



## **CHARTER RENEWAL PETITION**

**Presented to the San Francisco Unified School District Board of Education  
September 11, 2020**

**By**

**Envision Education, Inc.  
(a 501(c)(3) non-profit public benefit corporation)**

**Charter Renewal Term:  
July 1, 2021 – June 30, 2026**

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## AFFIRMATIONS AND DECLARATIONS

As the authorized representatives, we, Envision Education, Inc. (“Envision Education”) and Gia Truong, hereby certify that the information in this petition for charter renewal for City Arts and Tech High (“CAT,” “City Arts & Tech” or the “Charter School”), submitted to the San Francisco Unified School District Board of Education ( “SFUSD” or the “District”) for approval, and located within the San Francisco Unified School District boundaries, is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter renewal, Envision Education and CAT are committed to full compliance with applicable law including but not limited to the following:

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

Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- City Arts & Tech 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)].
- City Arts & Tech shall ensure that teachers hold the Commission on Teaching Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Section 47605(l)].
- City Arts & Tech shall at all times maintain all necessary and appropriate insurance coverage.
- City Arts & Tech 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 City Arts & Tech without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)].
- City Arts & Tech may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)].
- City Arts & Tech shall maintain accurate and contemporaneous written records that document all pupil attendance and make those records available for audit and inspection [Ref. Education Code Section 47612.5(a)(2)].
- City Arts & Tech shall on a regular basis consult with parents and teachers regarding the school's education programs. [Ref. Education Code Section 47605(d)].
- City Arts & Tech shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Section 47605-47605.1].

- City Arts & Tech shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47612(b) and 47610].
- City Arts & Tech shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- City Arts & Tech shall comply with the Public Records Act.
- City Arts & Tech shall comply with the Family Educational Rights and Privacy Act.
- City Arts & Tech shall comply with the Ralph M. Brown Act.
- City Arts & Tech shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- City Arts & Tech shall comply with the Political Reform Act.
- City Arts & Tech shall meet or exceed the legally required minimum number of school days [Ref. Title 5 California Code of Regulations Section 11960].

## EXECUTIVE SUMMARY

In accordance with Education Code Sections 47607 and 47607.2, Envision Education, a 501(c)(3) nonprofit public benefit corporation that operates City Arts & Tech High School, petitions the San Francisco Unified School District Board of Education to grant a charter renewal for City Arts & Tech for a five-year term from July 1, 2021 through June 30, 2026.

### **Context Setting**

We are submitting our charter renewal during one of the most disruptive times in human history. We are all feeling a tremendous amount of emotions including anger, fear, despair, and anxiety with all the change and uncertainty from the pandemic and the ongoing racial oppression we are seeing every day. It is also a time to reaffirm our commitment to serve Black, Latinx and other marginalized communities and to continue to adapt and reimagine our systems to ensure that they are anti-racist and pro-Black. We recognize that this moment represents both a serious responsibility and an unprecedented opportunity to reimagine systems and learning for our students to truly address both academic acceleration and social-emotional support, ultimately strengthening student outcomes.

The staff at City Arts & Tech along with the entire Envision Education community have been on a journey to become an anti-racist and pro-Black organization for the last three years. We have partnered with the National Equity Project and Leadership for Liberation to provide our whole organization including Envision's board of directors with ongoing professional learning to center the voices and experiences of the communities we serve. This work has prepared us to respond to the challenges of the pandemic and racial uprising as a community.

This summer, we engaged students, teachers, and parents to design our distance learning program to ensure we not only accelerate learning during a time of potential learning loss, but that we also support the well-being of our students and teachers. We have put together a distance learning program that focuses on safety, data and humility, differentiation with high expectations for all, and wellness centered and trauma-informed learning. The strengths and areas of improvement below, our guiding principles, and the work and learning from this year will inform our instructional program for the next five years.

### **Our Strengths**

Based on City Arts & Tech's numerous strengths, and strong plans to address our growth areas, we believe CAT meets the criteria for renewal. Three particular areas of strength include:

1. College readiness
2. College persistence, especially for Black and Latinx students
3. School culture (manifested in declining suspension rates)



### College Readiness

City Arts & Tech has developed a reputation for innovation and academic success, evidenced by the green indicator on the California dashboard for 54.5% of students prepared for college/career, versus 44.1% at the state level. From 2014-2020, an average of 73% of our graduates were accepted into 4-year college each year. Over the same time period, 98% of CAT seniors were accepted into 2- or 4-year college. Our overall college-going rate the past few years has been around 75%, versus 65% statewide. In addition, CAT students have consistently outperformed the local and state average for Graduation Rate (e.g., 91% at CAT versus 86% in San Francisco Unified and 85% across the state). Finally, CAT students consistently complete the A-G courses required for UC/CSU eligibility at or near 100%, far higher than both the district and state averages at 58% and 47% respectively.

Our nationally replicated Portfolio Defense assessment system is what prepares students for college. It authentically measures the most important things students need in order to succeed in college and career: academic content, leadership skills, and deeper learning competencies such as reflection and growth mindset. Our leadership skills are designed to prep students for college and career: Thinking Critically, Completing Projects Effectively, Collaborating Productively & Communicating Powerfully - implicitly & explicitly taught in all classes, across grades. Portfolio Defense gives CAT students, particularly those who are historically underserved, the academic, social-emotional and leadership skills they need to get into college and persist until they earn a degree.

### College Persistence

According to the National Student Clearinghouse, City Arts & Tech graduates' college persistence rate for the 2017 Fall entering cohort was 80%, compared to California as a whole at 70%. When looking at subgroup persistence rates at the national level for the 2017 entering cohort, CAT is far exceeding the national averages for African American and Latinx students.

College Persistence		
	CAT 2017 Persistence Rate	National 2017 Persistence Rate
African American	88%	67.0%
Latinx	84%	70.7%

Additionally, the persistence rates for our socioeconomically disadvantaged students, English Learners, and students with IEPs are also exceeding the state average for all students.

College Persistence				
	CAT Class of 2014	CAT Class of 2015	CAT Class of 2016	CAT Class of 2017
<b>All students</b>	79%	75%	78%	80%
<b>African American</b>	67%	< 10 students	76%	88%
<b>Latinx</b>	80%	70%	84%	84%
<b>Socioeconomically disadvantaged</b>	< 10 students	77%	84%	78%
<b>English Learners</b>	82%	67%	78%	< 10 students
<b>Students with IEPs</b>	93%	67%	80%	83%

To achieve these college persistence rates, in addition to our core academic program and the Portfolio Defense assessment experience referenced above, we undertake the following comprehensive set of strategies:

- 1:1 counseling program with a College Advisor over the course of junior and senior year to help students identify schools they want to attend, create a plan for applying to colleges, for financial aid and scholarships, and completing the many other components required for ensuring their acceptance to college.
- Partnership with UAspire to support the financial path to college for students.
- Support for all students in completing a FAFSA or Dream Act application for financial aid and navigating offer letters and the other financial components of the college application process.
- Annual CSU App Day where students are supported to apply to at least one CSU.
- Annual “Cash for College Night” where families can come and get assistance filling out the FAFSA/Dream Act with teachers and volunteers.
- Field trips during every year of high school to colleges, college reps coming to visit students at CAT, and college fairs, including an HBCU college fair.
- Career and college transition plans for students with IEPs
- Workplace Learning Experience (WLE) is a graduation requirement (and one of the artifacts of the College Success Portfolio) that requires students to successfully attain and complete a project-based internship with a company or organization related to an industry or career they are interested in. The program requires students to gain hands-on

experience in the workplace and to document their experience and reflections in an online blog that is structured through specific daily prompts. This program helps students transition to the workplace because it allows them to experience employment and all the various responsibilities associated with it firsthand.

### **School Culture**

City Arts & Tech has been focused on - and therefore seen success in - school climate and culture. A key piece of evidence is our declining suspension rates: from 13.1% in 2017 to 7.6% in 2019. Our suspension rates for socioeconomically disadvantaged and African American students declined in particular, now on par with or lower than the state average, respectively. At the same time, our students' responses on the School Safety questions on the Panorama SEL survey steadily increased between Winter 2018 and Fall 2019, from 64% favorable to 71% favorable, placing us in the top quintile nationally on School Safety. We attribute the downward trend in suspension rates and upward trend in student perception of school safety to our intentional efforts to improve school culture and manage behavior issues in creative ways. Some of these efforts include:

- Increasing the quality of daily classroom instruction through teacher training, coaching and professional development;
- Increasing the consistency of school-wide practices, through things like the "big 10" (10 expectations and policies for students that are rooted in CAT's Core Values), CAT 100 (positive incentive system aimed at rewarding students who are embodying our CAT Core Values), quarterly Core Values Awards, Honor Roll, Community Meetings, and counseling
- Increasing school leader observation and feedback of all teachers' instruction in order to improve quality and consistency;
- A focus on all staff building relationships with students, through daily advisory which is designed to progress monitor students and also be responsive to their social and emotional needs.
- Community and restorative practices, including healing circles
- An examination of discipline policies and practices, to align consequences, restorative actions, and root causes.

Our goal was to achieve 5% or fewer suspensions by the end of 2019-20: we ended the year at 5.1%, according to our internal data. We will continue to apply the strategies above to ensure our suspension rates continue to decline.

A second piece of evidence is the increase in our Panorama Survey results from Spring 2018 to Spring 2019:

<b>Spring 2019 Survey Results</b>	<b>Percentage Favorable</b>	<b>Change since last survey</b>
School Safety	68%	+3
Sense of Belonging	35%	+4
Teacher-Student Relationships	52%	+6

A closer examination of the data also shows particularly strong areas for CAT, including:

- An 85% favorable (meaning, not likely) response to the question: How likely is it that someone from your school will bully you online?
- An 85% favorable response to the question: How many of your teachers are respectful towards you? (85% responded with “most” or “all.”)

We find the Panorama survey tool useful as a means of taking the temperature of our school environment and planning for how to ensure that our students know that they belong and are loved at CAT. To increase the results for Sense of Belonging, one of our instructional priorities this year is Community & Restorative Pedagogy.

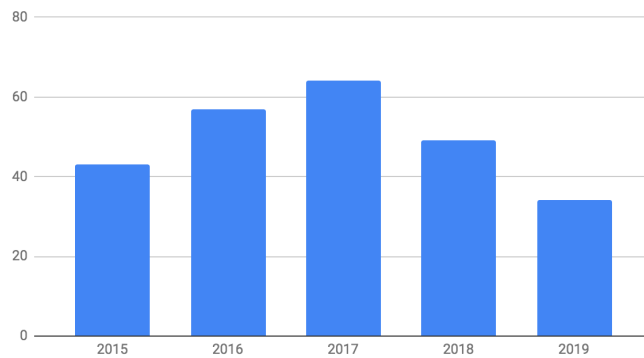
### **Areas of Improvement**

As a learning organization, we are also aware of our growth areas and are proactively working to address them. The main one is our Schoolwide and Subgroup CAASPP Performance on ELA and Math.

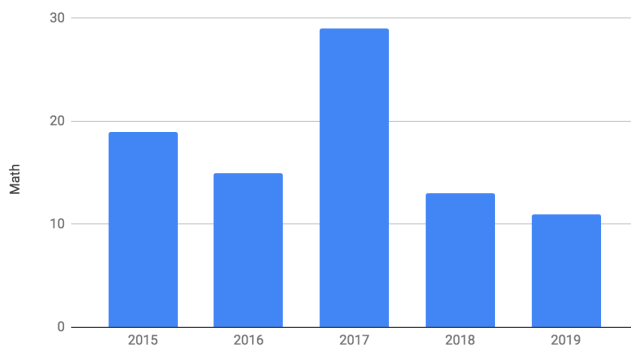
### **Schoolwide and Subgroup CAASPP Performance on ELA and Math**

We are keenly focused on improving our students’ scores on CAASPP. As the data below shows, our recent decline in ELA scores followed years of increasing scores, so we are making strategic investments in our instructional program to return to that previous trend. We also have pockets of subgroup strengths: for example, our African American students outperform both the SFUSD and state average in ELA and are on par with the state average in Math. At the same time, the demographics of our 11th grade test takers include more socioeconomically disadvantaged and special education students than the surrounding district, and some of those groups’ representation in our 11th grade class increased from 2018 to 2019. While we had one year of math performance that paralleled state performance levels, we knew nonetheless we needed to prioritize dramatic improvements in our Math program. See below for further information about our overall instructional program investments, as well as our multi-year, network-wide Math Priority.

ELA - % of students meeting or exceeding standard



Math - % of students meeting or exceeding standard



To address our declining scores in ELA and Math, both overall and for our subgroups of students, we have set an instructional priority of Disciplinary Pedagogy. Teachers are expected to plan their units using the Understanding by Design framework, explicitly addressing goals, transferable skills, enduring understandings, essential questions, knowledge, and skills. Units will balance standards-based competencies and Envision’s Graduate Profile competencies. Units will include beginning-of-the-unit entry-tasks and end-of-unit performance tasks that target prioritized standards and competencies identified in the unit plan with multiple prompts and/or questions. We are providing exemplar synchronous and asynchronous lessons in Math, ELA, Social Science, and Science, along with content planning guidelines.

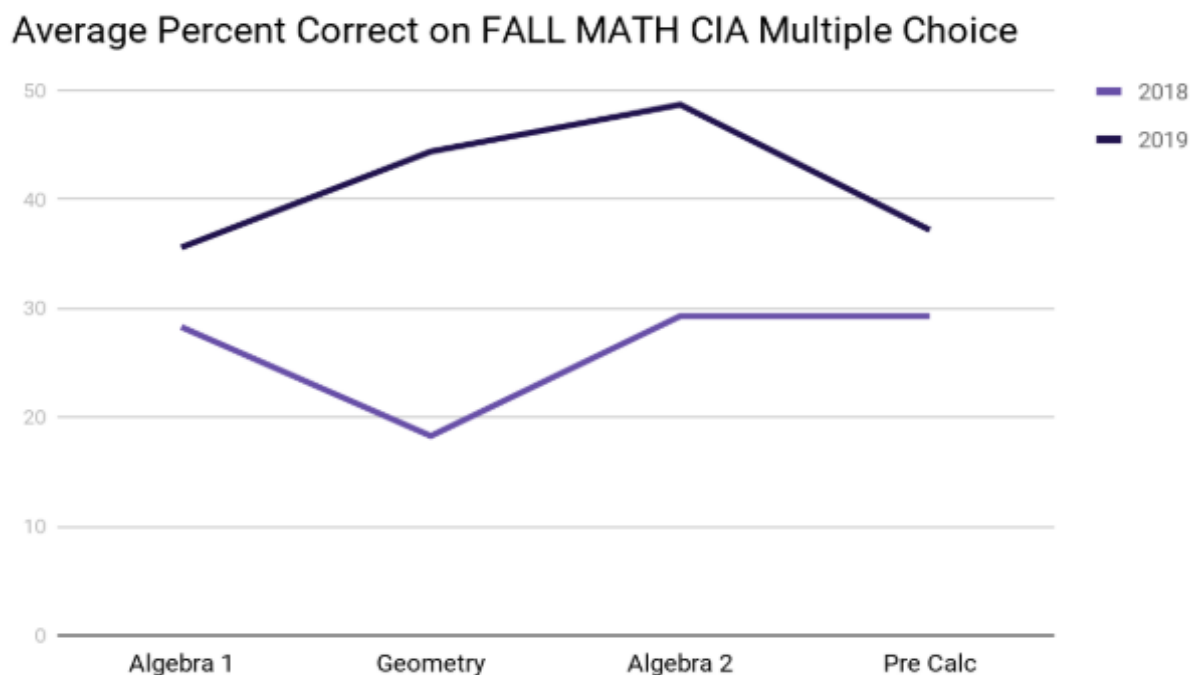
In Math, we have a centrally-supported, common curriculum that ensures standards-alignment and rigor and allows teachers to accelerate learning to address gaps. The school-wide math curriculum outlines a scope and sequence for each grade, mostly using Illustrative Math, which is a Common-Core-aligned curriculum. In ELA, we will be moving forward a centrally-supported, common curriculum in the next year or two. Every teacher participates in a discipline-specific Professional Learning Community that meets weekly with a Lead to plan instruction, develop unit plans, and analyze student work. In addition, we provide coaching to teachers, especially new teachers.

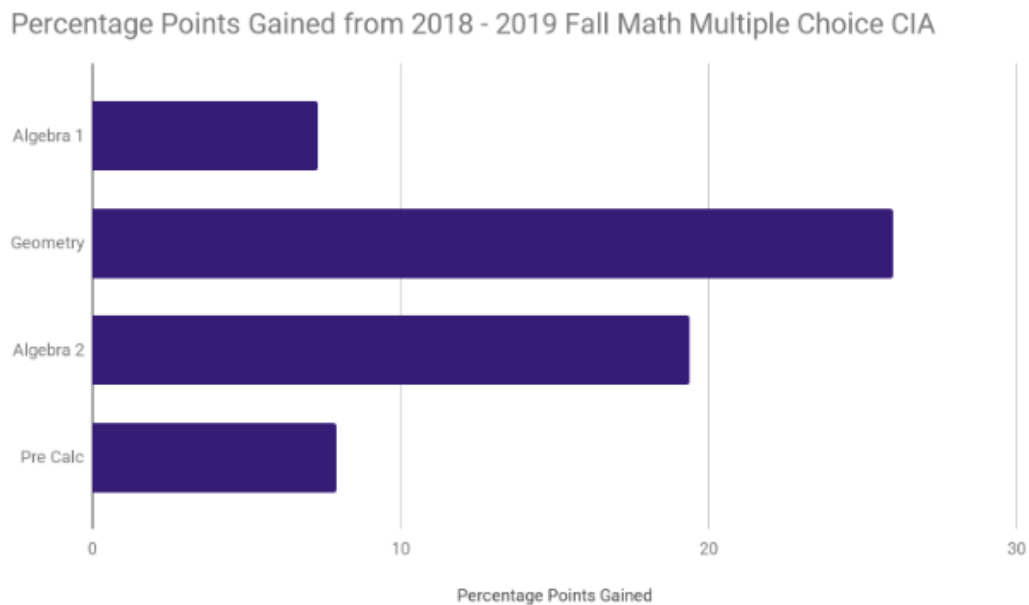
For the past two years, City Arts & Tech and our entire network have engaged in comprehensive efforts to improve math achievement by increasing the level of productive struggle students experience in their math classes. Our long term goal is for math instruction to result in widespread student math fluency, enabling STEM career and college readiness for our graduates. Our work this past year has been to ensure that every math teacher has the capacity to facilitate instruction that cultivates math fluency, and that all Envision students are able to actively engage in the productive struggle activities that promote sustained learning.

To bring this to fruition, our Director of Math is leading our work around the following key strategies:

- Build instructional cohesion around rigor and cross course content sequencing;
- Align assessment standards to the scope and sequence document and organize inquiry cycles that are informed by the data;
- Build teacher capacity to make data informed instructional decisions.

This priority focus has already yielded results: The data below shows that we saw significant gains across the board between fall 2018 and fall 2019 on our Math Common Interim Assessments (CIAs). Every single math course saw gains from fall 2018, an average increase of 18 percentage points from last year. Critically, these CIAs are aligned to CAASPP, indicating that we are making progress towards improving our students' outcomes on these gatekeeping assessments. Based on this data, we feel confident that we would have seen growth in our Math scores if the state had administered CAASPP in the spring of 2020.





We believe the following additional strategies that we are implementing will support improvement in City Arts & Tech's CAASPP scores:

- A number of staff have attended the Standards Institute to increase knowledge of CCSS and support design of grade-level aligned curriculum that implements the shifts in Common Core.
- AP Courses are offered for juniors and seniors.
- Every teacher new to CAT has an instructional coach who observes and provides feedback and coaching weekly.
- Learning Specialists co-plan weekly with Math and ELA teachers to determine best practices for supporting students with special needs. Learning Specialists draft standards-aligned academic IEP goals.

