

Sol Aureus College Preparatory School

Amendment Petition to Add Grades K-4



Prepare for college. Prepare for life.

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In replicating this model nationally, KIPP has run into different challenges in various communities. The schools, while successful overall, have been effective or not so effective for the following reasons: 1) receptiveness and support of the model by the local school district and key stakeholders in the community, 2) ability to raise in excess of \$200,000 per year to supplement core elements of the program such as the longer school day, longer school year, a signature extracurricular program (such as a music orchestra) and field lessons; 3) being in an area with a high-density population of economically challenged residents to target for enrollment or the ability to provide transportation to a disparate group of potential students in more rural areas; and 4) ability to recruit, enroll and maintain a high number of students in the 5th and sometimes 6th grades. Historically, KIPP schools lose between 30-50% of their initial cohort by the time that cohort reaches the 8th grade.

demonstrate the kind of academic achievement students in traditionally low performing public schools are capable of. S.A.C. Prep is doing this (see Appendix C). The model

S.A.C. Prep has faced and overcome challenges with regard to enrollment, student achievement, and facilities. While overcoming and addressing these challenges, the Board, administration, and

Key Information/Assumptions

Start Date

The plan is to begin the 2011-12 school year with Kindergarten through 8th grades expanding all at once. While in the past the school added one grade per year, in this instance the plan would be to grow all at once since the culture of the upper grades is already established.

Facilities

Facilities -8 model.
Currently the school has a Proposition 39 agreement to reside at its current location at Freeport Elementary for 2011-12. However, upon the District approving the amendment allowing S.A.C. Prep to add Kindergarten through 4th grades, the school would want to enter into discussions of S.A.C. Prep operating at another available, unused SCUSD facility such as Bear Flag. If accommodations cannot be made, the school will add grades to fill the capacity at its current location at Freeport and work with District to re-locate to another site for the 2012-13 school year. Facilities notwithstanding, the lower grades (K-4) will have some physical separation from the upper grades (5-8) in terms of layout and classroom locations on the site.

Class Size

The plan calls for 20 students per class in grades Kindergarten through

ELEMENT A: EDUCATIONAL PROGRAM

Sol Aureus College Preparatory (S.A.C. Prep) is a tuition-free, college preparatory middle school currently serving grades five through eight. S.A.C. Prep is in its eighth year of operation and in year three of its current charter (expires in June 2013). S.A.C. has already graduated over 100 students and will graduate its fifth class in June 2011. The first cohort of 5th graders (the Class of 2011, the year they enter college) are now high school seniors. This fall, the first class of S.A.C. Prep graduates will enter college!

S.A.C. Prep began with one 5th grade class in August of 2003 and added one grade per year for its first four years. The student body of Sol Aureus reflects much of

Parents who sought the school in Years 3 and 4 (2005-06 & 2006-07) seemed desperate to not lose their children to negative peer pressure and low expectations they felt their children experienced in their neighborhood public schools. In an effort to provide the opportunity to as many students as possible from the community the decision was made to open up enrollment to more students and try to help as many of them get into good high schools in preparation for college as possible.

Parents were initially grateful for giving their children a chance to attend a school that would prepare them for college record history of documented discipline issues. In retrospect, S.A.C. Prep was ng, or hard to

been this group of students, adding them in 7th and 8th grades often proved to be ineffective. Near the end of the 2006-07 school year,

Sol Aureus achieves its mission by focusing on classroom instruction, school

MEANS TO ACHIEVE MISSION AND VISION

Sol Aureus College Preparatory achieves its mission and vision by continuing to
Power Program) Five Pillars:

1. **High Expectations.** Sol Aureus College Preparatory has explicit criteria for observable high expectations through academic achievement and conduct measures that make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.
2. **Choice & Commitment.** Students, their parents, and the faculty of Sol Aureus College Preparatory are part of the school by choice. No one is assigned or forced to attend the school. Everyone makes and upholds a commitment to the school and to each other to put in the time and effort required to achieve success.
3. **More Time.** Sol Aureus College Preparatory knows that *there are no shortcuts* when it comes to helping educationally underserved students succeed academically. A longer school day, a longer school year, and summer school mean more time for students at Sol Aureus College Preparatory to acquire the academic knowledge, skills, and habits, as well as broad extracurricular experiences that prepare them for college and life.
4. **Power to Lead.** The School Leader of Sol Aureus College Preparatory is an effective academic and organizational leader who understands that there are no great schools without great school leaders. The School Leader has control over the school budget and personnel, allowing him/her to swiftly move dollars or make staffing changes in order to be more effective in helping students learn.
5. **Focus on Results.** Sol Aureus College Preparatory focuses unrelentingly on results. Student achievement on tests and other objective measures will be analyzed to drive instruction. The school does not make excuses based on demographics and expects its students

“THERE ARE NO SHORTCUTS” – words that apply to administration, faculty, students, and parents alike. Sol Aureus uses both internal and external accountability measures and indicators to constantly ask if it is, indeed, doing all it can to serve students and families and is achieving the goals spelled out explicitly in the mission.

