate of disciplinary referrals for ELs/R-FEPs declining?

**Goal 5: Increase and Optimize Success**

1. To what extent are ELs making expected progress (CELDT & CST ELA) toward reclassification?
2. To what extent are ELs/R-FEPs enrolled in college courses in EPAA's Early College Program?

**Measures for Monitoring Goal 1**

The Leadership Team, in collaboration with the ELD Coordinator and ELAC will monitor implementation of the Master Plan. The primary goal is to ensure that SNS has a compliant and effective program for English Learners. The three major components of monitoring are:

1. Document Reviews: Key files, documents, and data will be reviewed quarterly (i.e. EL sections of cumulative files, reclassification paperwork, CELDT performance data, professional development records, meeting minutes, etc.)
2. Title III Compliance: The principal is accountable for ensuring that the Title III Assurances are complete by October 1 of each year and ready for review by the Leadership Team and the ELAC in October.
3. Professional Development: The Leadership Team and ELD Coordinator will support site professional development and assist with classroom coaching.

**Title III Assurances**

The Title III Assurances are attached to the Annual School Improvement Plan with the following codes:

**IC** = in compliance / **WC** = will be in compliance within the school year

\_\_\_\_\_ Each English learner receives a program of instruction in English-language development in order to develop proficiency in English **as rapidly and effectively as possible**. *Castañeda v. Pickard*

\_\_\_\_\_ Academic instruction for English learners is designed and implemented to ensure that they meet the content and performance standards for their respective grade levels in a reasonable amount of time.

\_\_\_\_\_ A plan has been developed for monitoring and overcoming any academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.

**1.0 Primary language other than English**

\_\_\_\_\_ **1.1** A home language survey (HLS) is used at the time of initial enrollment to determine the student's primary language.

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**1.2** Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, has been assessed for English proficiency by means of the *CELDT*. The assessment has been conducted following all of the publisher's instructions.

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**1.3** Each English learner is assessed for **primary language** proficiency within 90 days of the date of the pupil's initial enrollment.

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**1.4** Parents/guardians of English learners and fluent English-proficient students have been notified of their child's initial English-language and primary-language proficiency assessment results.

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**1.5** Parents/guardians of English learners have been notified not later than 30 days after the beginning of the school year (or during the school year, within two weeks of child being placed in program) of their child's **initial** English-language and primary-language proficiency assessment results, their child's language designation, English proficiency level, program placement, program options, exit criteria, and for English learners on IEPs, how current program will meet objectives of IEP.

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**1.6** Parents/guardians of English learners have been informed **annually**, not later than 30 days after the beginning of the school year, of their students' language designation, English proficiency level, program placement, program options, exit criteria, and for English learners on IEPs, how current program will meet objectives of IEP.

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**1.7** Each English learner is annually assessed for English language development and academic progress.

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**1.8** The English language proficiency of all currently enrolled English learners shall be assessed by administering the California English Language Development Test (CELDT) during the annual assessment window.

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**1.9** Each English learner with disabilities is assessed for English language development using accommodations, modifications, or alternate assessments for the CELDT if specified in the pupil's individualized education program (IEP) or 504 Plan.

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**1.10** Parents/guardians of English learners have been notified annually of their child's English-language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor.

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**2.0** The reclassification of an English learner to proficient in English includes but is not limited to the following process and criteria:

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- Assessment of English-language proficiency (CELDT)
- Comparison of student performance in basic skills, such as California Standards Test for English-Language Arts (CST-ELA)
- Teacher evaluation that includes but is not limited to, the pupil's academic performance. "Teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil.
- Opportunity for parent opinion and consultation during the reclassification process

**2.1** Progress of reclassified English Learners is monitored for a minimum of two years to ensure correct placement and additional academic support, if needed.

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**2.2** The pupil's permanent record documentation is checked and updated by October 1 every year and shows evidence of the following in the EL section of the student's cumulative file:

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- Language (CELDT) and academic performance assessments (CST)
- Initial Primary Language Assessment
- Copy of Home Language Survey
- Parent notification forms
- Participation in the reclassification process (as appropriate)
- Decision regarding reclassification (as appropriate)
- All forms required for compliance, with appropriate signatures

### **Measures for Goals 2-5**

Stanford New Schools has high expectations for all of its students and holds all students accountable for achieving high standards. We also recognize that English Learners face a challenge that is disproportionately more difficult than that faced by their native-English speaking peers. We know that our English Learners must develop full proficiency in English as they work to achieve grade-level content standards.

Accountability systems for the progress of English Learners include benchmarks that are rigorous yet fair and chart student progress toward meeting grade-level standards. Benchmarks provide a key basis for evaluating program effectiveness. These assessments map the curriculum to content grade level standards in each subject area.

Other data collected includes CST, CELDT, and MAP (Measure of Academic Progress) assessments, all of which align to state content standards. The school also tracks data for school dropout rates, school attendance, mobility, and failing grades among EL, reclassified, and English-only students.

### **Identification, Assessment and Reporting**

SNS has properly identified, assessed, and reported all students who have a primary language other than English.