### **Prioritizing Focus Areas**

Based on our strengths, areas of improvement, and the experiences of our students and families during this tumultuous time, and guided by our anti-racist pro-Black stance, we will be prioritizing three areas:

- Strengthening academic skills through disciplinary pedagogy
- Focusing on supporting diverse learners through a tiered support system
- Elevating community and restorative practices

Our professional development and systems redesign will focus on these three areas. Our educators will work collaboratively in professional learning communities to ensure that all

students learn the essential skills of the discipline, prioritizing math and ELA, and our thoughtful unit plans, performance assessments, and discipline pedagogy support our scholars to leave CAT ready to tackle college-level work.

To support our diverse learners including English learners and students with disabilities, we will use multiple sources of data to strengthen our Tiered Support Model. In line with our commitment to centering the marginalized communities and being an anti-racist organization, we will ensure that our most marginalized students get the maximum academic and social-emotional support. When we put their needs first, we are also setting conditions for them to succeed. We are offering them what they need and deserve in a time when otherwise, the barriers they face would constitute injustice.

Last but not least, we will elevate the importance of Restorative Practices and provide professional development to teachers to build their capacity in this critical area. Now more than ever, it is imperative that teachers attend to the needs of the whole child, not just their academic needs, and if our system is going to succeed at making this shift, our teachers must be able to broaden what they can offer to their students.

Guided by our core values of learning, equity and persistence, we will continue to adapt our program this year to meet the needs of our students during an evolving landscape. Despite the challenges of the year, we are confident that the CAT community will emerge from it stronger and more ready to support our community in the next five years.

### **Partnership with SFUSD**

Envision Education and City Arts & Tech have embraced the partnership with SFUSD and have benefitted from the high quality oversight and support from the Office of Policy and Planning & Charter Schools. We appreciate the support of the SFUSD staff and board and look forward to many years of fruitful partnership to come.

### **Charter Renewal Criteria**

#### **Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (middle tier)**

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.



In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

City Arts & Tech fits into the middle tier, and is eligible for charter renewal, as demonstrated below. The California Department of Education has also determined that City Arts & Tech is a middle tier charter school.

### **Dashboard Performance**

Education Code Section 47607.2(b) states:

*(1) For all charter schools for which [top and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].*

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

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).)

The following table displays City Arts & Tech's and the State's indicators for the 2017-18 and 2018-19 school years.

<b>Indicator</b>	<b>2018 State</b>	<b>2018 CAT</b>	<b>Comparison</b>		<b>2019 State</b>	<b>2019 CAT</b>	<b>Comparison</b>
CAASPP ELA	-6	0	Better		2.5	-36.5	Below
CAASPP Math	-36.4	-110	Below		-33.5	-105.8	Below
English Learner Progress	30.6% Well Developed	46.5% Well Developed	Better		48.3% Making Progress	56.7%	Better
Graduation Rate	83.5%	90.9%	Better		85.9%	91%	Better
Suspension	3.5%	9.4%	Below		3.4%	7.6%	Below

Rate						
College/Career Readiness	42.2%	48.5%	Better		44.1%	54.5%

#### SLA-HD 2019 Dashboard local indicators

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

As demonstrated above, City Arts & Tech has consistently outperformed the State in English Learner Progress, Graduation Rate, and College/Career Readiness.

#### Measurable Increases in Academic Achievement

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

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

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

*(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data ....*

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).)

City Arts & Tech High School has shown *(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*

City Arts & Tech College Enrollment Data 2015-2019 (National Student ClearingHouse) compared to the national average of 67% in 2017 as reported by the National Center of Education Statistics

City Arts & Tech College Enrollment					
	2015	2016	2017	2018	2019

All students	78%	82%	80%	79%	79%
African American	69%	81%	84%	73%	80%
Latinx	75%	86%	74%	79%	76%
Socioeconomically disadvantaged	74%	78%	85%	73%	80%
Students with IEPs	79%	71%	62%	67%	< 10 students
English Learners	88%	84%	< 10 students	< 10 students	< 10 students

City Arts & Tech College Persistence Data 2015-2017 compared to the national average of 74% as reported by the National Student ClearingHouse.

City Arts & Tech College Persistence			
	2015	2016	2017
All students	75%	78%	80%
African American	< 10 students	76%	88%
Latinx	70%	84%	84%
Socioeconomically disadvantage	77%	84%	78%
Students with IEPs	67%	80%	< 10 students
English Learnings	84%	79%	83%

As the National Student ClearingHouse data shows, CAT has verified data of strong postsecondary outcomes, as defined by college enrollment and persistence, higher than the national average and to similar peers. College completion data for the class of 2015 to the class of 2019 is not available yet. Most of CAT's graduates are still attending college.

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

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

## ELEMENT A: EDUCATIONAL PHILOSOPHY AND PROGRAM

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

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

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

### **Envision Education Mission and Vision**

Envision Education is an innovative, non-profit educational organization established to create and sustain excellent, small public schools that serve diverse student bodies in the Bay Area. Envision Education operates three schools: City Arts & Tech opened in San Francisco on August 31, 2004; Envision Academy (“EA”), opened on August 21, 2006 in Oakland; and Impact Academy of Arts and Technology (“IA”) opened in Hayward in August 2007. The mission of Envision Education is to transform the lives of students – especially those who will be the first in their families to attend college – by preparing them for success in college and in life.

Only 69%<sup>1</sup> of students who complete high school enroll in college within the first year after graduation and only 29%<sup>2</sup> of 25- to 29-year-old Black students and 21% of 25- to 29-year-old Latinx students receive a bachelor’s degree (2018). At Envision Schools, students are enrolling and persisting in college at much higher rates.

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<sup>1</sup> National Center for Education Statistics. [https://nces.ed.gov/programs/coe/indicator\\_cpa.asp](https://nces.ed.gov/programs/coe/indicator_cpa.asp)

<sup>2</sup> National Center for Education Statistics. [https://nces.ed.gov/programs/coe/indicator\\_ctr.asp](https://nces.ed.gov/programs/coe/indicator_ctr.asp)

	College Enrollment During First Year After High School		
	CAT	EA	IA
<b>Class of 2017</b>	80%	89%	86%
<b>Class of 2018</b>	79%	75%	87%
<b>Class of 2019</b>	79%	74%	78%
<b>California Average (17-18)</b>	<b>64%</b>		
	<b>Black/African American</b>		
	CAT	EA	IA
<b>Class of 2017</b>	84% (16/19)	81% (21/26)	* (* /8)
<b>Class of 2018</b>	73% (8/11)	73% (30/41)	100% (18/18)
<b>Class of 2019</b>	80% (8/10)	86% (19/22)	100% (12/12)
<b>California Average (17-18)</b>	<b>60%</b>		
	<b>Hispanic/Latino</b>		
	CAT	EA	IA
<b>Class of 2017</b>	74% (31/42)	92% (33/36)	84% (66/79)
<b>Class of 2018</b>	79% (30/38)	74% (29/39)	82% (42/51)
<b>Class of 2019</b>	76% (31/41)	67% (34/51)	76% (53/70)
<b>California Average (17-18)</b>	<b>58%</b>		

\* Data not provided for small subgroups to protect student privacy

At the core of our organization is a commitment to underserved students, for whom educational inequity is too often the status quo. We exist to interrupt that status quo, and we achieve our mission in two primary ways: through Envision Schools and Envision Learning Partners (ELP), which scales our Portfolio Defense Model to districts across the country.

At Envision Schools, we engage students in a transformational learning experience by expecting students to demonstrate mastery of challenging academic work and 21<sup>st</sup> Century Leadership Skills through performance; creating authentic projects and presenting their work to a public audience; completing a workplace learning experience; forming deep relationships with staff;

and participating in a community of learning. We believe that by entering, succeeding in, and graduating from college our students transform the trajectories of their lives and eventually their communities.

In addition to operating high-performing schools, Envision Education oversees Envision Learning Partners (ELP), a consultancy division, which scales our model and delivers on the fundamental promise of charter schools: to incubate innovative, effective educational strategies and share them with district-run schools. ELP's mission is to engage every student in America in a high-quality performance assessment system, and the organization has emerged as the national leader in supporting schools to design and implement school improvement strategies through high-quality performance assessment and the Portfolio-Defense model. ELP works with more than 1,500 teachers and leaders in over 60 public school districts, schools, and state departments of education across the country to increase the number of students who are truly prepared for success in college, career and life. Through its coaching and professional development work, ELP is reaching over 300,000 students each year. This approach has demonstrated game-changing results for students, and has fundamentally changed teaching and assessment in a variety of school environments.

While ELP serves schools and districts across the country, from Hawaii to New England, we are especially proud of our work that remains rooted in the Bay Area. Local district clients include Oakland Unified, Alameda Unified, San Rafael City Schools, Novato Unified, and San Francisco Unified. Since 2018, we've been supporting SFUSD's efforts to operationalize the district's graduate profile. That work has included mapping performance outcomes aligned to the profile skills across all grades, K-12, which is a vital step toward designing learning experiences that enable students to practice and receive feedback on those skills.

In 2018, members of the Stanford Center for Assessment, Learning and Equity (SCALE) joined the Envision Learning Partners team. Together, we have continued to refine our resources and expand our approach of partnering with school, district and state leaders to design and implement rigorous, reliable systems for evaluating learning and providing actionable feedback that meet the unique needs of each student. This robust consulting team is supporting even more schools as they adopt and adapt the research and resources developed at Stanford University, helping teachers and school leaders give every student an educational experience where they feel confident and valued.

Another focus area for ELP is supporting and advancing the careers of educational leaders of color. We are currently facilitating the fourth cohort of the Deeper Learning Leadership Forum (DLLF). The cohort functions as a professional learning community for education systems leaders with influence over a system or network of schools. DLLF seeks to address the questions

and issues of educational inequity by bringing together education leaders and providing them with learning and networking opportunities to help them lead reform efforts in their local systems and around the country. Two members of the current cohort are leaders within SFUSD.

### **Envision's Core Values**

We are passionate about meeting our mission and we do this through the actualization of our Core Values. In service of our mission, we use these core values to guide our actions and decisions every day with our colleagues, our students, their parents, and our partner organizations.

A **value** is what we believe is true about ourselves or what we aspire to. A **competency** is a pattern of thinking, feeling, acting, or speaking that enables us to be successful in a job or role.

### **Team**

- We believe that collegiality and collaboration create community and richer solutions and that only by working together can we fully achieve our mission. We do this by:
  - Building trust, empathy, and alliances across diverse groups
  - Using structures to collaborate productively
  - Bringing positive intent and going to the source to resolve conflict

### **High Expectations**

- We believe that if we set high expectations for ourselves, our team, and our students, then we will achieve breakthrough results. We do this by:
  - Relentlessly pursuing our mission and empowering our students
  - Setting goals, planning a course of action, and delivering results
  - Using evidence and making decisions based on data

### **Equity**

- We believe in examining our biases, removing the predictability of success that correlates with race and other aspects of identity, and creating inclusive environments. We do this by
  - Identifying biases in ourselves and inequities in our organization
  - Interrupting inequity by taking action and following through
  - Acting with honesty, humility, and integrity

### **Learning**

- We believe in the power of learning and that by consistently examining both our successes and our failures we become smarter and stronger. We do this by:
  - Giving and accepting feedback



- Reflecting on our work and demonstrating self-awareness
- Engaging in ongoing learning and growth

### **Persistence**

- We believe that the path toward accomplishing our vision is challenging, so we innovate, honor our commitments, and never give up. We do this by:
  - Demonstrating tenacity and resilience
  - Holding ourselves and others accountable
  - Engaging in creative problem solving

### **City Arts & Tech - Mission and Core Values**

City Arts & Tech's mission is to inspire and prepare ALL students, especially those who will be first in their family to attend college, to enter, graduate from, and succeed in a four-year college and in life. We engage diverse student bodies in rigorous and authentic education through an interdisciplinary curriculum, traditional academic coursework, standards-based instruction, leadership skills preparation, and a performance assessment portfolio system. The CAT community is committed to transforming the high school experience so that ALL of our students graduate from high school with the knowledge, leadership skills, and core values needed to graduate from a four-year college.

As a school, City Arts & Tech has established core values that mirror and support the core values of Envision Education. In service of the mission, CAT uses these core values to guide their actions and decisions every day with colleagues, students, parents, and partner organizations:

At CAT, WE ARE...

**Persistent Learners:** We challenge ourselves to pursue greater opportunities.

We strive for high expectations; We aren't satisfied with mediocrity.  
 We push through adversity to reach our goals.  
 We never give up on ourselves or our community.

**Responsible Leaders:** We support our peers and push them to excel.

We code switch in academic and professional settings.  
 We are respectful to others and hold ourselves accountable for our actions.  
 We reflect on our mistakes to improve and grow as leaders.

**Engaged Scholars:** We come to school focused and ready to learn.

We are mentally present in class and stay on task.  
 We participate and ask questions to encourage critical thinking.  
 We believe hard work pays off in school and life.

**Compassionate Upstanders:** We support all members of the CAT community.

We promote a collaborative learning environment.

We are committed to building meaningful relationships.

We empathize with the perspectives of others.

The hallmark of City Arts & Tech is a personalized curriculum that integrates our core values, rigorous academics, technology, and creativity, enabling students to become self-motivated, competent, lifelong learners.

City Arts & Tech will continue to achieve its mission and contribute to fulfilling the legislative intent of the Charter Schools Act of 1992. This petition contains reasonably comprehensive descriptions of the elements described in Education Code Section 47605(b)(c)(A)-(O).

### **Leadership Team for City Arts & Tech**

#### **Phillip Chardon, Principal, City Arts & Tech High School**

Phillip Chardon is entering his 2nd year as Principal of City Arts and Tech and his 6th year at the school. Previously, he was the Vice Principal. In his time at CAT, he has emphasized the importance of building a college-going academic program supported by a strong school community that centers students and is responsive to all stakeholders. Phillip has led a dramatic decline in suspensions, an increase in attendance and graduation rates, and a successful six year approval from WASC. Prior to joining CAT, Phillip worked in both Los Angeles and the Bay Area as a teacher and administrator. While Vice Principal, Phillip received his second masters in Educational Leadership from Concordia University Irvine where he focused on multi-tiered support systems for students. He also holds a B.A. in History and a M.Ed from UC Santa Barbara.

#### **Gia Truong, CEO**

Gia Truong is Envision Education's CEO. Envision Education's unique approach consists of two strategies: operating charter schools and providing training and consulting services to others through its Envision Learning Partners division. Under Gia's leadership, our acclaimed Portfolio Defense model is helping students, in our schools and around the country, develop what they need most to thrive: academic knowledge, leadership skills, the ability to reflect, and a mindset for growth. Gia leads Envision Education with a strong commitment to and focus on educational equity for all students, as well as a focus on providing exceptional Deeper Learning opportunities to students.

Gia is a Leading for Equity Fellow with the National Equity Project, where she collaborates with other leaders to foster positive change on behalf of historically under-served students and

families. She is also a member of Education Leaders of Color, an organization dedicated to elevating the leadership, voices, and influence of people of color in education.

Prior to joining Envision, Gia was the Executive Officer of Oakland Unified's Curriculum and Instruction Department, where she led strategic planning and reorganization, as well as OUSD's Effective Principals and Leadership Task Force. Prior to that she was OUSD's Network Executive Officer and led a network of middle schools. She also served as principal of Urban Promise Academy and as a teacher for eight years in both district and charter schools. Gia has a BA in Psychology with a minor in Asian-American Studies from San Francisco State University, an MA in Teaching from Brown University, and earned her Administrative Credential through the New Leaders Principal Residency Program.

#### **Sarah Chostner, Chief People Officer**

Sarah leads and supports the talent, enrollment, development, and communications teams at Envision Education. Prior to joining Envision, Sarah served in multiple roles at Summit Public Schools, leading adult learning, summer programming, growth, and facilities. Sarah began her career in education at the Bridgespan Group in Boston, advising nonprofits in strategy, and she discovered her passion for education through teaching a theater program in Boston Public Schools in college. Sarah holds a BA in Astronomy & Astrophysics from Harvard College and a joint Master in Education and MBA from Stanford University.

#### **Javier Cabra Walteros, Chief Academic Officer**

Javier Cabra Walteros is the Chief Academic Officer (CAO) at Envision Education. In this role, Javier leads academic programming, school culture programming, and leadership development in partnership with Envision's Director of Instruction, Director of Math, Director of Special Education, and Principals and Vice-principals. Javier joins Envision after 13 years as a humanities teacher, resident Principal, Principal, and Associate Superintendent at Aspire Public Schools in the Los Angeles and Bay Area Regions.

#### **Sele Nadel-Hayes, Chief Operating Officer**

As Chief Operating Officer, Ms. Nadel-Hayes leads Envision Education's operations and finance teams, ensuring Envision Education's operational and financial health and sustainability. Most recently, Ms. Nadel-Hayes was Envision's Director of Operations and Finance and was responsible for school site operations, compliance, facilities, risk management, nutrition services, procurement, and financial management. Ms. Nadel-Hayes joined Envision Education after nearly nine years at Oakland Unified School District, including Financial Services Director in the Budget Department, where she developed and implemented a budget monitoring and management system for 86 schools and 40 departments, and as Manager of Operations Support leading a team of coaches charged with optimizing operational systems at schools across the

district. She previously served as the Youth & Training Director of the Freedom Archives and the Organizational Development Administrator for Kids First. She holds a BA in Political Science with a minor in Geography from Macalester College and a Master of Public Policy from the Goldman School of Public Policy at UC Berkeley.

**Justin Wells, Executive Director, Envision Learning Partners**

Justin Wells is the Executive Director of Envision Learning Partners, a team of coaches who help schools and districts develop performance assessment systems guided by the principles of equity and deeper learning. He is a founding faculty member of Envision Schools, where he taught English and led teacher teams in the design and implementation of semester-long, multi-disciplinary projects that drew national recognition and media coverage. He served as an associate research director for performance assessment at the Stanford Center for Assessment, Learning, and Equity (SCALE). He is co-author of the book *Transforming Schools with Common Core Standards, Performance Assessment, and Project-Based Learning*.

**Roilyn Graves, Director of Special Education**

Roilyn Graves is Envision's Director of Special Education, ensuring that special education students, especially black and brown boys, receive a rigorous, hands-on, culturally relevant, and engaging education where they are held to high expectations in and out of the classroom. With over 15 years of experience in urban Special Education, Roilyn is deeply committed to working with students, teachers, and administrative teams to create high-quality, equitable, and inclusive environments where teachers and students are successful. Roilyn has served as a teacher, founding teacher for a highly successful inclusion program in Washington DC, founder and leader of a mentoring organization for Black and Latinx girls, school administrator, and Special Education program specialist.

**Targeted School Population and Students To Be Served**

City Arts & Tech is an urban high school located in the Excelsior district of San Francisco that serves high school students, grades 9th through 12th. 86% of our students live in the San Francisco Unified School District attendance area. CAT opened in August 2004 with a founding 9th grade class of 108 students. CAT now serves 260 students with the potential to serve up to 400 students in the current high school model. Based on research, best practices, and the lessons learned from over many years of experience with charter high schools, our small school design is specifically geared to enable diverse and traditionally underserved students to succeed in an academically challenging environment.

City Arts & Tech is truly representative of the diversity of San Francisco and the Bay Area and seeks students from diverse ethnic, socioeconomic, academic, cultural, and geographical backgrounds. CAT is committed to narrowing the existing achievement gap between students of

different socioeconomic and racial backgrounds. At CAT, our student population consists primarily of Latinx and African American students. In fact, the percentage of Latinx and African American students who attend CAT is approximately twice as high as the percentage of these subgroups in SFUSD schools.