The Pannell Center The staff makes rooms available upon request and alerts us of

HOW LEARNING BEST OCCURS

Sol Aureus College Preparatory aligns its curriculum objectives to the California Content Standards adopted by the California State Board of Education. focus is not to change what the state feels are appropriate academic outcomes, but rather to ensure that all students master all areas of the California Content Standards. Teachers work with the School Leader to determine the curricula that will best match student needs. Incoming student needs and performance levels determine the weight

to ensure that mastery of the state standards is achieved. Mastery is necessary to prepare students for the rigorous and challenging curriculum they will encounter in high school Honors and Advanced Placement programs. This is accomplished by having a longer school day, week, and year.

Sol Aureus College Preparatory combines the California Content Standards with pedagogical methodologies that have proven successful in established public schools from around the country. The state standards are supplemented in the following ways: character education, extra-curricular activities, technology, and community service. Clear and specific academic objectives are identified and tracked for each student.

The content of the Sol Aureus curriculum focuses on the necessary remediation of basic skills, when applicable coupled with an emphasis on higher order thinking processes in all content areas. In accordance with state regulations, Sol Aureus provides standard, age-appropriate curriculum for Mathematics, Science, English-Language Arts, History-Social Science, and Visual-Performing Arts at each grade level. These courses are supplemented by a California Standards and based web-based

different ways their peers approached the problems, students begin to learn metacognition as they begin to learn how they learn.

Teachers also integrate technology into their classrooms in the following ways:

- **Audio/Visual Projectors** to show lyrics of popular songs to practice reading comprehension and context clue analysis as well as access websites such as Discovery Education to show informative film clips related to the lesson.
- **Elmo Projectors** to project student and teacher notes and work onto the white board that can then also be printed out and copied.
- **Netbooks/Laptops** to integrate technology into the classroom for student use across the curriculum for access to Study Island assignments and practice as well as writing assignments. Study Island not only engages students in a medium they like to work in, it also keeps individualized data on each student. This data is invaluable in determining proficient mastery of the standards as well as providing clues as to how to differentiate instruction to

days during the week, the teacher can work with students in small groups while continuing to keep the rest of the students in class engaged

11:00 AM-1:00 PM

Different grade levels of students take bathroom breaks, have recess, PE, DEAR time (Drop Everything And Read) and lunch during this time. Students from the Sacramento State University Health Professions Pipeline Project come in to do in-class tutoring as well as pull-out intervention.

1:00-3:30 PM

Students have afternoon classes in a similar way as they did during the morning block between 8:30 to 11:00 AM.

3:30-6:00 PM

Schedule and Academic Calendar

More time on task is central to the success of Sol Aureus students. Students will attend school Monday through Friday from 8:15 a.m. to 3:00 p.m. and until 6:00 pm for Jumpstart. Nine hours each weekday, three and one half hours one Saturday a the month, and two extra weeks in August at the beginning of the school year enables Sol Aureus College Preparatory students to achieve remarkable academic and social progress. The majority of students stay until at least 5:00 pm everyday to meet with their teachers and get help with their homework.

6:30 a.m. (Doors Open)

Saturday Enrichment Classes

Sol Aureus College Preparatory 1st -8th Grade students attend Saturday classes from 8:30 a.m. to 12:00 p.m. During this time, students participate in activities that contribute to their becoming well-rounded individuals, including the following: martial

Special Education Students

The Special Education population in its first eight

Search and Serve

All Sol Aureus students are tested as a preliminary measure to determine if a referral fo

Assessment

The Principal follows the aforementioned procedures, and if it is determined that assessment is warranted, the student is referred to SCUSD Special Education staff who then schedule all of the necessary assessments to take place. The types of assessments that have been used for determining eligibility for specialized instruction and services include:

- Individual testing;
- Observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Each student who has an IEP has an IEP team that oversees the implementation and progress of the IEP. The IEP team at Sol Aureus usually consists of the following individuals:

- The parent or guardian of the student for whom the IEP was developed;
- The Principal;
- student;
- Special education professionals qualified to interpret assessment results; and
- An SCUSD Special Education staff representative,.

Others familiar with the student are invited as needed. For example, if a student or family is receiving additional counseling and support services from an outside agency, to the meeting Sol Aureus views the parent as a key stakeholder in these meetings and will be able to participate effectively on the IEP team. The school provides 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 ensures his/her participation using other methods, such as conferencing by telephone or meeting at the

College Preparatory. The IEP includes all required components and be written on the Sacramento City Unifie

scheduled to seek resolution of the disagreement. At any point, the parent(s) or guardian(s) has the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school provides the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions.

Complaint Procedures

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

Special Education Strategies for Instruction and Services

special education students along with their non-disabled peers. Sol Aureus mainstreams all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual

modifications for instruction and services, therefore the educational strategies of the IEP

program of
personnel qualified to do so.

Special Education Funding

Sol Aureus College Preparatory and Sacramento City Unified School District (the SELPA in this case) work together to ensure that a free and appropriate education is provided to all students with exceptional needs.

The District collects an encroachment from the Sol Aureus. The charter schools encroachment contribution is equal to the percentage of general funds encroached by the District to support the Special Education Program for the prior fiscal year. The annual encroachment percentage collected from Sol Aureus varies from year to year

Sol Aureus College Preparatory and the District annually review the fee for services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). Sol Aureus and the District establishes and documents the specific terms of this relationship in an annual fee for service contract and memorandum of understanding.

English Language Learners

Sol Aureus complies with all federal, state, and judicial mandates for English Language Learners. The school has a Sacramento City Unified School District assigned evaluator test and assesses the English proficiency of students having an English Language Learner (ELL) label, using the California English Language Development Test (CELDT).

Sol Aureus has historically served between a 3% and 10% ELL student population and expects that somewhere between 5%-30% of its students will continue to be classified as English Language Learners. The discrepancy in numbers between Sol Aureus and other neighborhood schools seems to be that a higher percentage of African American students attend Sol Aureus at a rate of 3 and 4 to one percentage wise. About 1/3 to 1/2 of the Latino population of Sol Aureus has been assessed through the CELDT. That data is collected annually. Because the goal is to help these students with an exceptional education and transitioning them into English Proficiency as soon as possible an emphasis on vocabulary development and reading comprehension is implemented or not only ELL students but all Sol Aureus students. Their student progress is tracked through their grades, STAR test results, and teacher meetings to discuss progress with specific students. Some of the classroom library books are in Spanish to continue to develop their literacy skills in their native language to help to continue to assist in acquisition of English language skills. Sol Aureus also recognizes

the cultures, cus
curriculum, enrichment programs, and life-skills curriculum.

Sol Aureus seeks to hire faculty who have received CLAD (Cross-Cultural Language Acquisition Design) training. Two current Sol Aureus

Sol Aureus

performance assessments of teachers are based on

The performance criteria for teacher performance reviews of Sol Aureus faculty also include:

- Commitment to the Sol Aureus mission and goals;
- Successful implementation of the curriculum and educational philosophy;
- High level of professionalism;
- High level of accomplishment; and
- Effective participation in Sol Aureus

Tools used in the evaluation process include:

- Written evaluations based on classroom observations;
- Self-evaluations completed by teachers being evaluated;
- Student performance on major assessments; and
- Feedback from parents.

Those teachers failing to adhere to the guidelines outlined above and in the Commitment to Excellence form, and/or failing to meet the specifications of the evaluation plan are subject to dismissal at the request of the School Leader.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

Sol Aureus College Preparatory is modeled after the highly successful KIPP schools that are in operation in inner-city neighborhoods of Houston (1994 and 2001), the South Bronx (1995), Anacostia, Washington, D.C (2001), and in rural Gaston, NC (2001). All student and school outcome goals of Sol Aureus are aligned with California Content Standards. Goals will be continually refined and developed to reflect the growing needs of Sol Aureus and the newly adopted Common Core Standards.