<b>Enrollment by Race/Ethnicity for 2019-20</b>						
	<b>African American</b>	<b>Asian</b>	<b>Filipino</b>	<b>Hispanic or Latinx</b>	<b>White</b>	<b>Two or More Races</b>
<b>City Arts &amp; Tech</b>	16%	4%	5%	61%	7%	6%
<b>SFUSD &amp; SF County</b>	8%	29%	4%	32%	15%	6%

<b>Enrollment by Race/Ethnicity for 2018-19</b>						
	<b>African American</b>	<b>Asian</b>	<b>Filipino</b>	<b>Hispanic or Latinx</b>	<b>White</b>	<b>Two or More Races</b>
<b>City Arts &amp; Tech</b>	16%	3%	4%	64%	7%	5%
<b>SFUSD &amp; SF County</b>	8%	30%	4%	32%	14%	6%

It is the explicit goal of Envision Education to ensure that the student population at City Arts & Tech includes the racial and ethnic diversity within the territorial jurisdiction of the San Francisco Unified School District population and that CAT serves significant numbers of underserved students, many of whom will be among the first in their family to graduate from college. CAT strongly believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students will need to learn from others how to respect different viewpoints and find the commonalities in all people.

To this end, City Arts & Tech engages in a variety of means and strategies to achieve a demographically diverse student population. To implement effective recruitment strategies, Envision Education currently has an Enrollment Manager at the network level, and a CAT Family and Community Liaison. The school aims to attract a diverse student body through an active recruitment program and by establishing partnerships with public and private schools,

youth programs, and community organizations. CAT’s student recruiting will continue to target disadvantaged youth by working with local community-based organizations and social service providers to make sure that disadvantaged youth know about, are familiar with, and attend CAT.

### Special Populations

City Arts & Tech serves a significant percentage of English Learner (“EL”) students, students who are eligible for Free or Reduced Price Meals (“FRPM”), students with Individualized Education Programs (“IEPs”), and students whose parents have not attended or completed college.

EL and FRPM Percentages for 2018-19				
	English Learners	Free/Reduced Price Meals	Unduplicated Pupil Percentage	Funded ADA
<b>City Arts &amp; Tech</b>	42 (15%)	209 (76%)	75.08%	251.53
<b>SFUSD</b>	16,960 (28%)	31,025 (51%)	61.26%	50,201.97

EL Status 2018-19	
<b>EL</b>	15%
<b>RFEP</b>	42%
<b>IFEP</b>	5%
<b>EO</b>	38%

Primary Language Distribution 2020-21	
Language	% Enrolled
English	45%
Spanish	44%
Other	11%

Our English Learner population consists primarily of students whose first language is Spanish. In 2018-19, 15% of CAT's students were classified as English Learners, 47% were classified as Reclassified Fluent English Proficient (RFEP) or Initially Fluent English Proficient (IFEP), and 38% were classified as English Only.

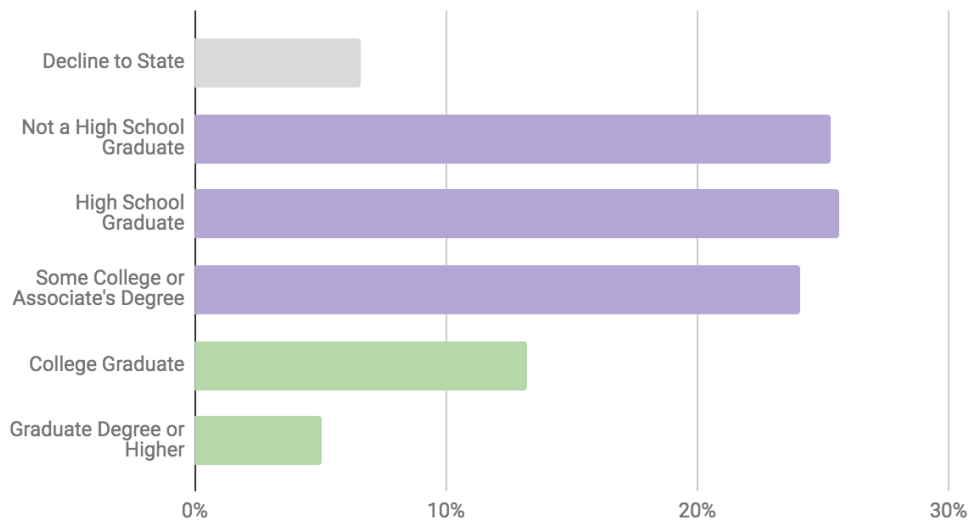
Approximately 17% of CAT's students have an IEPs compared to approximately 12% in SFUSD. Students are designated across the spectrum of support including Emotional Disturbance ("ED"), Other Health Impaired ("OHI"), Specific Learning Disability (SLD), Intellectually Disabled ("ID"), Speech and Language Impairment ("SLI"), Autistic ("AUT"), and Hard of Hearing ("HH").

<b>Special Education Enrollment by Service Needs 2019-20</b>								
<b>Entity</b>	<b>ED</b>	<b>OHI</b>	<b>SLD</b>	<b>ID</b>	<b>SLI</b>	<b>AUT</b>	<b>HH</b>	<b>Total</b>
<b>City Arts &amp; Tech</b>	1	9	29	0	0	4	1	44
<b>SFUSD</b>	330	1063	2679	377	1374	1176	135	7362
<b>County</b>	345	1088	2696	387	1377	1184	166	7435
<b>State</b>	25233	104792	300295	43770	164698	120095	10657	795047

Additionally, compared to SFUSD schools, City Arts & Tech serves a higher percentage of students in Special Education. Serving students from these communities aligns with our mission to prepare all students, regardless of their background, for post-secondary success upon graduating from CAT.

The definition of first-generation college graduate is a student whose parents have not graduated from college. This includes students with parents in the following categories: some college, high school graduate, and not a high school graduate. The graph below shows that approximately 82% of CAT students from the year 2019-20 will be first generation college graduates. As previously noted, educating first-generation college graduates is the mission of Envision Education and CAT's student and parent demographic makeup is aligned to that mission.

### CAT Parent Education Level



### School Climate

Students and families consistently state that the quality of our relationships is central to the school climate at City Arts & Tech. At CAT, our small community allows for great connection across all stakeholders, and our advisory program is at the center of our community.

All students at City Arts & Tech participate in advisory, a period during the school day that focuses on building community and restorative practices, and building skills to be successful in college, career, and in life. The core values have been used as a guiding force for our students and staff and for advisory curriculum development. Advisors, in partnership with the College Counselor, lead students through the college application process, ensuring that every CAT student applies to a 2- or 4-year college. During this class period, advisors develop close relationships with advisees and become their students' advocate. This ensures that every student at CAT feels like they have an adult that knows them well at the school.

City Arts & Tech builds a unified culture of belonging through school-wide community meetings. CAT community meetings take place every two weeks, and focus on building community, school spirit, and further reinforcing CAT's core values.

### Parent Involvement

City Arts & Tech works to engage parents in multiple ways through family conferences and family events. Parents participate in monthly CAT Townhall meetings with the Principal to discuss upcoming CAT events, CAT policies, and volunteer opportunities. This is also an opportunity to voice any concerns that parents have with the Principal.



City Arts & Tech students and families participate in family conferences to learn about the progress of their students. CAT invites families to these conferences through mailings, emails, and phone calls home in both English and Spanish. If a family does not participate, then the learning specialist or advisor follows up with that student's family. Conference scheduling is based on student performance. If a student is struggling academically, the student and family must come in to determine how the student can improve. These conferences take place at the end of Quarter 1 and Quarter 3, and more often for some students if necessary.

In order to further engage families, City Arts & Tech has bilingual office staff. One of their primary responsibilities is to communicate with CAT's parent community during parent conferences, meetings with the Principal and at after-school events. CAT's office staff supports parent communication by creating weekly automated calls in English and Spanish to inform parents of important school-related events each week. CAT regularly engages parents and invites parents to give input to the instructional program, student and parent support, and other important issues.

### **Attendance**

The key to increased learning is better use of school time and a schedule that maximizes performance, creativity, and opportunities for collaboration. The City Arts & Tech schedule for students operates from 8:30 a.m. until 3:45 p.m. and can be adjusted on an annual basis to best meet the needs of our students. CAT meets all state requirements for annual minutes of instruction to ensure our students are prepared for success in college (see Appendix A for 2020-2021 school calendar during distance learning, 2019-2020 school calendar and bell schedule).

### **Student Engagement**

City Arts & Tech develops a strong student and staff culture through student and staff involvement in leadership activities, sports, and clubs. Students participate in leadership groups such as the Leadership class that help with school dances, school spirit and assemblies, and other student initiatives. Students also participate in school culture committees that focus on the implementation of CAT's core values. Lastly, CAT has student ambassadors who act as representatives of the school and community. These students give tours of CAT to incoming 9<sup>th</sup> graders, talk to visitors who want to learn more about Envision Education or Envision Learning Partners, and help to interview potential new teachers.

In addition to leadership opportunities, students participate in sports and clubs. Students participate in soccer, basketball, wrestling, volleyball, baseball, and cheerleading. Additionally, there are several active clubs on campus such as the Black Student Union, La Raza Club, a political resistance club, theater, dancing, and a running club.

Because of City Arts & Tech's strong student culture and new initiatives to involve students, CAT's graduation rate has consistently stayed higher than San Francisco Unified's graduation rate. CAT's graduation rate stayed steady at 91% from the 2016-17 to 2018-19 school years versus SFUSD's around 85%.

### **21<sup>st</sup> Century Learning**

City Arts & Tech's overall goal is to develop students who attain the academic and non-academic skills and knowledge necessary to be successful in college, career, and in life. CAT students will graduate ready for college, community, and career, having mastered:

- Core academic content
- Leadership and other social-emotional skills
- Art and technology skills

The following are our goals to help students be competitive and prepared for success in the 21st century. Students can:

- Communicate effectively and persuasively when speaking and writing.
- Think independently and critically, solve problems, make informed decisions, and navigate across cultures.
- Read critically and analyze information effectively in a variety of disciplines, formats, and mediums.
- Problem solve, utilizing mathematical knowledge and skills.
- Apply scientific and mathematical skills, consume scientific data critically, create models, inquire, and analyze phenomenon.
- Use technology as a tool to access information, problem solve, and communicate.
- Interpret experience, create, and/or perform artistic work.
- Speak and write effectively in a second language.
- Demonstrate the knowledge, skills, and self-discipline necessary to achieve and maintain physical and emotional well-being.
- Exhibit leadership through service in the community.
- Make good choices to maintain a healthy and safe life.
- Demonstrate interpersonal, critical thinking, and project management skills.

### **How Learning Best Occurs: Envision Education Curriculum and Instructional Design**

#### **Our Big Goal**

At Envision Education we are focused on rigor. By rigor we mean complexity: the ability to think like a historian or mathematician, the ability to apply the leadership skills necessary in college and life, and the ability to reflect about one's personal journey as a learner. In short, we

are about students *knowing, doing, and reflecting*. The *know, do, reflect* framework is prominent in our graduate profile as well as our College Success Portfolio system.

- **Portfolio Defense:** Our Portfolio Defense assessment model authentically measures the most important things students need to learn in order to succeed in college and career: academic content, leadership skills, and competencies such as reflection and growth mindset. In order to advance from 10th to 11th, and ultimately to graduate, every student stands before a panel of teachers, peers, and community members and demonstrates that they are ready for the next academic challenge. In a masters-like defense, they tell the story of their education journey and respond to critical questions from the panel. The process is empowering: it prepares students to set educational goals, persist through challenges, and succeed on their chosen paths of college and career. Our teachers map backwards from the defenses in 10th and 12th grades to design their instruction and curricula, so that our courses and the work our students do help students develop the skills and content knowledge they need to succeed in their defense presentations. Content and skills come together in strong project-based learning, where students use the artifacts – evidence of what they’ve learned – from completed projects to defend their academic knowledge and skills, and to demonstrate that they are ready for the next challenge.
- **Strong Rubrics:** Our Portfolio Defense system utilizes rubrics designed by the Stanford Center for Assessment, Learning and Equity to measure students' development towards proficiency on the four core competencies necessary for college success: inquiry, research, analysis, and creative expression.
- **Personalized and Blended Learning:** Our curriculum is focused on providing high quality personalized and blended learning. We will provide 1:1 access to Chromebooks, and students use these with skill-building platforms, including Reading Plus, and MyOn for English Language Arts and Khan Academy for Mathematics. We also use TCI for Humanities, an engaging, project-based, online social studies curriculum, as well as Expeditionary Learning and myPerspectives for English Language Arts. To engage students in monitoring their own progress, we use Google Classroom and students and families have regular access to students’ progress and grades through PowerSchool and Illuminate.
- **Project-Based Learning Resources:** Because our schools utilize project-based learning (PBL) as a primary pedagogical strategy, we are constantly innovating our curricula to be relevant to students. As a result, we use a variety of resources to support rigorous PBL and we choose resources based on the objectives of a given project. Some of the curricula we are using this year include: TCI (from Stanford University), Facing History and Ourselves (to support project-based learning in Humanities PBL), Expeditionary Learning modules, myPerspectives units, and Math Links.

### **Distinguishing Features of the Educational Program at City Arts & Tech**

We believe that Rigor, Relevance, and Relationship equal Results. We use this framework to design our educational program at Envision Education and at City Arts & Tech:

- **Rigorous College-Prep Courses (Rigor):** Aligned to the Envision Education mission, the goal of City Arts & Tech is to prepare all of our students to enter, be successful in, and graduate from college. All of our students take rigorous, A-G aligned courses to be eligible for the UC and CSU systems. These courses focus on helping students master essential content standards and the Envision 21st Century Leadership Skills: Critical Thinking, Effective Project Management, Productive Collaboration, and Powerful Communication.
- **Performance-Based Assessments (Rigor & Results):** All students, in order to earn their diploma, are required to defend in front of a panel, their family, and fellow classmates their College Success Portfolio in 12th grade and their Benchmark Portfolio in 10th grade. This Portfolio contains evidence of the student's mastery of the Envision 21st Century Leadership Skills and in four Competencies: Research, Analysis, Creative Expression, and Inquiry.
- **Standardized Testing (Results):** City Arts & Tech students are prepared to do well on standardized tests including the California Assessment of Student Performance and Progress (CAASPP) in 11th grade, the CST, and college entrance exams.
- **Tiered Support (Results):** In order to achieve these results, City Arts & Tech uses a tiered support framework to support our diverse learners. Other supports and interventions include: Reading Plus, SAT Prep, Office Hours (extended day tutoring and homework support program), and college application and FAFSA completion support. Additionally, students are provided social-emotional and mental health support through Psychological Services Center (PSC) group counseling and PSC individual counseling. Every student has different needs. With a tiered support system, we align more supports for students with greater needs.
  - Tier 1 Supports: Teaching and supports that all students are given that includes differentiation.
  - Tier 2 Supports: Teaching and supports that are offered to all students but may not be taken if a student does not need these supports. For instance: Office Hours with the teacher or Learning Specialist.
  - Tier 3 Supports: Teaching and supports given to a student as an option AND/OR when there is agreement between student/family and teacher. For instance: Small group instruction with a focus on challenging content, and accommodations and modifications.
- **Exhibitions & Workplace Learning Experience (Relevance):** Teaching and learning at City Arts & Tech focuses on project-based learning, with real-world applications. This will prepare students for deeper learning and workplace learning experiences in their high school grades, where students share their interdisciplinary projects throughout the year

with their parents and the school community in public Exhibitions. In addition, 11th graders are required to complete an 80-hour Workplace Learning Experience (WLE), in which they design a project and implement it at their internship site. Their results and reflection are shared with the community at the WLE Exhibition held in the spring.

- **Technology & Art (Relevance):** City Arts & Tech integrates art and technology into the curriculum. Students learn 21st century leadership skills through the regular use of computer technology – the school maintains a 1:1 ratio of students to laptop computers. Art offerings include visual arts, performing arts, and digital media arts. One of the most popular courses at CAT is the Mural Design class.
- **Advisory (Relationships):** With approximately 260 students, City Arts & Tech maintains an intentionally small school community. Class sizes are about 20-25 students, generally lower than other public high schools, so that students can receive personalized attention from teachers. The small school structure promotes the development of strong, supportive relationships among students and staff. In addition, each student has an Advisor, who takes special responsibility for advocating for their students, making sure they do not fall through the cracks, and serving as a liaison with their families.
- **Extra-Curricular (Relevance):** We offer organized extracurricular programs such as: Student Government, Student Leadership Group, Yearbook, Gay Straight Alliance, Journalism, and Theater. Students also take field trips regularly, especially to visit universities and to attend arts events.
- **Partnerships (Relationships):** Schools must become ‘schools without walls’ in which students have consistent opportunities to interact with successful adults in the world of work. City Arts & Tech will continue to utilize a wide variety of mechanisms to integrate the concerns of post-secondary life with the curriculum of the school. These mechanisms include internships and rigorous, authentic exhibitions that are integrated into the schedule.

### **Profile of an Envision Education Graduate**

Envision Education graduates are ready for success in college and future careers because they *know, do, and reflect*.



Envision graduates **KNOW**. They:

- Learn academic subjects which makes it possible to:
  - Meet the University of California's A-G Requirements
  - Show proficiency and significant growth on the CAASPP
  - Perform successfully on college entrance exams

Envision graduates **DO**. They:

- Use core competencies required to perform in college: inquiry, analysis, research, and creative expression
- Use 21st Century Leadership Skills: Communicate Powerfully, Think Critically, Collaborate Productively, and Complete Projects Effectively
- Participate in a Workplace Learning Experience in which they do real work and complete a project that not only benefits their workplace, but demonstrates their ability to use leadership skills as well as inquire, analyze, research, and/or express themselves creatively in the workplace

Envision graduates **REFLECT**. They:

- Recognize and acknowledge growth, accomplishments, and successes as well as areas of future growth and development
- Revise work to proficiency based on feedback from teachers and peers

A cycle of knowing, doing, and reflecting exists at each level of the portfolio experience. For every academic competency that our students are required to master, in every subject, they must demonstrate what they know (academic content), describe what they can do with their content knowledge, and reflect on their personal and academic growth over time. Through this process, they collect artifacts from projects and academic assignments, which they put into their portfolio as evidence of proficiency, achievement, and growth.

Our high school teachers map backwards from the 12th grade Portfolio Defense tasks and Common Core Standards. Through project-based learning, students get this practice of demonstrating what they know and can do, and continually reflect on their growth as learners. Ultimately, our goal is that this practice and reflection will lead to proficiency in the competencies assessed in the 12th Grade College Success Portfolio.

Project-based learning (PBL) is a teaching approach, a mindset, and a framework for teaching skills and content. Through projects, students not only show what they know, they apply their knowledge (show what they can do). Projects can scaffold the learning leading up to a portfolio artifact, or be an application of learning following an artifact. Interdisciplinary projects and exhibitions should result in at least one or more portfolio artifacts.

The College Success Portfolio and Defense is Envision Education’s capstone activity that pulls knowing, doing, and reflecting into one place and into one moment. It is the final inquiry, the final essential question, and the final exhibition.

### **The Proficient College Success Portfolio**

The College Success Portfolio is a capstone activity that embodies two major experiences:

- Benchmark Portfolio at the end of 10th grade
- College Success Portfolio at the end of 12th grade

The knowledge and dispositions students must exhibit in each portfolio defense are mapped backwards from the 12<sup>th</sup> Grade College Success Portfolio. The requirements for a complete and *proficient* 12<sup>th</sup> Grade College Success Portfolio are as follows:

The requirements for a complete and *proficient* portfolio are as follows:



The portfolio includes a total of five proficient artifacts, one per competency (as described later in the section “Envision Education’s Four Core Competencies”):

1. Research
2. Inquiry
3. Creative expression
4. Analysis
5. Workplace Learning Experience
  - Each artifact must come from a *different* subject area. For example, if a science artifact is used for Research, then a social studies artifact must be used for Inquiry.
  - Workplace Learning Experience cannot be the sole artifact for a competency; it must be in addition to the subject-specific artifact (although WLE will *not* be assessed using a research, inquiry, creative expression, or analysis rubric).

- Each artifact is tied to at least one leadership skill and all leadership skills must be represented.

Students must show proficiency in each type of task in order for their work to be *certified*. This usually means that students revise their work several times before it qualifies for certification.

The cover letter and defense are both a final reflection and a final assessment of student learning and are required components of Envision's College Success Portfolio. The purpose of the cover letter is to provide students with an opportunity to build their defense. Done well, the cover letter also creates a sense of closure and accomplishment - a chance to share what they know and can do with people who are important to them. At the core, a cover letter introduces the portfolio and sets the defense stage where students share what they *know*, *can do*, and *reflect* upon.