STUDENT OUTCOME GOALS

Commitment to the educational philosophy of Sol Aureus empowers Sol Aureus College Preparatory students to achieve the following:

Academic Outcome Goals

I. Sol Aureus College Preparatory students will exceed the average performance levels of students in schools with similar demographics in the District in English-Language Arts and Mathematics;

II. Each student will maintain progress towards benchmarks of proficiency in all academic subjects as defined by the California Core Content Standards and soon to be adopted Common Core Standards;

III. Students will be effective and confident communicators, able to write and speak with clarity, accuracy, /P AMCoáccura.62 473.35 Tmio(at\$MCID4:13ç)ccurac/MCID 16>BDC BT

- Shaking hands in a proper manner;
- Addressing adults with respect; and
- Understanding where and when responses are appropriate.

Work Ethic

Adhering to the Sol Aureus values of *Preparation, Responsibility, Respect, Community, & Excellence*, all students will learn to approach their required work with attitudes and skills necessary to be successful in life, including but not limited to:

- Perseverance
- Attention to detail
- Completeness
- Accuracy
- Neatness

Study Skills

All students will develop academic skills necessary to be successful in subsequent schools, including but not limited to:

-

ELEMENT C: ASSESSMENT OF MEASURABLE OUTCOME GOALS

ASSESSMENT OF STUDENT OUTCOME GOALS

Sol Aur mandated STAR Tests every year. The school continues to monitor the progress of its former graduates in their respective high schools, forging relationships with high school admissions staff and administrators. The school gets updates from these high school staff members and administrators that are both anecdotal and quantitative. Students continue to come back to tutor current Sol Aureus students as well as contacting their former teachers at Sol Aureus directly to get advice and give them updates.

ASSESSMENT OF SCHOOL OUTCOME GOALS

GOVERNANCE

Below is an organizational charter of Sol Aureus College Preparatory, including the Board of Directors and teaching staff:

Figure 1: Sol Aureus College Preparatory Organizational Reporting Structure

Separation of Duties - Roles and Responsibilities

-

curriculum. The School Leader will also be responsible for implementation of the California Content Standards and for working with parents and teachers to provide differentiation where necessary to meet the needs of students not achieving expectations

ELEMENT E: EMPLOYEE QUALIFICATIONS

STAFFING ASSIGNMENTS

Sol Aureus College Preparatory currently employs four full-time teachers, one part-time executive assistant/registrar, and independent contractors for accounting services, grant-writing, and extracurriculars. Sol Aureus will hire more full-time teachers and administrative staff when the school expands to add Kindergarten through 4th grades. The current plan for growth would call for having one class per grade no more than 20 per class in K-4; and between 16-25 in grades 5-8. If 2 classes of 20 Kindergartners could be accommodated (an AM and PM group), this could have an impact in 1st through 4th grade enrollment in subsequent years. The current projections call for two Kindergarten classes by the 2014-15 school year.

The School Leadership will change beginning in 2011-12 as the Founder and current Principal, Alton Nelson, vacates the position. A search for the next School Leader is underway. The search is being handled by a Committee of the Sol Aureus Board of Directors with the help of Alton Nelson, the current School Leader. The next School Leader and Board of Directors will be responsible for the implementation of the Sol Aureus College Preparatory charter.

QUALIFICATIONS

Certification

Sol Aureus College Preparatory retains or employs teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers instruct the core academic classes of mathematics, language arts, science, and history/social studies. These teachers are responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the School's operational policies. The School maintains a current copy of teacher certificates on file and ready for inspection.

Commitment

All prospective staff must show a strong desire to teach an academically intense curriculum, commit to an extended school day, and continue their professional

Additionally, all staff must meet any additional guidelines and standards set by the Sol Aureus College Preparatory Board of Directors.

Sol Aureus incorporates the Commitment to Excellence in the process of hiring staff. All staff sign the Commitment to Excellence at the beginning of each academic year, in addition to the formal Sol Aureus College Preparatory employee contract. (See Appendix G)

**ELEMENT G: MEANS TO ACHIEVE RACIAL AND ETHNIC
BALANCE**

Sol Aureus 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. Sol Aureus takes the following steps to ensure that students who are representative of the

- Identify, recruit, and employ a diverse staff, including relevant foreign language-speaking teachers;
-

Sol Aureus has done all of the aforementioned strategies to try to endure a more culturally diverse student body. Sol Aureus College Preparatory provides translation services for all promotional material and any person-to-person interaction requiring translation. The school also keeps on file documentation of the efforts the school has made to achieve student racial and ethnic balance and the results it achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school.

The most significant three ways students have been successfully recruited have been through parent/student referrals, placing inserts in the Sacramento Bee (5,000 to 10,000) targeting various south Sacramento zip codes in multiple languages, and canvassing the neighborhood door to door or at community festivals and events.