The strongest defenses *balance* content knowledge, leadership skills, discipline specific knowledge and skill, and reflection. As such, we continuously emphasize the *leadership skills* for both the Benchmark and College Success Portfolio. Leadership skills include problem solving, teamwork, communication, goal setting, and task and time management. Envision Education graduates are knowers of academic content, doers, and reflectors of four competencies and leadership skills for college. The Workplace Learning Experience is an essential part of our model. Students are required to complete a project that demonstrates their ability to use leadership skills as well as inquire, analyze, research, or express themselves creatively in the workplace.

### **Envision Education's Four Core Competencies**

By **RESEARCH**, we mean students will present an argument about a historical, social science, scientific, or other issue. To demonstrate their mastery of research they must select a writing sample that embodies the following expectations, which are aligned to the Common Core State Standards for Literacy:

- Respond to a research question
- Develop an argument
- Support the argument with evidence
- Analyze the evidence
- Know and use accurate content knowledge
- Structure the argument in coherent ways
- Use discipline-specific writing conventions to communicate ideas

By **INQUIRY**, we mean students will formulate a question that can be explored by scientific or historical investigation. To demonstrate mastery of inquiry, they must select a writing sample or lab that embodies the following expectations, which are aligned to Next Generation Science Standards and Common Core State Standards for Literacy:

- Formulate an investigable question



- Design and perform the investigation
- Collect data/evidence, and analyze and interpret it
- Draw conclusions and assess validity of the conclusions
- Know and use accurate content knowledge
- Structure information in a coherent way
- Use discipline-specific writing conventions to communicate ideas

By **CREATIVE EXPRESSION**, we mean students will think critically and creatively, and communicate their ideas powerfully, persuasively, and artistically. We expect students to demonstrate an understanding of *artistic thinking* and *artistic practice*. Students shall use the arts as a tool to investigate and discuss topics and concerns that are relevant to artistic traditions and their lives. To demonstrate mastery of creative expression, they must select a piece of work that embodies the following expectations:

- Show command of the technique of the artistic discipline
- Construct and make a work of art with personal meaning and intent
- Explain the connection of the work of art to artistic and cultural traditions
- Envisions, explores and persists with an aesthetic idea
- Questions, discusses, and judges own work

By **ANALYSIS**, we mean students will demonstrate the ability to read and think critically, and communicate powerfully, which embodies the following expectations and are aligned to the Common Core State Standards for Literacy:

- Develop an argument
- Support the argument with evidence
- Analyze the evidence
- Organize and structure ideas for effective communication
- Use language to skillfully communicate ideas

### **Preparing for the College Success Portfolio**

To ensure our students are prepared to defend their College Success Portfolio in 12th grade, all 10th grade students defend a Benchmark Portfolio. The contents and process of the Benchmark Portfolio map directly to the 12th grade defense. Students must pass their Benchmark Portfolio in order to enter the 11th grade.

### **Annual Goals and Actions**

Pursuant to Education Code Section 47605(c)(5)(A)(ii), please see the City Arts & Tech LCAP in Appendix B, which describes annual goals to be achieved in the state priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

## **California Assessment of Student Performance and Progress (CAASPP) - English Language Arts (ELA) & Math:**

We are keenly focused on improving our students' scores on CAASPP and have outlined actions and strategic investments in our instructional program to see improvement.

**ELA:** Our data shows a multi-year increase in scores followed by a recent decline (43% meeting or exceeding standard in 2015, 57% in 2016, 64% in 2017, 49% in 2018, and 34% in 2019), so we are making strategic investments in our instructional program to return to the earlier trend. Our 2017 scores were aligned with SFUSD, while serving twice as many Latinx and Black students. We also have pockets of subgroup strengths: for example, our African American students outperform the SFUSD and state average in ELA (50% versus 30% and 38% respectively in 2019). At the same time, the demographics of our 11th grade test takers include more socioeconomically disadvantaged students than SFUSD (76% versus 51% in 2018) and special education students than SFUSD (17% versus 12% in 2019).

**Math:** While we had one year of math performance in the past five years that paralleled state performance levels, we know nonetheless we need to prioritize dramatic improvements in our Math program. The percent of our students meeting or exceeding standards in Math are as follows: 19% in 2015, 15% in 2016, 29% in 2017, 13% in 2018, 11% in 2019. Similarly to ELA, our African American students performed on par with SFUSD and the state average in 2019 at 13%. Our 2019 scores also represent a 75% student growth percentile in our Math academic growth. The CORE Dashboard defines "Student Growth Percentiles (SGPS), as a "student's growth relative to his/her academic peers - other students with similar prior achievement (i.e., those with a similar history of scores).

### **Advanced Placement Exams:**

In 2019-20 City Arts & Tech offered AP courses in art, calculus, literature, environmental science and Spanish. 100% of our AP Art students passed the exam, with an average score of 3.57. 79% of AP Spanish students passed the exam with an average score of 3.38.

### **English Language Proficiency Assessments for California:**

In 2018 the State of California replaced the California English Language Development Test (CELDT) with the English Language Proficiency Assessments for California (ELPAC) as a required state-wide assessment tool to measure English language proficiency. Due to this change in assessment tool there is very little longitudinal data available. Currently, City Arts & Tech has 72% of students at Level 3 - Moderately Developed and Level 4 - Well Developed in English language proficiency.

<b>2019 ELPAC Summative Results</b>	<b>% Students Scoring Level 3 or 4</b>
City Arts & Tech	72%
Burton High	46%
Balboa High	57%
Mission High	20%

### **English Language Arts Curriculum**

Although the Envision Education network is focused on our Math Priority work, we also know that literacy is a need as well. Our work on literacy comes in the form of regular inquiry cycles where teachers are analyzing interim assessment data, creating plans to address specific standards, using student work to analyze that progress, and making further instructional changes.

Our 9th – 12th grade English courses implement course maps developed in collaboration with English teachers across the Envision Education network. Mapping backwards from the Common Core State Standards, Envision Education Rubrics in Analysis and Research, and our Common Interim Assessments, our English teachers build year-long courses with the following foci:

- **9th – Reading Workshop:** In addition to building skills as a confident reader, writer, speaker, and thinker, all students pick independent reading books at their level, as measured by our reading comprehension screener, and build their confidence and joy of reading, as well as targeted reading support as needed.
- **10th – Reading and Writing Workshop:** Students increase the complexity of their informational and fictional texts and write increasingly complex analytical and research papers in conjunction with their Global History course. Students continue receiving targeted reading support.
- **11th – American Literature:** Focusing on important informational documents from American history, students participate in Socratic seminars and use evidence to support their thesis in concert with their American History course.
- **12th – Expository Reading and Writing Course (ERWC):** ERWC is a college preparatory, rhetoric-based English language arts course for the 12th grade designed by the CSU system to develop academic literacy (advanced proficiency in rhetorical and analytical reading, writing, and thinking) and to support students in the move from high school to college. The CCSS-aligned curriculum integrates interactive reading and writing processes and through a rhetorical approach to text, fosters critical thinking and

engagement through a relentless focus on complex text. The classroom activities are designed to model and foster successful practices of fluent readers and writers.

### **Math Priority**

Like many schools in California, the transition to Common Core Math Standards from the former California State Standards has been a major shift with which we have struggled. While the former standards were broad and focused on procedural fluency, the Common Core standards focus on the “three-legged stool” of rigor in math: conceptual understanding, procedural skill and fluency, and application. Envision knows that we must take on a deep change in teacher practice for our students to be successful not only in external measures like CAASPP, but also for our students to be prepared for college-level STEM classes and STEM careers. To this end, Envision has made several major shifts that are being implemented this school year:

- The Director of Math for the network has created and implemented a vision for math education at Envision Education.
- All math teachers follow a common scope and sequence of Common Core aligned curriculum; we are largely using Illustrative Mathematics as a base. All students will receive instruction that is rigorous and at the appropriate grade level.
- We have prioritized math teachers for coaching and support. Every math teacher has an instructional coach who observes and meets with them regularly to systematically shift and improve practice.
- We have designed and are implementing regular professional learning for math teachers across the network. For example, the stand-alone Algebra teacher at City Arts & Tech will meet regularly with the other Algebra teachers in the network to design rigorous, relevant, and cohesive learning experience and to examine student work to identify conceptions and misconceptions in student thinking and create instructional experiences that address their findings.
- We have designed and are implementing progress monitoring systems that track data on student progress towards mastery of priority Common Core standards as well as teacher progress towards mastery of instructional routines that facilitate academic rigor and content mastery for all students.

### **Common Interim Assessments**

City Arts & Tech implements three interim assessments in grades 9th -12th in ELA and math that are aligned to the Common Core State Standards. CAT will provide teachers with professional development on how to use data from interim assessments to offer the necessary interventions for students and to plan for standards based on instruction. Envision Education coaches and administrative staff also provide data conferences with each math and English teacher to discuss the results of the assessment and develop interventions based on the results of the assessment.

CAT will establish baselines from the first interim assessment and develop goals based on the results.

### **Interventions/Tiered Support: Identification System of Student Skill-Level**

Tiered Support is City Arts & Tech's systemic framework for gathering and analyzing data patterns in order to meet the specific needs of students and give recommendations for next steps. Data gathered includes: grades, math diagnostic scores, Accelerated Reading diagnostic scores, CAASPP scores, CollegeSpring (SAT) scores, Math and ELA interim assessments, and general feedback on interventions from teachers. All of this information is entered into Illuminate, one of our student information systems. Our Data Assessment Manager has worked with Illuminate to create reports in which every student gets a score based on a formula that includes this data. By these scores, we are able to identify the level of support needed for students and recommend interventions accordingly.

### **Tiered Support Overview and Process**

Tiered Support is our system for preventing academic failure through systemic universal screening, strong core teaching, progress monitoring, and increased levels of support for students who need it. Tiered Support ensures that we are addressing students' academic and socio-emotional needs by evaluating how students respond to interventions. Students, who respond to interventions, will continue to receive those interventions to support their academic progress. Students, who do not respond to interventions of increasing support, will have a series of meetings and evaluations to discuss more individualized services to meet their needs.

**Tier 1 Students:** 80-85% of students whose needs are met through excellent teaching and advising. Tier 1 Interventions include:

- Differentiated and inquiry based instruction
- Assessment for Learning (AFL) strategies
- Bell-to-Bell Learning (Instructional strategies to make every minute count)
- CollegeSpring (SAT Prep)

**Tier 2 Students:** 10-15% students, who work hard, but due to skill gaps need additional interventions. Tier 2 Interventions include:

- Small Group Instruction
- Executive Function supports
- Mandatory Office Hours (After School Support)
- PSC Groups (Socio-emotional counseling)
- Student Attendance Review Team (SART)
- Behavioral Support Contracts

**Tier 3 Students:** 5% of students who need more intensive 1-on-1 interventions from Learning Specialists and Mental Health service providers. Tier 3 Interventions include:

- PSC individual counseling
- Learning Specialist (Special Education) Push-In/Pull-Out

Through the tiered support program, teachers develop academic intervention plans for their students. Students not making adequate progress through the in-class Tier 1 interventions will receive more specific, targeted group interventions, or Tier 2 interventions. Tier 2 students who do not make adequate progress will receive more intense and individualized interventions, or Tier 3 interventions, involving the Learning Specialists. If the student still is not making adequate progress, they can submit a referral for Special Education to the Special Education team who will develop an assessment plan, if appropriate.

### **Special Populations**

City Arts & Tech will comply with all requirements pursuant to Education Code §47605(c)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the Local Control and Accountability Plan (“LCAP”) for the schoolwide goals for relevant sub-groups and corresponding assessments (see Appendix B). City Arts & Tech will comply with all elements of the Local Control and Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

At City Arts & Tech we hold all students to high expectations and we are committed to supporting all students to achieve excellence. Since we do not track our students by ability, all of our support and extension options are offered as part of an integrated program of study.

### **Support for Students With Skill Gaps**

In order to best serve students with skill gaps, City Arts & Tech analyzes data to determine the most appropriate interventions for each student. We monitor our students to see how they respond to interventions and tiered support programs, and then suggest next steps. The cycle continues until, ideally, all the students’ needs are met.

City Arts & Tech has introduced interventions into the school day to support students who enter our school far below grade level. Interventions include:

- **Math Lab:** More than 90% of our incoming students are not fluent in the basic numeracy skills needed to succeed in Algebra. Therefore, these students take this additional math class every day, in which they utilize a personalized learning program through IXL and Khan Academy as part of our blended learning program.
- **Reading Lab:** Similar to Math Lab, a large percentage of our incoming students enter City Arts & Tech reading below grade level. These students take an additional reading class in which they learn reading strategies and have periods of silent sustained reading (SSR) to improve their reading level.
- **CollegeSpring (SAT Prep):** All 11th graders receive SAT prep two times per week for sixty minutes. We use the CollegeSpring curriculum. In addition, during second semester, 11th grade students stay after school one time per week to get additional SAT prep from current college students.
- **Small Group Instruction:** In-class academic interventions are generally delivered by way of small group instruction. Interventions are based on the results of City Arts & Tech's interim assessments, that occur three times a year.
- **Office Hours:** Students have access to their teachers after school a minimum of one day a week when teachers hold Office Hours for any student to get additional help, have time to work in supportive environments, and to support the development of good work habits.

### **Support for Students who are Academically High-Achieving**

Envision Schools have high expectations for all students. At City Arts & Tech we identify our academically high achieving students through a combination of baseline assessments, GPA, interim assessments, teacher observation, advisor assessment, data tracking for honor roll, quarterly progress reports, and semester grades. The cyclical nature of these measures, as well as the relationships staff form with students, allow us to identify and review high achieving students' results at least once each semester, although usually quarterly. This information is communicated with parents through biannual family conferences, quarterly progress reports, honor roll certificates, and college counselor sessions for 11th and 12th graders.

Because our curriculum is based on the Common Core Standards and College Success Portfolio (CSP) rubrics, students push to meet and exceed state standards. Traditionally, students who are high-achieving find themselves bored, because they are simply expected to regurgitate information that their teacher has lectured about. One of the inherent advantages of project-based learning is that high achieving students have a chance to push their learning to deeper and more engaging levels than a purely traditional curriculum. In grades 9th - 12th, our portfolio defense system also allows students who are high-achieving to produce work products that are at the college level, reaching for the Advanced Levels on the rubrics. Students who are high-achieving have opportunities to engage in many different kinds of learning activities, calling on them to use a variety of skills and abilities. Learning venues open to these students include local college or

community college classes, personalized online coursework, and more prestigious and intense internships. We have found many of our high-achieving students are attracted to these additional opportunities to expand their knowledge and experiences at school.

### **Support for Students Who Are English Learners**

City Arts & Tech is committed to effectively serving children who are English Learners (EL), including long-term English Learners and students at risk of becoming long-term English Learners, through a comprehensive approach to language instruction. We believe that having fluency in multiple languages, including English, is critical to 21st Century success. We recognize the importance of valuing students' native languages, and will actively reinforce an appreciation of the languages of all our students.

The goal of the City Arts & Tech is to utilize high-quality instructional practices that allow designated English Learners to achieve at the same challenging grade level standards as native English-speaking students. The school is dedicated to providing these students with an exceptional education, transitioning them into English proficiency as soon as possible. A small percentage of City Arts & Tech students are designated as English Learners (2019-20: 15%, or 38 students).

### **Identification and Reclassification of English Learners**

A goal of City Arts & Tech is to reclassify 100% of all English Learners by the time they graduate. CAT utilizes multiple criteria in determining whether to reclassify a pupil as proficient in English, including but not limited to all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California State ELD assessment (ELPAC)
- Student performance on the English Language Arts portion of the state assessment (CAASPP)
- Reading comprehension screener data, given three times a year to 9th and 10th graders and all students designated as EL or students with IEPs
- Teacher evaluations/assessments of whether the student has mastered grade-level standards
- Parental input and consultation

City Arts & Tech meets all state and federal requirements for English Learners as pertains to annual notification to parents, student identification, placement, program options, English Language Development (ELD) and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. CAT implements policies to assure proper



placement, evaluation, and communication regarding ELs and the rights of students and parents. English Learners have access to all programs, services and resources described in this document.

City Arts & Tech administers the home language survey upon a student's initial enrollment into CAT. All students who indicate that their home language is other than English for whom City Arts & Tech does not have status data already (former California public school student) are given the ELPAC within 30 days of initial enrollment. This test is given at least annually between July 1 and October 31 until the student is re-designated as fluent English proficient. The ELPAC shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

City Arts & Tech notifies all parents of its responsibility for ELPAC testing and of ELPAC results within 30 days of receiving test results. All parents or guardians of students classified as English Learners are notified in writing. CAT translates materials as needed to ensure that parents of English Learners understand all communications and are involved in all processes related to the English language development of their child.

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

### **Supporting English Learners**

City Arts & Tech anticipates that its English Learner population will remain at approximately 15%. Designated ELD instruction aligned to the state-adopted ELD standards is provided to assist English learners to develop critical English language skills necessary for academic content learning in English and Integrated ELD instruction is also provided in core academic courses where the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. We know from research, in particular from the report [Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners](#) by Dr. Laurie Olsen, that best practices exist to support ELs to become English proficient. Our framework below is based on those best practices. This table outlines the population served by our cycle of intervention and each tier is detailed below.

	<b>Population to be served</b>
<b>Tier 1</b>	All ELs receive Tier 1 interventions and Integrated ELD support; monitor ELPAC 3 & 4, RFEP and IFEP students to see if additional support is needed.
<b>Tier 2</b>	All ELPAC 1 & 2 students receive Tier 2 interventions and Designated ELD support; ELPAC 3 & 4, RFEP and IFEP students who have been identified as needing extra support will also receive it.
<b>Tier 3</b>	Only for ELPAC 1 & 2 students

### **Tier 1: Core Class Differentiation and Support**

Within the core classes, teachers will provide differentiation and support for English Learners. Teachers plan lessons and design instruction aligned to the state-adopted ELD standards and the state-adopted academic content standards. City Arts & Tech will do explicit professional development on instructional strategies that serve English Learners. The outcome will be to support language development within the context of a rigorous, college preparatory curriculum. Teachers will be trained in a variety of research-based strategies, primarily through EL Achieve's *Constructing Meaning* and Kate Kinsella's work on academic vocabulary. *Constructing Meaning* focuses on helping teachers make planning and in-the-moment decisions that build academic English. Kinsella focuses on academic vocabulary and this will allow for CAT to use a consistent and structured approach to developing academic language. These strategies will be taught through our professional development cycle, implemented in classrooms, and coaches will support their effective implementation across the disciplines.

In addition, City Arts & Tech will continue to support the role of primary language development through our Spanish for Native Speakers course. This supports students in not only having conversational Spanish, but academic language in both English and Spanish in order to support transfer across the two languages.

Lastly there are several components of the core City Arts & Tech program that support English Language development. Examples of these are creating strong and trusting relationships with students, integration of students at all levels and from different cultures, a focus on goal setting, and college enrollment and persistence. CAT will continue to develop, support, and nurture these in relation to ELs.

### **Progress Monitoring**

City Arts & Tech will use a series of data points to monitor the progress of ELs in the core classes:

- **Reading Comprehension data:** Students at CAT take the Reading Plus screener test three (3) times a year in 9th - 12th grade for EL and IEP students to allow us to monitor growth in reading comprehension.
- **Teacher Formative Assessments:** Teachers are regularly identifying skills and completing classroom-based mini-assessments and checks for understanding. With a focus on accelerating EL progress, this data will be part of the intervention and tiered support process at the site.
- **Common Interim Assessments (CIAs):** The Envision Education network of schools has a series of three (3) interim assessments that are given in English and math classes at each grade level. Each CIA has both multiple choice questions and a performance task and

targets the same standards over the course of the year. This allows us to see the progress of English Learners in the core classes.

### **Tier 2: Intervention (using Systematic ELD curriculum)**

Systematic ELD is a program developed by Susana Dutro at EL Achieve. Where *Constructing Meaning* provides strategies for teachers to scaffold rigorous academic content for English Learners, Systematic ELD is an additional component of explicit language instruction. This Designated ELD block of time focuses on explicitly taught language through oral language development, purposeful interaction, written practice, and fluency. The goal is to build background knowledge, teach high leverage everyday and academic language, and work toward articulated language goals.

City Arts & Tech's Tiered Support framework will be the primary system to gather and analyze data patterns to respond to the specific needs of English Language Learners. Data will include ELPAC scores, grades, CIA scores based on Common Core State Standards, reading comprehension scores, and historical CAASPP scores. For EL students who are not responding to Tier 1 supports, the team will implement Tier 2 interventions which may include:

- Small group instruction within the classroom
- Small group instruction outside the classroom (pullout)
- Office Hours and/or 0 period with a classroom teacher dedicated to language and literacy skill building
- Personalized learning practice to emphasize skills

### **Tier 3: Intervention for ELPAC 1 & 2 students (using Systematic ELD curriculum)**

Intervention through one on one or small group pullout where Designated ELD instruction is delivered, either during pull-out in the Learning Center or during Office Hours/0 period. Additionally, English learners who require tier 3 intervention are provided integrated or push in support in their core academic classes. We are also employing the use of Rosetta Stone software as a way to support students in some of the building blocks.

To further address the needs of English Learners, City Arts & Tech will utilize recommendations of Stanford University's Understanding Language project to guide instruction for English Learners. These recommendations include:

- Provide ELs access to complex texts and provide them with support in engaging with them in order to develop the ability to read complex texts and engage in academic conversations
- Provide support for ELs to build their linguistic repertoire by engaging productively in the kinds of language and literacy practices called for by the Common Core State

Standards for both ELA and other disciplines, even though their developing language will be marked by “nonnative” or imperfect features of English

- Provide both “macro-scaffolding,” in which teachers attend to the integration of language and content within and across lessons and units, as well as “micro-scaffolding” during the moment-to-moment work of teaching
- Provide efforts for macro and micro-scaffolding across the curriculum in all content-area classes
- Build on students’ prior knowledge and experiences; consider and expand what ELs bring to the classroom
- Provide apprenticeship for ELs in the Workplace Learning Experience in order to develop students’ independence
- Provide ELs with meaningful activities that engage and challenge them

Throughout City Arts & Tech, students are grouped heterogeneously. Through CAT’s small size and low student-teacher ratio, EL students receive more focused instruction and more opportunities for intensive interventions where appropriate, including increased opportunities for varied types of grouping such as cooperative learning, close work with native speakers, and language ability grouping for English development. Also, project-based learning promotes language development through requiring and practicing strong speech production and usage, as students collaborate and manage tasks with each other. Teachers working with a student’s advisor in grades 9th - 12th devise plans that can include pullout instruction, modified assignments, tutorial sessions, and elective classes. Teachers and advisors always collaborate with the student and their family to ensure agreement about the most appropriate educational supports, modifications, and accommodations.

### **Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking

their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

## **Serving Students with Disabilities**

### **Philosophy**

Our belief is that ALL children are able to excel and succeed if instruction is designed to be aligned, inclusive, individualized, and differentiated to meet the needs of students with disabilities.

Therefore, the best way to support the great majority of students who qualify for special education services is through differentiated, inclusive, scaffolded, and individualized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and modifications many of our other populations require to access the curriculum. Our tiered support and interventions system, in partnership with our comprehensive assessment system, supports students with disabilities by providing them maximum interventions and supports through the general education program as evidenced by CAT Special Education graduation rates in 2018-19 and 2019-20, which were 90% and 80% respectively.

### **Overview**

City Arts & Tech recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with its Special Education Local Plan Area to ensure that a free and appropriate education is provided to all students with exceptional needs. CAT shall comply with all applicable state and federal laws in serving children with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act ("ADA"), and other civil rights law enforced by the U.S. Department of Education Office for Civil Rights (OCR).

### **Services for Students under IDEA**

#### **SELPA Affiliation**

City Arts & Tech is its own local education agency ("LEA") for the purposes of special education, in conformity with Education Code Section 47641(a) and is a member of the El Dorado County Charter Special Education Local Plan Area ("SELPA"). A change in LEA status or SELPA membership shall not require a material revision of this charter.

**LEA for Special Education**

City Arts & Tech shall comply with all state and federal laws related to the provision of special education instruction and related services. CAT will follow policies and procedures of the SELPA in which it is a member and shall utilize appropriate SELPA forms and information systems necessary to identify and serve students who qualify for special education. CAT agrees to collaborate with the SELPA to respond to inquiries and requests and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records.

City Arts & Tech shall not discriminate against any pupil with a disability in the admissions process or any other aspect of operation. CAT recognizes its responsibility to enroll and support students with disabilities.

**Child Find**

City Arts & Tech understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

City Arts & Tech will implement a multi-tiered instructional and support framework, often referred to as Tiered Support, prior to referring a child for an evaluation under IDEA. However, CAT shall ensure that Child Find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in a tiered support framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. CAT may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

City Arts & Tech shall be solely responsible for compliance with state and federal Child Find requirements. CAT shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

**Referral for Assessments**

The term “assessments” shall have the same meaning as the term “evaluation” in IDEA, as provided in Section 1414, Title 20 of the United States Code. City Arts & Tech determines what assessments, if any, are necessary and arrange for such assessments for referred or eligible

students in accordance with applicable law. Parents/guardians will be informed that special education and related services are provided at no cost to them.

In the event that City Arts & Tech receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. CAT shall respond to a written request for assessment within 15 days.

### **Assessments**

City Arts & Tech is solely responsible for conducting special education assessments deemed necessary and appropriate by CAT. The Education Specialist will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but are not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work sample; and
- Parent input.

City Arts & Tech will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to their suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language and a qualified interpreter will be provided if needed;

- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- Assessments will be adapted as necessary for students with impaired sensory, physical, or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable about the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. City Arts & Tech will be responsible for scheduling, coordinating, and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting and the meeting will be held at a mutually agreeable time and place.

### **IEP Development**

Every student who is assessed and found eligible for special education will have an IEP that documents assessment results and eligibility determination for special education services.

City Arts & Tech is solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. CAT will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE). Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation, and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate
- A member of the school's administrative team (Principal or Vice Principal);
- A Learning Specialist (Special Education teacher);
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A SELPA Special Education Representative, if appropriate;
- If the student was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results; and
- Others familiar with the student may be invited as needed.

City Arts & Tech will provide an interpreter, if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP



meeting, the school will ensure their participation using other methods, such as conferencing by telephone, zoom, or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by City Arts & Tech. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives, if appropriate, focusing on the student's current level of performance and appropriately ambitious for their circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b);
- A description of how the student's progress toward meeting the annual goals will be measured and monitored, and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment, and independent living skills, along with transition services needed to assist the student in reaching those goals; and
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of their circumstances.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three (3) years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan ("ITP") is required at the appropriate age; and

- When City Arts & Tech seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of their disability.

### **IEP Review**

City Arts & Tech shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies, and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed of the student's progress toward meeting annual goals at the same frequency as progress is reported to all students and parents and whether the student is expected to meet their annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal(s) is measured, the student's progress during the relevant period, the extent to which it is anticipated that the student will achieve the annual goal(s) prior to the next annual review, and where needed, the reasons the student did not meet the goal(s).

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, City Arts & Tech will have 30 days, not including school vacations greater than 5 days, to hold the IEP meeting.

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

City Arts & Tech offers a comprehensive inclusion program. We believe that all students can access a rigorous, college prep curriculum through thoughtful planning and collaboration. This includes strategies such as push-in and co-teaching support, pullout and individualized or small group support, specialized and individualized tutoring or coursework based on student needs, and extended day support. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, CAT will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

### **Interim and Initial Placements of New Charter School Students**

City of Arts & Tech shall comply with Education Code Section 56325 with regard to students transferring into CAT within the academic school year. CAT provides transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

In accordance with Education Code Section 56325(a)(1), for students who enroll in City Arts & Tech from another school within a different SELPA within the same academic year, CAT shall provide the pupil with a free appropriate public education (FAPE), including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed 30 days, by which time CAT shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into City Arts & Tech from another school within the same SELPA within the same academic year, CAT shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and CAT agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to City Arts & Tech with an IEP from outside of California during the same academic year, CAT shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until CAT conducts an assessment pursuant to paragraph one (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by CAT, and develops a new IEP, if appropriate, that is consistent with federal and state law.

### **Staffing**

City Arts & Tech assumes responsibility for special education staffing and service delivery. CAT will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. CAT shall ensure that all special education staff hired or contracted by CAT is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

It is the goal of City Arts & Tech to employ at least one full time teacher with a valid Special Education Credential. Currently, in the 2020-21 school year, there are a total of two credentialed Special Education teachers, one Instructional Aide, and one School Psychologist serving students in grades 9th - 12th. These teachers, along with the Principal of CAT, the Director of Special Education, and the Program Specialist, will be the primary CAT representatives tasked with assuring that all aspects of the IEP are properly implemented.

The Special Education teachers:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;

- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEPs are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education.

All teaching staff at City Arts & Tech will also be involved in assuring that all IEPs and 504 plans are properly implemented.

### **Professional Development for Charter School Staff**

City Arts & Tech administrators, general and special education teaching staff, as well as other appropriate faculty and staff members attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the District and/or SELPA.

City Arts & Tech seeks professional development opportunities for its staff through potential trainings facilitated by the District, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

### **Reporting**

City Arts & Tech, in collaboration with the District or SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities provided special education services by age, grade, category of disability, and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types, and the number of students exempted from statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and

- The basis of exit from City Arts & Tech of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Education Specialist supported by the Principal, Director of Special Education, and the Program Specialist. The Education Specialist will ensure that a central file with all special education evaluation material and IEPs is maintained, locked and confidential, in accordance with IDEA guidelines. The Education Specialist will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

### **Procedural Safeguards**

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

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. City Arts & Tech will utilize the Notice of Procedural Safeguards used by the District or SELPA in which it is a member.

Concerns or disagreements raised by parents/guardians will be acknowledged by the school within five (5) days. City Arts & Tech will work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents/guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

### **Dispute Resolution**

City Arts & Tech acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of CAT's alleged failure to provide FAPE to students enrolled in the charter school. CAT may also initiate a due process hearing or request for mediation with respect to a student enrolled in CAT if it determines such action is legally necessary or advisable.

### **Complaint Procedures**

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

### **Section 504 of the Rehabilitation Act**

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

City Arts & Tech shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of CAT shall be accessible for all students with disabilities in accordance with ADA.

City Arts & Tech will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A Section 504 team will be assembled by an administrator of CAT and includes the parent/guardian, the student (where appropriate), a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The Section 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for Section 504 services is appropriate.

If the student has already been evaluated under IDEA but found ineligible for special education instruction or related services under IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the Section 504 team, which will evaluate the nature of the student's disability and its impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The Section 504 team may also consider the following information in its evaluation:

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

The final determination of whether the student is eligible for services under Section 504 is made by the Section 504 team. Written notice of the eligibility determination is provided to the

parent/guardian of the student in their primary language along with notice of the procedural safeguards available to them. If during the evaluation, the Section 504 team obtains information indicating possible eligibility of the student for special education per IDEA, the Section 504 team will make a referral for assessment under IDEA.

If the student is found by the Section 504 team to qualify for services and supports under Section 504, the Section 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. In developing the Section 504 Plan, the Section 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources including, but not limited to, assessments conducted by the school's professional staff. The Section 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

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

### **Transfer Of Courses/College Entrance Requirements**

Students may fulfill course requirements through coursework at City Arts & Tech or through approved coursework at a local college or community college. Students will have the opportunity to earn credits that fulfill the University of California/California State University (UC/CSU) system A-G requirements. Envision Education has been granted "Program Status" by the University of California system as it relates to our courses being A-G approved for the entire organization. Envision Education was the first charter management organization (CMO) granted program status, which is a clear indication of the deep rigor of our courses and their validation by the UC system. By virtue of required coursework at CAT, all graduates fulfill or exceed the UC/CSU system A-G requirements, based on the Graduation Requirements chart included in Element B, below. In addition, in July 2020, CAT was granted a full six-year WASC accreditation, thus all courses offered by CAT are considered transferable to other public high schools (see Appendix C). Parents are notified of the transferability of courses to other public high schools, and the eligibility of CAT courses to meet college entrance requirements in the CAT handbook, which is given to parents and students upon enrollment.

## ELEMENT B: MEASURABLE STUDENT OUTCOMES

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

### **City Arts & Tech Graduation Requirements**

At City Arts & Tech we are focused on rigor. By rigor we don't mean more content, we mean more complexity: the ability to think like a historian or mathematician, the ability to know and use the 21<sup>st</sup> century leadership skills necessary in college and life, and the ability to reflect about one’s personal journey as a learner. In short, we are about students knowing, doing, and reflecting.

City Arts & Tech students know, do, and reflect on academic subjects in 9th - 12th grade. They focus on four core competencies and four leadership skills required for college. In addition, 12th grade students complete a project for their Workplace Learning Experience that demonstrates their ability to use leadership skills as well as inquire, analyze, research or express themselves creatively in the workplace.

From the moment our students begin their experience at City Arts & Tech in 9th grade, they prepare for their 12th Grade College Success Portfolio, which is part of the body of evidence used by a student’s Oral Defense Committee to assess whether a student is ready to be successful in college and in the workplace. The determination is based upon multiple indicators including completion of coursework, participation in projects, and other measures that show a student’s proficiency on the relevant content standards.

To ensure our students are prepared to defend their College Success Portfolio in 12th grade, all 10th grade students defend a Benchmark Portfolio at the end of their 10th grade year. The completion of the 12th Grade College Success Portfolio and 10th grade Benchmark Portfolio is required for all students.

Each portfolio accomplishes the following:



1. Requires each student to demonstrate what he or she knows and is able to do in an individualized format;
2. Emphasizes the importance of reflecting on one's learning (meta-cognition);
3. Enables a committee (of a student's advisor, teacher(s), peer(s), and other community members) to assess their readiness for college and work;
4. Produces meaningful indicators of student learning that informs curriculum and teaching practice throughout Envision Education; and
5. Promotes a shared understanding among students, teachers, parents, and community of the quality of work and what graduates are expected to know and be able to do.

The portfolios are not a random compilation or collection of a student's best work in different subjects, but are the deliberate and thoughtful selection of student mastery work assembled by the student in a unique and compelling way to provide evidence of their learning at City Arts & Tech.

The requirements for a complete and proficient portfolio are as follows:

- The portfolio includes a proficient artifact per competency (research, inquiry, creative expression, analysis) plus WLE for CSP (total = four artifacts for Promotion Portfolio and Benchmark Portfolio and five artifacts for CSP).
- Each artifact must come from a different subject area. For example, if a science artifact is used for Research, then a social studies artifact must be used for Inquiry.
- For CSP, WLE cannot be the sole artifact for a competency; it's in addition to the subject-specific artifact.
- Each artifact is tied to at least one leadership skill and all leadership skills must be represented.

The requirements for a complete and proficient portfolio are as follows:



The oral defense of each portfolio is an individualized presentation of learning during which the student reflects on their work, provides evidence of 21<sup>st</sup> Century Leadership Skills, and

demonstrates how their work both meets the school’s criteria for graduation and supports their personal and professional goals.



In addition to City Arts & Tech’s Portfolio requirements, CAT students are required to complete the following coursework.

9th - 12th students are required to complete the A-G requirements listed below:

Subject Area	Examples of Course Titles	UC/CSU Requirement	CAT Graduation Requirement
Social Science	World History United States History Government Ethnic Studies	1 year 1 year	1 year 1 year 1 year

Language Arts	English Language Arts English Language & Literature American Literature Expository Reading and Writing Course (ERWC)	4 years	4 years
Mathematics	Algebra, Geometry, Algebra II, Pre-calculus, AP - Calculus	3 years	3 years (4 recommended)
Science	Biology, Chemistry, Physics	2 years	2 years (3 recommended)
Spanish/Second language	Spanish 1, Spanish 2 Spanish for Native Speakers AP Spanish Literature	2 years	2 years <i>or satisfaction of LOTE requirement</i>
Other	Digital Media Arts, Theater Arts, Advanced Digital Media Arts	1 year	2 years (3 recommended)

### **Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities**

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

The current LCAP is on file with SFUSD (see Appendix B). City Arts & Tech shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. CAT reserves the right to establish

additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. CAT shall submit the LCAP to the District annually on or before July 1, as required by Education Code Section 47604.33.

City Arts & Tech also pursues the following outcomes:

- **Graduation rate:** 98%+ graduation rate (Class of 2020 graduation rate was 100%)
- **4 year college acceptance:** At least 76% of CAT's class of 2021 graduates will be accepted to a 4-year college, and each year thereafter, there will be 2% growth. (4-year college acceptance for the class of 2020 was 70%)
- **CAASPP:** 2021 CAASPP ELA and Math scores will show at least a 10% increase in the percentage of juniors who meet or exceed standards in ELA and math compared to the 2019 results. Each year thereafter – for the next 5 years - there will be 5% growth in ELA and math.
- **The attendance rate:** 96% or higher for the next five years.
- **College Success Portfolio and Defense:** At least 95% of CAT seniors will be proficient or higher on their College Success Portfolio tasks and defense by June of their senior year for the next five years.
- **College and Career Readiness Indicator:** increase by 5% growth each year (currently at 54.5% compared to the state's average of 44.1%)
- **Suspension:** decrease by 2% each year until it is at or below the state average. (5.1% for 2019-2020 school year)

Benchmark skills and specific classroom level skill outcomes continue to be developed for each grade level and course. Exit outcomes and performance goals may need to be modified over time and will continue to meet or exceed the academic goals required by the Charter Schools Act.

City Arts & Tech is committed to ensuring all of its students make the academic and social-emotional growth necessary to be prepared to succeed in college and career. Students will demonstrate their academic growth through Envision's Benchmark and College Success Portfolio Defense System, on SAT and SBAC-aligned Interim Assessments, and through the CAASPP assessment system.

## **ELEMENT C: METHODS OF ASSESSMENT AND OTHER USES OF DATA**

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

City Arts & Tech will meet all statewide standards and will conduct pupil state assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in state or pupil assessments applicable to pupils in non-charter public schools.

### **How Assessments Align to Mission and Curriculum**

The mission of Envision Education is to transform the lives of students – especially those who will be the first in their families to attend college – by preparing them for success in college and in life. Envision Education believes that by entering, succeeding in, and graduating from college our students transform the trajectories of their lives and eventually their communities. In order to prepare students to enter and succeed in college, CAT has chosen to use the Accelerated Reader STAR Reading Assessments, the EAP, Interim Assessments, the College Success Portfolio, and the state-mandated CAASPP assessment program for its assessments.

For the past three years, City Arts & Tech has been taking the STAR Reading Assessments as a method to measure reading growth across the school and measure the success of reading intervention programs that include Sustained Silent Reading in 9th and 10th grade Advisories and reading intervention programs for struggling readers.

City Arts & Tech also partners with CollegeSpring to provide all 11th graders preparation for the SAT. Teachers are trained to deliver curriculum in their classrooms and to review individual reports from three diagnostic (full-length practice) exams with students to guide their study during their core class periods.

The Smarter Balanced Assessment, UC/CSU grade point average, and the Common Interim Assessments are other important measures to track our students' success and preparedness for college. The SBAC tests help determine whether a student is college-ready. Since City Arts & Tech is a college prep program, it is important to know how many students are prepared for college level work when they graduate. To prepare for the SBAC, CAT has developed three interim assessments in math and English. These assessments are aligned to the Common Core State Standards and are correlated to the curriculum in classrooms. Results from these assessments will be used to improve instruction and student growth.

The College Success Portfolio is a distinguishing feature of City Arts & Tech and all Envision Education schools. All students, in order to earn their diploma, are required to defend their College Success Portfolio. This Portfolio contains evidence of the student's mastery of the Envision 21<sup>st</sup> Century Leadership Skills and in four Competencies: Research, Analysis, Creative Expression, and Inquiry. These portfolios contain evidence from work in their social studies and science classes as well as English, math, world languages, and the arts.

Besides engaging in traditional assessments, City Arts & Tech also encourages and coaches teachers to use Assessment for Learning. Assessment for Learning is a process where teachers engage students in their own learning so students understand what they've learned and how they need to grow. This can include in-the-moment feedback on a comment in-class, assignment or exit ticket, or it can mean feedback on an essay or interim assessment.

There are several major strategies of Assessment for Learning:

1. Provide a clear and understandable vision of the learning target;
2. Use examples and models of strong and weak work;
3. Offer regular descriptive feedback;
4. Teach students to self-assess and set goals;
5. Design lessons to focus on one aspect of quality at a time;
6. Teach students focused revision; and
7. Engage students in self-reflection and let them keep track of and share their learning.

City Arts & Tech Lead Teachers and instructional leaders, with support from the Support Office coaches, provide professional development and implement Assessment for Learning strategies at CAT. Through engaging in the Assessment for Learning process, CAT hopes that teachers will not simply use the interim assessment data as a benchmark but use in-the-moment data to make decisions about how their students are performing and improving.

A description of the assessments City Arts & Tech utilizes in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area, are included in the LCAP. CAT affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described above and in Element B of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

### **Plan for Collecting, Analyzing and Reporting Student Performance Data**

The assessment tools and student outcomes outlined in Elements B and C of this charter identify the measurable pupil outcomes and the multiple types of assessment used by City Arts & Tech. This assessment system is designed to ensure that all students grow as learners and leave CAT

prepared for college-level coursework. It also allows teachers and administrators to track the progress of our students to be college-ready. The information below outlines how CAT analyzes and reports on the data from each assessment.

- **Reading Comprehension:** The use of the Reading Plus program, including its screener Insight, enables City Arts & Tech to measure the reading growth of students, and measure the effectiveness of their reading programs. Students take the reading assessment three times a year to track their growth. CAT also uses these reading assessment scores in their tiered support and interventions program as a way to measure the progress of students in their intervention programs.
- **Interim Assessments:** The interim assessments for our 9th - 12th grade students take place three times a year and help students prepare for the CAASPP Assessments. Our internally developed interim assessments are aligned to the Common Core State Standards and focus on performance tasks similar to the Smarter Balanced Assessment. Teachers will use the results from these assessments to adjust their teaching based on student results and improve student-learning outcomes. After each interim assessment, administrators will conduct data conferences with all of the English and math teachers to help them analyze the test results and develop goals for the next assessment. To prepare for these meetings, teachers will fill out a data conference template that will guide their analysis of the data. The data template requires teachers to reflect on standards where students struggled and succeeded and develop instruction that will help students master the Common Core State Standards.
- **CollegeSpring:** CollegeSpring provides SAT preparation and diagnostic testing results three times throughout the year to individualize preparation for the SAT.
- **CAASPP:** The summative CAASPP test results help City Arts & Tech measure how prepared students are for college level coursework. This assessment occurs in a student's 11th grade year, while there is still time to help students gain the skills they need before graduating the following June. CAT can use the SBAC results to help fill skill gaps for students in their 12th grade year before going on to college.
- **Portfolio Defense Assessment:** Through the College Success Portfolio system, teachers and leaders track the number of proficient artifacts completed by students to ensure that students are on the right track to completing their CSP portfolio and defense. Students participate in an extensive revision process when preparing for their CSP defense. In order to prepare for the defense, students must prepare a cover letter and introduction, digital arrangement of their work, reflective summaries, and workplace artifact and reflection. Teachers review all of these materials extensively and students produce multiple drafts before presenting their work. Students also develop a reflection each time they develop a performance task that is included in their portfolio. During the CSP defense presentation, students are required to reflect on how their work both meets the school's criteria for graduation and supports their professional goals.

- **Assessment for Learning (AFL):** Teachers are constantly collecting feedback from students about their growth through exit tickets, unit assessments, presentations, and essays. Through these formative assessments, teachers can give feedback to teachers about their learning and help them understand where they need to grow. The instructional leaders provide professional development at their site and train teachers in the Assessment for Learning model. After the professional development (PD) sessions, the instructional leaders reflect as a team on how the PD was conducted, and how they could improve for the next session. During the PD session at the site, instructional leaders encourage teachers to look at student work as examples and methods to lead their discussion on the best way to give in-the-moment feedback, write effective learning targets, and develop effective exit tickets.

After focusing on Assessment for Learning, teacher-leaders and teachers are using the gained knowledge regarding AFL to focus on improving practice around evidence. We are asking students, "How do you know what you know?" Through three learning modules, instructional leaders are guiding their peers through three inquiries — first focusing on reading for evidence, then moving to speaking and listening for evidence, and ending with writing for evidence. In other words, teachers are applying their skills of Assessment for Learning to gather data on how well their students use evidence to back up their ideas and demonstrate their learning.

#### **Reporting to the Broader Community**

- **SARC:** City Arts & Tech annually publishes the School Accountability Report Card (SARC) in accordance with state and federal laws as they apply to charter schools.
- **LCAP:** The annual update to the LCAP will be produced and submitted to the District in accordance with Education Code Sections 47606.5 and 47604.33.
- **District Visitation/Inspection:** City Arts & Tech will comply with a District-requested visitation process and enable the District to gather information needed to validate CAT's performance and compliance with the terms of its charter. CAT agrees to the right of the District to make random visits and inspections in order to carry out its required oversight in accordance with Education Code Section 47607.
- **Responses to Inquiries:** City Arts & Tech will respond to all reasonable questions including, but not limited to questions regarding financial records from the District, , and the State Superintendent of Public Instruction in accordance with Education Code Section 47604.3.



## ELEMENT D: GOVERNANCE STRUCTURE

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

### **Non-Profit Public Benefit Corporation**

City Arts & Tech is a directly funded independent charter school and is operated by Envision Education, Inc., a California non-profit public benefit corporation, pursuant to California law and Education Code Section 47604. City Arts & Tech operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated with the District. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of City Arts & Tech, operated by Envision Education, Inc., a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by City Arts & Tech as long as the District has complied with all oversight responsibilities required by law.

See Appendix D for the Envision Education Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Envision Education, Inc. is a California nonprofit 501(c)(3) tax-exempt corporation, incorporated in 2001, that manages three charter schools, each by a different chartering authority. The charter petitioner, operator, and governing body for all Envision Education schools is the Envision Education Board of Directors (“Board of Directors” or “Board”). Each Envision Education charter school maintains a separate budget and undergoes its own financial audit each year. Envision Education also creates combined financial statements annually.

As also stated in the Assurances and Declaration section above, Envision Education will:

- Collaborate with the San Francisco Unified School District
- Be operated as an independent 501(c)(3) tax-exempt California nonprofit public benefit corporation
- Be governed by its Board of Directors, as defined by the California Corporations Code
- Operate in accordance with all applicable federal, state, and local laws, the Articles of Incorporation, and Bylaws of the nonprofit corporation, which will be maintained to align with the charter
- Operate public schools and not charge tuition
- Encourage diversity in its programs, policies, and practices
- Not discriminate in any programs, policies and practices on the basis of the characteristics listed in Education Code Section 220

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations

### **Summary Of Governance Structure**

City Arts & Tech is a charter school operated by and accountable to Envision Education, Inc., a California non-profit public benefit corporation as governed by the Envision Education Board of Directors in accordance with California law and its adopted bylaws. Current members of the Board of Directors, as of July 2020, are listed in Appendix E. Pursuant to Education Code Section 47604(c), SFUSD may appoint a representative to the Envision Education Board of Directors. The Envision Education corporate bylaws are maintained to align with this charter and include information about the Board committees and Board election/appointment and turnover (see Appendix D). In considering new members of the Board of Directors, the Board seeks out educational leaders in the community with a passion for education and proven experience and/or knowledge in one or more of the following areas: urban education, curriculum, assessment, non-profit operation, finance, law, and real estate. The governance structure of City Arts & Tech includes the following components:

- Envision Education, Inc., a California Non-Profit Public Benefit Corporation, governed by the Board of Directors, which is City Arts & Tech's governing board
- Chief Executive Officer
- Chief Academic Officer
- Principals
- A Site Leadership Council

### **Board Of Directors**

Subject to the limitations of this charter and of the corporate bylaws, the governance of City Arts & Tech is under the authority of the Board of Directors and its duly appointed representatives.

The Board appointment, Board elections, terms, term limits, resignation, removal, and vacancies are all handled in accordance with the corporate bylaws, which may be changed from time to time at the discretion of the Board of Directors. In accordance with the bylaws, the number of directors shall be at least three (3) and no more than seventeen (17). The Board of Directors meets regularly to review and act on its responsibilities. Meetings of the Board of Directors are held at least six (6) times per year. All meetings are held in accordance with the Brown Act and Education Code Section 47604.1. Envision Education shall comply with the Public Records Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 and applicable portions of the Corporations Code. Special board meetings occur on an as-needed. Twenty-four hours' notice, in accordance with the Brown Act, is required for special board meetings.

Directors have a fiduciary duty to ensure the governance, programmatic, operational and fiscal health, and integrity of Envision Education. The Board also acts to ensure that Envision Education best fulfills its mission and operates within the context of its strategic plan. Board members shall become properly oriented with Envision Education's purpose, history, and needs. They shall also support the mission, vision, and programs of Envision Education.

### **Term**

Board terms are for three years. Board members are expected to serve at least one term. Directors are generally limited to two (2) three-year terms.

### **Attendance**

Preparation for and attendance at Board meetings in person is expected. Absence from one meeting each year is allowed.

### **Officers**

Members will elect a Chair, Vice Chair, and Secretary/Treasurer. Terms of office are two (2) years for each position.

### **Board Work**

Each Board member is expected to participate as a resource on one or more Board committees or working groups, whether standing committees or ad hoc working groups, as the board requests.

### **Program Oversight**

Each Board member is expected to:

- Become and remain knowledgeable about Envision Education's programs.
- Provide assistance and advice to the CEO and staff on issues within the member's areas of interest and expertise.
- Evaluate the progress of the organization in achieving its defined goals.
- Visit an Envision Education charter school or attend an Envision Learning Partners event once a year. Given the importance of maintaining the board's connection to the staff and students at schools, at least one board meeting per year will "bring the schools to the board" to supplement individual director visits.
- Participate in strategic planning activities.

### **Legal/Financial**

Each Board member is expected to:

- Review and understand the organization's financial reports
- Approve the annual budget and monitor budget implementation

- Ensure that revenue requirements are satisfied
- Oversee an independent audit on an annual basis
- Maintain corporate compliance and tax-exempt status

### **Fundraising & Development**

Each Board member is expected to:

- Provide leadership in fundraising activities and events, specifically including attending fundraising activities and introducing prospective supporters to Envision Education
- Make Envision Education a philanthropic priority personally by making a meaningful gift each year
- Act as public ambassadors and advocates for Envision Education and its work

### **Board Effectiveness**

Each Board member is expected to:

- Assure that the Board fulfills its fiduciary responsibility for the governance and effectiveness of the organization
- Recruit, elect, and assist in the orientation of new Board members

### **Chief Executive Officer**

It is the Board's responsibility to:

- Approve the selection, compensation for, and if necessary, dismissal of the CEO
- Evaluate the CEO's performance in achieving the defined goals of the organization on an annual basis
- Approve selection, compensation, and dismissal for all executives reporting directly to the CEO, albeit taking into consideration the recommendation of the CEO

The CEO is responsible for administering and managing Envision Education, working with the Envision Education Board of Directors, the school communities, chartering authorities, and governing bodies specified by local and state law. The CEO's responsibilities include, but are not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of Envision Education's management team, including the Chief Academic Officer, Chief People Officer, Chief Operating Officer, and the Executive Director of Envision Learning Partners
- Approve contractual agreements below \$100,000
- Participate in the dispute resolution procedure and complaint procedures when necessary

### **Chief Academic Officer**

The Envision CEO hires the Chief Academic Officer, who is responsible for managing the performance of Envision Education schools including City Arts & Tech. The CAO's responsibilities include, but are not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of City Arts & Tech Principal
- Hire, promote, discipline, and dismiss all employees of City Arts & Tech after consideration of a recommendation by Principal
- Regularly measure progress of both student and staff performance
- Involve parents and the community in school related programs
- Approve the school calendar
- Review requests for out of state or overnight field trips

### **City Arts & Tech Principal**

The Chief Academic Officer hires a Principal, who is responsible for administering City Arts & Tech in all of its aspects, working with the Envision Education Management Team, the CAT Leadership Council, SFUSD, and the other governing bodies specified by local and state law. The Principal's duties, as directed by the CEO are outlined in the job description (see Appendix F).

The Principal's responsibilities include, but are not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of City Arts & Tech staff
- Regularly measure progress of both student and staff performance
- Involve parents and the community in school related programs

### **Local Governance: City Arts & Tech Site Leadership Council**

Under this charter, the Board of Directors of Envision Education, Inc. retains ultimate responsibility and accountability for City Arts & Tech. However, CAT will continue to be locally managed by the Principals, as designated by the CEO of Envision Education, and the CAT Site Leadership Council ("LC"). Meetings of the Leadership Council shall be held in accordance with the Brown Act. LC responsibilities include:

- Site budget recommendations to the Board of Envision Education
- Teaching and learning policies
- Determining school calendar and other logistical policies

### **Parent, Student, And Community Involvement**

Envision Education strongly encourages parents and members of the community to participate in and share responsibility for the educational process and educational results of City Arts & Tech. As members of the LC, parents are active participants in developing school policies and leading efforts to engage the support of the community, making recommendations about issues related to

the school, and reviewing parental and community concerns. Other opportunities for parent involvement include:

- Parents, students and advisors meet at least twice a year to plan and assess the students' learning progress and determine goals.
- Exhibition panels – parents and mentors sit on panels to judge student work.
- Charter School and staff evaluations – parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program at CAT.
- Student-lead conferences – students will lead conferences on their work mid-year to keep parents informed.
- Volunteer opportunities at the CAT site – Various opportunities will arise for parents to volunteer, for example, help in classrooms, lead extra-curricular activities, assist in event planning, attend field trips and serve on parent committees. Although no formal requirement will be imposed, it is encouraged that parents volunteer approximately 20 hours per year to the school. No student will be excluded from CAT or school activities due to the failure of their parent or legal guardian to fulfill the encouraged 20 hours of participation.
- Fundraising – parents and community members may work with the Charter School to raise additional resources to support students and the school program.
- Advocacy – parents and community members communicate the Charter School design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.

Envision Education and the LC will translate materials and when necessary or provide a translator for communication with parents who do not have English as a primary language.

### **Complaint Procedures For Parents And Students**

Envision Education has designated at least one employee to coordinate its efforts to comply with and carry out its responsibilities under the Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, including any investigation of any complaint filed with Envision Education alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws.

Envision Education adopts and publicizes complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Envision Education implements specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment that it does not discriminate on

the basis of sex or mental or physical disability in the educational program or activity that it operates and that it is required by Title IX and Section 504 not to discriminate in such a manner.

### **Conflict Of Interest**

Envision Education has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflicts of interest laws or regulations.

See Appendix G for the Envision Education Conflict of Interest Code.

### **Collective Bargaining Agreement**

School-based employees (certificated employees, classroom teachers, counselors/college advisors, and psychologists), excluding all management, supervisory, and confidential employees across Envision Education are managed in accordance with the collective bargaining agreement between Envision Education and Envision United CTA/NEA, which was developed in the 2019-20 school year and signed in June 2020.

## ELEMENT E: EMPLOYEE QUALIFICATIONS

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

### **Employee Qualifications**

Envision Education will recruit professional and qualified personnel to serve in administrative and teaching capacities at City Arts & Tech with an emphasis on recruiting a staff that reflects the diversity in the student population CAT serves. Staff outreach efforts include: encouraging staff of color to attend recruiting events geared towards persons of color; person-to-person outreach; develop partnerships with organizations; and develop a program of hiring a diverse pipeline of teaching assistants and/or substitutes and provide support in enrolling in credential programs.

In its current configuration, City Arts & Tech has one principal, one assistant principal, an office manager, 12-14 classroom teachers, 3 Learning Specialists, an instructional aide, and a school psychologist. This enrollment configuration is designed to serve 250 students. As the Charter School enrollment grows to 400, additional classroom teachers, Learning Specialists, and a College Counselor will be added to best serve the student body. All employees meet specific qualifications for employment as outlined in the job descriptions in Appendix F.

Teachers at City Arts & Tech must meet the credential requirements outlined in Education Code Section 47605(l) as follows:

“Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.”

Envision Education may also employ or retain non-certificated instructional support staff where there is an appropriate mix of subject matter expertise, professional experience, language skills, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher.



All non-instructional staff will possess experience and expertise appropriate for their position within the Charter school as outlined in the position's job description and the school's adopted personnel policies.

## ELEMENT F: HEALTH AND SAFETY

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

- (i) *That each employee of the school furnish the school record summary as described in Section 44237.*
- (ii) *The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) *That the school safety plan be reviewed and updated by March 1 of every year by the charter school.*

*Education Code Section 47605(c)(5)(F).*

In order to provide safety for all students and staff, City Arts & Tech maintains a comprehensive School Safety and Emergency Response Plan in cooperation with the Charter School's insurance carrier that is specific to the school site. This Plan addresses conceivable emergency situations, e.g., earthquakes, floods, shootings, and electricity loss. The Plan also includes policies and procedures on health and safety including, but not limited to, immunizations, vision, hearing, tuberculosis screening, natural disasters, contact with blood-borne pathogens, staff training in first aid and emergency procedures, administration of prescription drugs and medicines, structural safety standards for facilities, and intolerance of tobacco, drug, and alcohol use. These policies procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the School Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

### **Summary of Health and Safety Policies**

#### **Procedures for Background Checks**

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

**Role Of Staff As Mandated Child Abuse Reporters**

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

**Tuberculosis Risk Assessment and Examination**

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

**Immunizations**

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

**CPR/First Aid Training**

All school site employees shall be CPR/First Aid trained before the end of their first year of employment.

**Medication in School**

City Arts & Tech adheres to Education Code Section 49423 regarding administration of medication in school. CAT adheres to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

**Vision/Hearing/Scoliosis**

Students will be screened for vision, hearing, and scoliosis. City Arts & Tech adheres to Education Code Section 49450 *et. seq.* as applicable to the grade levels served by CAT.

**Drug Free/Alcohol Free/Smoke Free Environment**

City Arts & Tech maintains a drug, alcohol, and smoke-free environment.

**All-Gender Single Use Restrooms**

City Arts & Tech maintains single use all-gender restrooms, pursuant to Education Code Sections 200, 210.7, and 221.5(f).

**Suicide Prevention Policy**

City Arts & Tech shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. CAT shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

**Prevention of Human Trafficking**

City Arts & Tech shall identify and implement the most appropriate methods of informing parents and guardians of students of human trafficking prevention resources.

**Feminine Hygiene Products**

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

**Nutritionally Adequate Free or Reduced Price Meal**

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

**California Healthy Youth Act**

City Arts & Tech shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 9-12, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

**School Safety Plan**

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

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable

- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

### **Emergency Preparedness**

City Arts & Tech shall adhere to an Emergency Preparedness Handbook/School Safety Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

### **Blood-borne Pathogens**

City Arts & Tech meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including HIV and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Facility Safety**

City Arts & Tech shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. CAT tests sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. CAT conducts fire drills as required under Education Code Section 32001.

### **Integrated Complaint and Investigation Procedure**

City Arts & Tech has developed a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into CAT, including Uniform Complaint Procedures (see Appendix H). Under the direction of the Envision Education Board of Directors,

the CAT Principal is responsible for investigation, remediation, and follow-up on matters submitted to CAT through this procedure.

### **Comprehensive Discrimination and Harassment Policies and Procedures**

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

### **Bullying Prevention**

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

## ELEMENT G: MEANS TO STUDENT POPULATION BALANCE

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

It is the explicit goal of Envision Education to ensure that the student population at City Arts & Tech is reflective of the racial and ethnic, English Learner, and special education balance within the territorial jurisdiction of the San Francisco Unified School District population and that CAT serves significant numbers of underserved students. CAT strongly believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students will need to learn from others how to respect different viewpoints and find the commonalities in all people. To this end, CAT engages in a variety of means and strategies to achieve a diverse student population. These strategies include, but are not limited to, the following:

- Develop strong relationships within San Francisco through parents and families, counselors at local elementary and middle schools, and leaders at community organizations.
- Engage current CAT parents and families in the design of community organizing and in a referral program.
- Offer opportunities to learn more about CAT, such as Info Night Presentations, school visits, and shadow days, all translated into the relevant foreign language.
- Bring diverse staff and students on recruiting visits, including relevant foreign language-speaking staff.
- Post flyers and notices in multiple languages in local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes in low-income neighborhoods in multiple languages.
- Outreach via public meetings, community-based organizations, local middle schools, neighborhood festivals, civic organizations, religious institutions, athletic facilities, and canvassing neighborhoods to reach interested families.
- Marketing efforts in multiple languages via social media, brochures, informational postcards, and local news and radio stations targeted at diverse populations.

Envision Education currently has an Enrollment Coordinator at the network level that works in partnership with City Arts & Tech staff to implement these strategies.

City Arts & Tech shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with any individual who has any of the aforementioned characteristics).

City Arts & Tech is proud of its ability to attract and retain a student population that shares the broad diversity of the San Francisco Unified School District and the city and county of San Francisco. The Envision Education Board of Directors and City Arts & Tech staff review CAT's student demographic data at least annually in order to make adjustments as necessary to the outreach and recruitment strategies noted above.



## ELEMENT H: ADMISSION POLICIES AND PROCEDURES

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

City Arts & Tech shall be nonsectarian in its programs, admission policies, and all other operations, and shall not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

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

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

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

### **Open Enrollment Period and Public Random Drawing**

City Arts & Tech is open to all students in the state of California who wish to attend CAT. Students who wish to attend CAT are required to complete an application form. As part of the application process, all parents/guardians and students are encouraged to attend a parent/guardian and student orientation meeting.

Applications are accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period that will be completed by late February each year, applications are counted to determine whether any grade level has received more applications than availability. If the number of applicants exceeds the maximum number of students, enrollment will be determined by a public random drawing (“lottery”).

The following groups of students will be exempted from the lottery:

- Students who are currently enrolled at City Arts & Tech

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending City Arts & Tech.
2. Children of teachers and staff, not to exceed 10% of total enrollment.
3. In-District, low-income (defined as students residing in attendance areas of elementary schools at 70% or more of the students qualify for free and reduced meals population).
4. All other in-District

### **Public Random Drawing**

City Arts & Tech will utilize an online end-to-end uninterested party solution for admission and enrollment. The online system allows parents to apply online, using a computer, tablet, or smartphone and also supports manual entry of paper applications submitted to the Charter School directly. The system is designed to honor the Charter School’s enrollment preferences, in a fair and consistent manner.

All applications drawn after reaching capacity will be placed on a waitlist, in order in which they are drawn. This waitlist will allow students the option of enrolling in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Families will be notified of lottery results via U.S. Mail and e-mail, if available, informing families whether or not their student was accepted or placed on waitlist. This letter will be sent home within 14 days of the date of the lottery.

## **Enrollment Process**

Upon confirmation that a student has been admitted into the Charter School, parents/guardians must submit a complete Registration packet, which shall include, but not be limited to, the following:

- Student enrollment form
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records<sup>3</sup>

Admission tests will not be required or administered to students prior to acceptance and enrollment into City Arts & Tech; however, placement tests may, at the discretion of CAT, be administered after students are enrolled. These tests would serve as diagnostics of students' reading, writing and math skills and used for appropriate placement. Results of placement tests play no role in the admission process and are not conducted until after admission notification has been made.

Once admitted to and enrolled in City Arts & Tech, students will be granted admission in subsequent years. Each year, students enrolled will submit a completed Charter School Re-Enrollment form no later than the published deadline (typically June 1) or the student may be considered to have voluntarily disenrolled.

## **Voluntary Exit Process**

Once admitted to and enrolled in City Arts & Tech, students will be exempted from the lottery in subsequent years so long as the student remains enrolled. Each year, students enrolled will submit a completed Charter School Re-Enrollment Form no later than the published deadline (typically June 1) or the student may be considered to have voluntarily disenrolled.

If a student wishes to withdraw from City Arts & Tech during the school year, an administrator will first have a conference with the student and their parent/guardian to determine how the Charter School can better meet their needs. If the student still wishes to withdraw, CAT will obtain the name of the school to which the student is transferring and provide contact information and cumulative records for the student to the transferring school or district.

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

## ELEMENT I: FINANCIAL AUDIT PROCESS

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

### **Fiscal Audit**

Envision Education will comply with state reporting mandates applicable to charter schools including interim reports, mid-year projections, and unaudited actuals and conduct its financial operations through established procedures of the Envision Education Board of Directors. An annual independent fiscal audit of the books and records of City Arts & Tech will be conducted as required under Education Code Sections 47605(c)(5)(I) and 47605(m).

The Envision Education Board of Directors will form an audit committee each fiscal year to oversee selection of an independent fiscal auditor and the completion of an annual independent audit of City Arts & Tech's financial affairs. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. The audit will verify the accuracy of the Charter School's financial statements; attendance, enrollment, and accounting practices; and CAT's internal controls. The audit will be conducted in accordance with generally accepted accounting principles and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's approved K-12 Audit Guide. 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.

It is anticipated that the annual audit will be completed within five months of the close of the fiscal year. A copy of the annual audit will be forwarded to the District, the State Controller, and to the CDE by the 15th of December of each year. The audit committee will review any audit exceptions or deficiencies and report to the Envision Education Board of Directors with recommendations on how to resolve them to the satisfaction of the District. The Envision Education Board will then submit a report to SFUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent financial audit of City Arts & Tech is a public record to be provided to the public upon request.

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter (see Element N: Dispute Resolution).

In addition, City Arts & Tech welcomes SFUSD to conduct a site visit at any time, which would include observation of the instructional program.

## ELEMENT J: PUPIL SUSPENSION AND EXPULSION PROCEDURES

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

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

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

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

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

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

### **Policy**

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning, balance students' rights to due process, and protect the safety and well-being of all students at City Arts & Tech. In creating this policy, Envision Education has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removals. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* City Arts & Tech is committed to annual review of policies and procedures

surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as City Arts & Tech's policy and procedures for student suspension, expulsion, and involuntary removal and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. City Arts & Tech staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student/Family Handbook which will clearly describe discipline expectations.

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

City Arts & Tech administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Principal's office.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall

be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder initiates the requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

### **Procedures**

#### **A. Grounds for Suspension and Expulsion of Students:**

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

#### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
  - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force of violence upon the person of another, except self-defense.
  - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e. Committed or attempted to commit robbery or extortion.
  - f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.



- g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by that student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property which includes,

but is not limited to, electronic files and databases,, or the personal property of the person threatened or their immediate family.

- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
- r. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e).
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.
- t. Engaged in an act of bullying including, but not limited to, bullying committed by means of an electronic act.
  - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - a. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - b. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    - c. Causing a reasonable student to experience substantial interference with their academic performance.
    - d. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- ii. “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to, any of the following:
  - a. A message, text, sound, video, or image.
  - b. A post on a social network Internet Web site including, but not limited to:
    - i. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
  - c. An act of cyber sexual bullying.
    - i. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual

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

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

- d. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).  
Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be expelled when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by that student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current,

or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

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

- a. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property
  - b. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
  - c. Causing a reasonable student to experience substantial interference with their academic performance.
  - d. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to, any of the following:
  - 1. A message, text, sound, video, or image.
  - 2. A post on a social network Internet Web site including, but not limited to:
    - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated
    - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
  - 3. An act of cyber sexual bullying.

- a. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 4. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
  - v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- 4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student
  - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
  - b. Brandished a knife at another person.



- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means (A) any explosive, incendiary, or poison gas including, but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference:**

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

## **2. Notice to Parents/Guardians:**

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

## **3. Suspension Time Limits/Recommendation for Expulsion:**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or Principal's designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when City Arts & Tech has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

#### **4. Homework Assignments During Suspension**

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

#### **D. Authority to Expel**

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

A student may be expelled either by the neutral and impartial Envision Education Board or appointed subset of Board following a hearing before it or by the Envision Education Board or appointed subset of Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a Board member of the Envision Education's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

#### **E. Expulsion Procedures**

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

In the event an administrative panel hears the case, it will make a recommendation to the Envision Education Board or appointed subset of Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules

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

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. City Arts & Tech must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

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

complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **G. Record of Hearing**

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

### **H. Presentation of Evidence**

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

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

### **I. Expulsion Decision**

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and

rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

#### **J. Written Notice to Expel**

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

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

#### **K. Disciplinary Records**

City Arts & Tech shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the authorizer upon request.

#### **L. No Right to Appeal**

The student shall have no right of appeal from expulsion from City Arts & Tech as the Envision Education Board's or appointed subset of the Board's decision to expel shall be final.

#### **M. Expelled Students/Alternative Education**

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the district or their school district of residence. City Arts & Tech shall work cooperatively with parents/guardians as requested by parents/guardians or by the district of residence to assist with locating alternative placements during expulsion.

#### **N. Rehabilitation Plans**

Students who are expelled from City Arts & Tech shall be given a rehabilitation plan upon expulsion as developed by the Board or appointed subset of Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to City Arts & Tech for readmission.

#### **O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board or appointed subset of Board following a meeting with the Principal and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board or appointed subset of Board following the meeting regarding the Principal's determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission to the Charter School.

#### **P. Notice to Teachers**

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

#### **Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**

##### *1. Notification of SELPA:*

City Arts & Tech shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who CAT or SELPA would be deemed to have knowledge that the student had a disability.

##### *2. Services During Suspension:*

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a



functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. *Procedural Safeguards/Manifestation Determination:*

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

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

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

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

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

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

4. *Due Process Appeals:*

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

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

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if City Arts & Tech believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or CAT may request a hearing.

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

5. *Special Circumstances:*

City Arts & Tech personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

*6. Interim Alternative Educational Setting:*

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if City Arts & Tech had knowledge that the student was disabled before the behavior occurred. CAT shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

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

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

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

City Arts & Tech shall not be deemed to have knowledge of that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## ELEMENT K: EMPLOYEE RETIREMENT BENEFITS

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

All eligible employees of City Arts & Tech participate in the California State Teachers' Retirement System (CalSTRS). Those not eligible to participate in CalSTRS will participate in the federal Social Security system. All employees of CAT will have access to other Charter School sponsored retirement plans according to policies developed by the Envision Education Board and consistent with the Charter School's employment policies. The Director of Talent and HR shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all CAT employees.

## ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student may be required to attend City Arts & Tech. Students who live within the boundaries of the San Francisco Unified School District who choose not to attend CAT may attend other District schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District. Students who reside outside the boundaries of the District must pursue enrollment in their district of residence or apply for an inter-district transfer in accordance with the applicable enrollment policies of the district of residence. Parents and guardians of each student enrolled in CAT are informed on admission forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in CAT except to the extent that such a right is extended by the local education agency.

## ELEMENT M: RETURN RIGHTS OF EMPLOYEES

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

No public school district or district office of education employee shall be required to work at City Arts & Tech. All staff at CAT shall be considered employees of Envision Education and shall have no automatic right to employment or reemployment in SFUSD unless specifically granted by the District through a leave of absence or other agreement. Existing SFUSD employees who wish to seek a leave of absence for employment at CAT may apply for a leave of absence in accordance with District policies and procedures as applicable and applicable collective bargaining agreements. CAT employees shall have any right upon leaving a local educational agency or to work in CAT that the local educational agency may specify, any rights of return to employment in a local educational agency after employment in CAT that the local educational agency may specify, and any other rights upon leaving employment to work in CAT that the local educational agency determines to be reasonable and not in conflict with any law.

Absent agreement with SFUSD or any school district to the contrary, staff of City Arts & Tech shall not continue to earn service credit (tenure) at SFUSD while employed by Envision Education. The length of the leave shall not be for less than one (1) year, or more than the duration of the initial charter renewal or five (5) years, whichever is less. Vacation time/sick leave and years of service credit accrued at CAT or SFUSD shall not transfer to the other entity unless otherwise agreed upon by the employer and employee. Employment by Envision Education at CAT provides no rights of employment at any other entity, including any rights in the case of closure of CAT.

## **ELEMENT N: DISPUTE RESOLUTION**

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

### **Disputes Between City Arts & Tech and San Francisco Unified School District**

City Arts & Tech and SFUSD will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. In the event any part of the following dispute procedures are in conflict with what is outlined in any current Memorandum of Understanding (“MOU”) between City Arts & Tech and SFUSD, the MOU will prevail.

In the event of a dispute between City Arts & Tech and the District, CAT staff, employees and Envision Education Board members and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the SFUSD Superintendent and CAT Principal, or their respective designees. In the event that the SFUSD Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, CAT requests that this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the SFUSD Board of Education’s ability to proceed with revocation in accordance with Education Code Section 47607.

The City Arts & Tech Principal and SFUSD Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the SFUSD Superintendent and the CAT Principal, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the SFUSD Superintendent and the CAT Principal, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The SFUSD Superintendent and the CAT Principal, or their respective designees, shall develop the format of the mediation session jointly. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and CAT. If mediation does not resolve the dispute either party may pursue



any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and CAT.

**Disputes between City Arts & Tech and Envision Education, and Internal Disputes of City Arts & Tech**

All disputes between City Arts & Tech and Envision Education, and disputes involving internal matters of CAT will be handled in accordance with the bylaws, and policies and procedures of Envision Education and CAT. SFUSD shall forward any complaints or concerns it receives regarding internal matters of CAT and/or Envision Education to the CAT Principal, and will not be involved in such disputes unless it deems it necessary as relating to a cause for revocation under Education Code Section 47607.

## ELEMENT O: SCHOOL CLOSURE

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

Closure of City Arts & Tech will be documented by official action of the Envision Education Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

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

The Charter School will ensure that the notification to the parents and students of City Arts & Tech of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close CAT. The Chief Operations Officer will be the point of contact for closure activities.

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

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

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

As soon as reasonably practical, Envision Education will prepare final financial records. Envision Education will also have an independent audit completed within six months after closure.

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

Envision Education will complete and file any annual reports required pursuant to Education Code section 47604.33.

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

On closure, Envision Education shall remain solely responsible for all liabilities arising from the operation of City Arts & Tech.

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

As specified in the City Arts & Tech budget, CAT will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## MISCELLANEOUS CHARTER PROVISIONS

### **Budgets and Financial Reporting**

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

Attached, as Appendix I, please find City Arts & Tech’s budget and cash flow documents, including financial projections for the next three years of operation. These documents are based upon the best data available to CAT at this time, including the most recent Local Control and Funding Formula projections.

City Arts & Tech shall provide reports to the District as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a Local Control and Accountability Plan and an annual update to the Local Control and Accountability Plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of City Arts & Tech’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education, and District.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all of City Arts & Tech’s receipts and expenditures for the preceding fiscal year.

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

### **Potential Civil Liability Effects**

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

Envision Education and City Arts & Tech agree to permit the District to inspect and receive copies of all records relating to the operation of the school, including financial, personnel, and pupil records; agree to and submit to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607; and pursuant to Education Code Section 47604.3, shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District. The records of the CAT are public records and CAT shall comply with the California Public Records Act.

City Arts & Tech is operated by Envision Education, a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 46704(d), an authority that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. City Arts & Tech shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of CAT.

Further, City Arts & Tech/Envision Education intends to enter into a memorandum of understanding with the District, wherein CAT/Envision Education shall indemnify the District for the actions of CAT under this charter.

The corporate bylaws of Envision Education provide for indemnification of the Envision Education Board, officers, agents, and employees, and Envision Education has purchased general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks. Insurance amounts are determined by recommendation of Envision Education's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of Envision Education.

The Envision Education Board of Directors institutes appropriate risk management practices as discussed herein, including screening of employees, and dispute resolution.

## **Facilities**

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

City Arts & Tech intends to continue to occupy its current facility at 325 La Grande Ave. San Francisco, CA. The current lease extends through June 2021 (see Appendix J). Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

## **Administrative Services**

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

Envision Education has experienced administrative staff that handles a variety of “back office” services like payroll, accounting, instructional program development, and purchasing. Envision Education will be responsible for all of its own personnel salary and benefits plans, provisions and costs. In the event that any administrative services are to be provided by SFUSD, the specifics will be agreed to in a Memorandum of Understanding between Envision Education and the District. Envision Education staff will cooperate fully with SFUSD staff in the preparation and reporting of all required data and financial information.

In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of City Arts & Tech not to exceed one (1) percent of the revenue of the CAT. If City Arts & Tech is able to obtain substantially rent free facilities from the District, the District may charge for the actual costs of supervisorial oversight not to exceed three (3) percent of the revenue of CAT in accordance with Education Code Section 47613(b). Pursuant to Education Code Section 47613(f), “revenue of the charter school” means the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

## **Insurance**

Envision Education finances and maintains general liability, workers compensation, and other necessary insurance of the types on behalf of City Arts & Tech and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the District and Envision Education’s insurer. The District Board of Education is named as an additional insured on all policies of CAT. Copies of certificate(s) of

insurance are available to the District upon request and/or as required by the memorandum of understanding with the District.

### **Renewal Charter Term**

The duration of the renewal charter term will be five years in accordance with Education Code Section 47607(a)(1), from July 1, 2021 through June 30, 2026.

### **Renewal**

Renewal of the charter shall be in accordance with Education Code Sections 47607 and 47607.2, including the standards, criteria and timelines set forth in the Education Code Section 47605 and implementing regulations in the California Code of Regulations, Title 5, Section 11966.5.



## COMPLIANCE WITH LEGAL REQUIREMENTS

Effective Date	Legal Citation/Description	How City Arts & Tech has Met the Requirement
July 1, 2022	SB 328: Ed Code §46148 required school days to start no earlier than 8:30 am for high schools and no earlier than 8:00 am for middle schools.	City Arts & Tech affirms that it shall comply with these laws.
July 1, 2021	SB 390: Expands requirement to include security guards at charter schools to complete training course regardless of number of hours worked per week.	City Arts & Tech affirms that it shall comply with these laws.
January 1, 2021	AB 1: Adds new requirements for all youth tackle football programs, including restrictions on practices, required coach certification and trainings, concussion and head injury education, preparation of factsheet related to opioids, licensed medical professional at games, establishing divisions organized by relative age or weight or both.	Not applicable; City Arts & Tech does not offer a youth tackle football program.
October 1, 2020	SB 316: Ed Code §215.5 requires all public schools that issue student identification cards in grades 7-12 to include telephone number of the National Domestic Violence Hotline or local domestic violence hotline on either side of the identification card.	City Arts & Tech affirms that it shall comply with these laws.

July 1, 2020	AB 34: Ed Code §234.6, et al., requires each LEA to post on website policies and procedures on suicide prevention for grades K-12, definition of discrimination and harrassment based on sex, Title IX information, sexual harassment, bullying policies, anti-cyberbullying policies, section on social media bullying, and link to statewide resources.	City Arts & Tech will post all required policies and procedures on the school website.
July 1, 2020	<p>AB 1172: Requires LEAs contraction with non-public schools (NPS) to:</p> <ol style="list-style-type: none"> <li>1. Conduct onsite visit to the NPS before placement if the LEA does not have any students enrolled at the NPS at the time of the placement, and</li> <li>2. A minimum of one onsite monitoring visit during each school year when the LEA has a pupil attending and must report findings to CDE within 60 calendar days of the visit. An LEA contracting with an NPS shall ensure behavioral training at NPS occurs and certify the same to the CDE.</li> </ol>	If City Arts & Tech contracts with NPS, it shall comply with all applicable requirements.
July 1, 2020	AB 1767: Ed Code §215 requires governing body of an LEA that serve students in K-6, inclusive, before the	Not applicable; City Arts & Tech does serve students grades K-6.

	beginning of the 2020-21 school year, to adopt at a regular board meeting, and update a policy on suicide prevention, intervention, and postvention that specifically addresses the needs of high-risk groups, and ensure it is age-appropriate and developed in consultation with appropriate professional stakeholders.	
July 1, 2020	SB 419: Ed Code §48900 and §48901.1 prohibit willful defiance as a suspendable offense for students in grades kindergarten through 5 in charter schools (indefinitely) and for grades 6 through 8 in charter schools (through 7/1/2025).	City Arts & Tech's suspension and expulsion policy reflects this updated requirement.
January 1, 2020	AB 1595: Requires charter schools offering interscholastic athletic programs to acquire at least one automated external defibrillator (AED).  Adds requirements to school safety plan.	An automated external defibrillator (AED) is visibly located and regularly tested and maintained at City Arts & Tech.  The charter petition is updated to reflect all new, applicable requirements to school safety plan.
January 1, 2020	AB 1354: Ed Code §48647 requires the county office of education, which includes charter schools that serve juvenile school pupils, to provide timely and required transition activities and transfer of records for students who enter the juvenile court school.	Not applicable.

January 1, 2020	AB 1319: Ed Code §48204.7 requires LEAs, including charter schools, to allow pupils who are migratory children who no longer satisfy the residency requirement to continue their education by attending their school of origin or a school within the school district of origin for the duration of the pupil's status as a pupil who is a migratory child. If status changes during a school year: K-8 students stay in school of origin through that academic year; 9-12 stay through graduation. New school must immediately enroll regardless of outstanding fees, fines, etc., or if student doesn't have all enrollment records.	City Arts & Tech affirms that it complies with these laws.
January 1, 2020	AB 947: Ed Code §56353 and §56354 authorizes LEAs to consider elements of the expanded core curriculum, as defined, when developing IEPs for a pupil who is blind, has low vision, or is visually impaired.	City Arts & Tech complies through its policies, procedures, and training.
January 1, 2020	AB 982: Ed Code §47606.2 and §48913.5 require teacher to provide homework that would have been assigned to a student (grades 1 - 12) suspended for 2+ schooldays, upon request of parent/guardian/other educational right holder; if homework assignment requested and turned into the teacher upon return from	City Arts & Tech's suspension and expulsion policy reflects this updated requirement.

	suspension or within timeframe prescribed by the teacher, whichever is later, is not graded before end of the term, the assignment shall not be included in student's overall calculation of student's grade; charter petition must include statement that suspension procedures will include above requirements.	
January 1, 2020	AB 711: Ed Code §47070 and §49062.5 require LEAs to update former pupil's records to include updated legal name or gender if LEA receives a "government issued document" and to reissue any documents conferred on the pupil, if requested.	City Arts & Tech affirms that it complies with these laws.
January 1, 2020	AB 605: Ed Code §56040.3 requires LEAs to provide continued access to assistive technology to a student in the home or other settings pursuant to the student's IEP after the student disenrolls until alternative arrangements can be made or until 2 months have elapsed from the date the student disenrolled, whichever date is first	City Arts & Tech affirms that it complies with these laws.
January 1, 2020	AB 543: Ed Code §231.5 and §231.6 require a copy of the sexual harassment policy to be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session,	City Arts & Tech affirms that it shall provide and post all required information.

	as applicable; schools with students in grades 9 - 12 must create a poster that notifies students of the policy and conspicuously displayed in each bathroom and locker room at the schoolsite, in accordance with all applicable content requirements.	
January 1, 2020	AB 189: Penal Code §11165.7 adds qualified autism service providers, professionals, and paraprofessionals to the list of mandated reporters.	City Arts & Tech affirms that it complies with these laws.
January 1, 2020	AB 1507: Ed Code §47605.1 removes authority of a charter school to locate outside the jurisdiction or geographic boundaries of the authorizing school district if site or facility is unavailable where the charter schools chooses to locate or if the site is needed for temporary use during a construction or expansion project; allows a charter school that established one site outside the boundaries of the authorizing school district, but within the county, before 1/1/2020, to continue operating that site until submission of a renewal request, at which time the charter school must obtain written approval from the school district where the site is operating; authorizes relocation if located within area subject to a Presidential	City Arts & Tech affirms that it complies with these laws.

	<p>declaration of a major disaster or emergency; authorizes a charter school to establish one resource center, meeting space, or satellite facility within the jurisdiction of the school district where the charter school is physically located if specified conditions are met, and prohibits State Board of Education from waiving these restrictions.</p>	
<p>January 1, 2020</p> <p>July 1, 2020</p>	<p>AB 1505: Two-year moratorium on establishment of any new non classroom-based charter schools.</p> <p>Various changes to governing law for charter petitions; additional reasons for an authorizer to deny a petition for new or existing (only if proposing to expand) charter school; requires same credentialing requirements as school districts teachers, with provision for all current charter school teachers to obtain required certificates and authorizations by 7/1/2025; revised charter renewal requirements to account for new CA School Dashboard.</p>	<p>City Arts &amp; Tech has addressed the new requirements in its charter renewal petition.</p>
<p>October 12, 2019</p>	<p>SB 265: Ed Code §49557.5 requires certain LEAs, including charter schools, that provide meals through National School Lunch Program or School Breakfast Program to ensure that a student is not denied a</p>	<p>City Arts &amp; Tech will comply with these requirements through internal policies, procedures, and training.</p>

	reimbursable meal because the parent/guardian has unpaid meal fees and to ensure that the student is not shamed or treated differently.	
July 1, 2019	SB 75: Various changes to governing law for charter petitions; limits charter petition description to State Priorities 2-8; additional admission and enrollment protections for selected groups.	City Arts & Tech has addressed this requirement in its charter petition.
July 1, 2019	SB 126: Created new Ed Code §47604.1 which includes new requirements for compliance with the Brown Act (including meeting locations), Public Records Act, Political Reform Act, and Government Code §1090.	City Arts & Tech affirms that it complies with these laws.
July 1, 2019	SB 972: Ed Code §215.5 requires charter schools that serve students in grades 7-12 and issue pupil identification cards to print the National Suicide Prevention Lifeline phone number on those identification cards commencing July 1, 2019.	City Arts & Tech began complying with these requirements in SY19/20.
January 1, 2019	AB 406: Ed Code §47604 prohibits a charter school that submits an establishment charter petition, a material revision, or a renewal petition on or after July 1, 2019, from being operated as, or by, a for-profit corporation, for-profit educational management organization, or	City Arts & Tech is operated by a California nonprofit, public benefit corporation, as identified in the charter petition.



	for-profit charter management organization, and prohibits charter schools from entering into a subcontract to avoid these requirements.	
January 1, 2019	AB 1747: Ed Code §47605(b)(5)(F)(ii) and (iii) require a charter petition to include a reasonably comprehensive description of a school safety plan, and that the school safety plan be reviewed and updated by March 1 of every year by the charter school.	City Arts & Tech has developed a comprehensive school safety plan, in compliance with all applicable requirements, and shall ensure that it is reviewed and updated annually by March 1. The plan is included in the appendices.
January 1, 2019	AB 1871: Commencing with the 2019–20 school year, Ed Code §47613.5 requires a charter school to provide each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday.	City Arts & Tech affirms it complies with these laws.
January 1, 2019	AB 2601: Commencing with SY19/20, Ed Code §51931 requires charter schools to ensure that all pupils in grades 7 - 12 inclusive, receive comprehensive sexual health education and HIV prevention education.	City Arts & Tech affirms it complies with these laws by offering comprehensive sexual health and HIV prevention education.
January 1, 2019	AB 1248: Ed Code §35183.1 allows students to wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies.	City Arts & Tech complies with these requirements through internal policies, procedures, and training.
January 1, 2019	AB 1974: Ed Code §49041	City Arts & Tech complies

	prohibits a charter school from collecting debt from a student or former student, unless emancipated at the time the debt is incurred, and prohibits a charter school from taking a negative action against a student or former student because of debt owed; these provisions do not apply to debt owed as a result of vandalism to cover the replacement cost of school books, supplies, or property loaned to a student.	with these requirements through internal policies, procedures, and training.
January 1, 2019	AB 2009: A charter school that offers an interscholastic athletic program must (1) ensure that there is a written emergency action plan with procedures to be followed in the event of sudden cardiac arrest or other medical emergency related to the athletic program's activities or events; (2) acquire, commencing July 1, 2019, at least one automatic emergency defibrillator ("AED") for the to be available on campus, and to ensure proper maintenance and regular testing. Neither a charter school employee nor the charter school will be liable for civil damages pursuant to the bill's provisions, except as provided.	An automated external defibrillator (AED) is visibly located and regularly tested and maintained at City Arts & Tech, along with a written emergency action plan. Appropriate leadership and staff, including but not limited to Athletic Directors, trainers, and coaches receive annual training in its operation.
January 1, 2019	AB 2015: Commencing with SY20/21 Ed Code §51225.8 requires charter schools to	City Arts & Tech complies with these requirements through internal policies,

	ensure that every student receives information on how to properly complete and submit the Free Application for Federal Student Aid (“FAFSA”) or the California Dream Act applications at least once before the student enters grade 12, and to ensure that a paper copy of the application is provided to a student upon request by the student or his/her parent/guardian.	procedures, and training.
January 1, 2019	AB 2022: Ed Code §49428 requires charter schools to notify students and their parents/guardians at least twice during the school year on how to initiate access to available mental health services on campus or in the community, or both.	City Arts & Tech affirms it complies with these requirements through policies, procedures, and training.
January 1, 2019	AB 2109: A pupil with a temporary disability that makes attendance in the regular day classes or alternative education program impossible or inadvisable shall receive either individual instruction at home or individual instruction in a hospital or other residential health facility, provided by the local school district. Charter schools may continue to enroll students with a temporary disability who is receiving individual instruction in a hospital/facility, and must allow a student who is well	City Arts & Tech affirms it complies with these requirements through policies, procedures, and training.

	<p>enough to return to school to be allowed to return to the school that he/she attended immediately before receiving individual instruction, if the student returns during the school year in which the individual instruction was initiated. Charter schools may confer an honorary high school diploma upon a pupil who is terminally ill.</p>	
January 1, 2019	<p>AB 2121: Ed Code §51225.1 extends an exemption from all local coursework requirements beyond statewide requirements unless the student is reasonably able to complete the requirements in time to graduate by the end of the 4th year in high school, to students who are migratory children, and to students participating in an English language proficiency program for newly arrived immigrant pupils and who are in their 3rd or 4th year of high school; these students must also be granted full or partial credit for the coursework completed even if they did not complete the entire course.</p>	<p>City Arts &amp; Tech affirms it complies with these requirements through policies, procedures, and training.</p>
January 1, 2019	<p>AB 2239: Ed Code §51225.37 requires the CDE to encourage school districts and charter schools that offer world language courses that are specifically designed for native speakers to seek A-G certification of those courses.</p>	<p>City Arts &amp; Tech affirms it complies with these requirements through policies, procedures, and training.</p>

January 1, 2019	AB 2289: Local educational agencies (“LEAs”), including charter schools, are prohibited from applying any rule concerning a pupil’s actual or potential parental, family, or marital status that treats pupils differently on the basis of sex. Pregnant and parenting pupils are entitled to accommodations, and complaints of noncompliance with this law may be filed pursuant to the uniform complaint procedures (“UCP”). LEAs must notify pregnant and parenting pupils and their parents/guardians of the rights and options available to pregnant and parenting pupils.	City Arts & Tech affirms it complies with these requirements through policies, procedures, and training.
January 1, 2019	AB 2291: Ed Code §234.4 and §32283.5 require charter schools to adopt procedures to prevent acts of bullying and cyberbullying and make the CDE online training module available to certificated school site employees and all other school site employees who have regular interaction with students.	City Arts & Tech will adopt all applicable procedures and make the CDE online training module available to all applicable employees.
January 1, 2019	AB 2315: Ed Code §49429 requires the CDE to consult with the State Department of Health Care Services and stakeholders to develop guidelines on or before July 1, 2020, for the use of telehealth technology in public schools, including	City Arts & Tech will follow CDE guidelines and conduct any necessary training.

	charter schools, to provide mental health and behavioral health services to students on school campuses.	
January 1, 2019	AB 2622: This bill reduces the attendance level requirements for After School Education and Safety (“ASES”) programs located in very low-density areas for the CDE to adjust or terminate grants; requires ASES programs located in very-low density areas to end not earlier than 5 p.m.; and exempts ASES programs with the specified low-population density from the requirement to have an established waiting list for enrollment and to transfer funds only from another school program that has met a minimum 70% of its attendance goal.	City Arts & Tech does not have an ASES program. If applicable, we will comply with these requirements through policies, procedures, and training.
January 1, 2019	AB 2657: Ed Code §49005-49006.4 authorize educational providers to use behavioral restraints or seclusion techniques to control student behavior that poses a clear and present danger of serious physical harm to the pupil or others and cannot be immediately prevented by a response that is less restrictive so long as other specified conditions are met, and must report to CDE annually on the use of behavioral restraints and seclusion for pupils to be posted on the CDE’s website.	City Arts & Tech affirms it complies with these requirements through policies, procedures, and training.

January 1, 2019	AB 2735: Ed Code §60811.8 requires charter schools with one or more English Learners to assess the English language development of each pupil, and prohibits a middle school or high school from denying pupils classified as English Learners from participation in a school standard instructional program.	City Arts & Tech affirms it complies with these requirements through policies, procedures, and training.
January 1, 2019	AB 2878: Ed Code §52060 and §52066 requires “family engagement” to be included in a local control and accountability plan (“LCAP”).	City Arts & Tech affirms its LCAP and annual updates to the LCAP include “family engagement”.
January 1, 2019	AB 3022: Ed Code §51430 allows charter schools to retroactively grant a high school diploma to a person who departed California against his or her will, and at the time of departure, was enrolled in grade 12 and was in good academic standing.	City Arts & Tech affirms it complies with these laws.
January 1, 2019	AB 3043: Ed Code §49550.5 allows charter schools to provide a nutritionally adequate breakfast that qualifies for reimbursement under the federal School Breakfast Program to every pupil at no charge.	City Arts & Tech affirms it complies with these requirements through policies, procedures, and training.
January 1, 2019	SB 1104: Ed Code §49381 requires charter schools to identify and implement the most appropriate methods of informing parents/guardians of students in grades 6 - 12 of human trafficking prevention	City Arts & Tech affirms it complies with these requirements through policies, procedures, and training.

	resources by January 1, 2020.	
January 1, 2019	SB 1109: Ed Code §49476 requires charter schools that offer an athletic program to annually give each athlete an Opioid Factsheet for Patients, published by the Centers for Disease Control and Prevention, and requires each athlete and his/her parent sign a document acknowledging receipt of the factsheet and return it before the student begins practice or competition.	City Arts & Tech affirms it complies with these requirements through policies, procedures, and training.
January 1, 2019	SB 1428: Ed Code §49120 prohibits charter schools from denying a student a work permit based on his or her grades, grade point average, or school attendance if the pupil is applying for the work permit in order to participate in a government employment and training program which will occur during the summer recess or school vacation.	City Arts & Tech affirms it complies with these requirements through policies, procedures, and training.
June 27, 2018	AB 1808: Revised academic threshold criteria for charter renewal to remove API and add alternative measures.	City Arts & Tech has addressed this requirement in its charter petition and will continue to meet applicable academic threshold criteria for charter renewal.
January 1, 2018	AB 1360: Ed Code §47605(d)(2)(B)(i)-(iv) requires admission preferences to be: approved by the chartering authority; consistent with all applicable law; to not limit enrollment access; and to not require	City Arts & Tech affirms all admission preferences comply with this requirement and the charter petition has been amended to include this.



	<p>mandatory parental volunteer hours as a criterion for admission or continued enrollment.</p> <p>Ed Code §47605(b)(5)(H) requires a description of admission policies and procedures in charter petitions.</p> <p>Ed Code §47605(b)(5)(J) requires an explanation regarding due process for suspension, expulsion, and involuntary dismissal procedures.</p>	
January 1, 2018	AB 699: Ed Code §200, §220 and §234.1 expressly include immigration status in the specified characteristics. The Ed Code was modified and supplemented to further protect children who are immigrants.	City Arts & Tech identifies immigration status when referencing the other specified characteristics in these code sections. City Arts & Tech's nondiscrimination protected classes, Uniform Complaint Procedures, visitor policy, and student records policy have been updated to comply with new requirements.
January 1, 2018	AB 10: Ed Code §35292.6 requires public schools that serve grades 6 - 12 that meet the federal 40% pupil poverty threshold to stock at least 50% of the school's restrooms with feminine hygiene products.	City Arts & Tech complies with these requirements by stocking at least 50% of its restrooms with free, feminine hygiene products.
January 1, 2018	AB 841: Ed Code §49431.9 prohibits charter schools that participate in the National School Lunch Program or	City Arts & Tech does not advertise any foods that it is not allowed to sell pursuant to these federal programs.

	School Breakfast Program from advertising for foods that it is not allowed to sell.	
January 1, 2018	SB 138: Ed Code §49562, §49564, and §49564.5 require the CDE to share data with LEAs to directly certify students' eligibility for free and reduced-price meals; they also require "very high poverty schools" (including charter schools) to provide free breakfast and lunch to all students, unless exempt due to demonstrated fiscal hardship.	City Arts & Tech complies with these requirements through policies and procedures.
January 1, 2018	SB 233: Ed Code §49069.3 and §49076 and Welfare and Institutions Code §361, §361.5, §366.1, §366.21, §366.22, and §16010 require foster parents, foster family agencies, and group homes the right to review pupil records.	City Arts & Tech complies with these requirements through policies, procedures, and training.
January 1, 2018	SB 250: Ed Code §49557.5 requires charter schools that receive funding under the National School Lunch Program or School Breakfast Program to ensure that students who have unpaid school meal fees are not treated differently, and that student discipline does not include denial or delay of meals.	City Arts & Tech complies with these requirements through policies, procedures, and training.
January 1, 2018	SB 455: Ed Code §48204.3 establishes a student's residence in a school district if the student's parent is	City Arts & Tech follows this definition of residency as applicable to its admission policy.

	transferred or is pending transfer on active military duty.	
July 1, 2017	AB 2246: Ed Code §215 requires charter schools that serve grades 7 - 12 adopt a policy on pupil suicide prevention by July 1, 2017.	City Arts & Tech has adopted a suicide prevention policy.
July 1, 2017	SB 1375: Ed Code §221.61 requires posting information regarding Title IX on its website by July 1, 2017.	City Arts & Tech posted the required information on its website.
January 1, 2017	SB 1436: Government Code §54953(c)(3) requires entities to, prior to taking final action, orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive.	City Arts & Tech complies with these requirements through policies, procedures, and training.
January 1, 2017	AB 2845: Ed Code §234.1 requires local educational agencies serving grades 7 through 12 to provide certificated employees information on school site and community resources related to the support of pupils who may face bias or bullying on the basis of religious affiliation, or perceived religious affiliation.	City Arts & Tech complies with these requirements through policies, procedures, and training.
January 1, 2017	AB 1639: Ed Code §33479 et seq. requires providing information to athletes regarding sudden cardiac arrest and removing an athlete from participation under	City Arts & Tech complies with these requirements through policies, procedures, and training. City Arts & Tech maintains a written emergency action plan in the

	certain circumstances.	event of sudden cardiac arrest.
January 1, 2017	SB 1072: Ed Code §39831.3 requires adoption of a transportation safety plan if a charter school provides transportation to or from school or a school activity.	Not applicable; City Arts & Tech does not provide transportation.
January 1, 2017	AB 2536: Expands the definition of “bullying by electronic act” in Ed Code §48900 to include “cyber sexual bullying.”	City Arts & Tech’s suspension and expulsion policy reflects this updated definition.
January 1, 2017	AB 2212: Expands the definition of “bullying by electronic act” in Ed Code §48900 to include “video.”	City Arts & Tech’s suspension and expulsion policy reflects this updated definition.

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