ELEMENT H:

After filling all seats, a waiting pool is established in the event that space becomes available. If seats remain, applications aai56..cvpat

**ELEMENT J: STUDENT DISCIPLINE, PUPIL SUSPENSION AND
EXPULSION PROCEDURES**

Code of Conduct for S.A.C. Prep Students:

Commitment to the S.A.C. Prep Mission:

- To prepare all students with the knowledge, skills, and habits necessary to compete and be successful in college.

Adherence to the S.A.C. Prep Values

- Preparation
- Responsibility
- Respect
- Community
- Excellence

Adherence to the **Commitment to Excellence Form** including:

- Be on-task at all times during class and display your SOL (Sit up straight, On

Student Discipline and IDEA

Sol Aureus College Preparatory will comply with all federal laws regarding student discipline for children with disabilities and will stay apprised of any developments in the IDEA legislation. If a student with disabilities has an Individual Education Plan (IEP) that includes disciplinary guidelines, that student will be disciplined according to these guidelines.

ELEMENT K: RETIREMENT SYSTEM

Sol Aureus College Preparatory participates in the federal Social Security system and offers staff the option of enrolling in a 403(b) plan with TIAA-CREF.

Sol Aureus College Preparatory retains the option for its board to elect to participate in the State Teachers Retirement System (STRS) and/or Public Employees Retirement System (PERS) in the future should it find that participation enables the school to attract and retain higher quality staff. If the school elects to have its teachers participate in the STRS system 3(ptio)3(rm[S)4(ol)6()-319(A)4(urss5)-02314(9(it09.)-111(t)-319(3(ptio)aC

ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS

EMPLOYEE RIGHTS

ORGANIZED RESERVE FORCES

Any person who is a member of a reserve component of the Armed Forces of the United States will be granted, in accordance with Section 59 of Chapter 33 of the General Laws, a leave of absence, without loss of pay, during the time of his/her annual tour of duty, provided that such leave does not exceed 17 days.

Family and Medical Leave Act of 1993

The Family and Medical Leave Act of 1993 defines four types of leave categories during which an employee is entitled to up to 12 weeks of unpaid leave during any period of twelve consecutive months:

-

**ELEMENT N: DISPUTE RESOLUTION PROCESS, OVERSIGHT,
REPORTING AND RENEWAL**

The following provisions are intended to define a mechanism for: (a) the resolution of any disputes within California, within Sol Aureus College Preparatory, or between California and Sol Aureus College Preparatory pursuant to their policies; (b) ensuring the high operational standards of Sol Aureus College Preparatory while minimizing the oversight burdens on Sacramento City Unified School District; and (c) the efficient and effective resolution of any concerns regarding California or Sol Aureus College Preparatory. With respect to each of t that all public commentary be withheld pending full resolution.

DISPUTES

***Disputes Between Sol Aureus College Preparatory &
Sacramento City Unified School District***

Any controversy, claim or dispute arising out of or relating to the charter agreement shall be handled first through an informal process in accordance with the procedures set forth below.

- 1) Any controversy, claim, or dispute arising out of or relating to the charter agreement, of the breach thereof,

The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such noticed if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt or (c) if by mail, two (2) business days after deposit in the U.S. Mail. Written Notifications shall be addressed as follows:

To Sol Aureus College Preparatory: Sol Aureus College Preparatory
7485 Rush River Dr.
Suite 710, PMB 121
Sacramento, CA 95831
Attn: Alton B. Nelson, Jr.

To SCUSD Charter Oversight Staff Member: Chiem-Seng Yaangh
Sacramento City Unified
School District
5735 47th Avenue
Sacramento, CA 95824

2)

ELEMENT P: SCHOOL CLOSURE PROCEDURES

In the event of closure or dissolution of Sol Aureus College Preparatory, the Board of Directors shall delegate to the School Leader the responsibility to manage the dissolution process. This process shall include:

- In addition to parents of Sol Aureus students, the Sacramento City Unified School District, Sacramento County Office of Education, and California Department of Education, and the Federal government (through the CDE or SCOE depending on the source of how federal funds were disbursed to the

last day of operations in writing and via phone call. At this time, agents from Sol Aureus will confirm any protocols or expectations each agency has with regard to procedures for closure in addition to any procedures laid out in the Education Code. The notification in writing will include a list of students, their statewide ID number, and their District of Residence.

- A final audit to determine the disposition of all assets and liabilities of the school that will be conducted by an independent auditing firm, likely one that has performed an audit of Sol Aureus College Preparatory previously. The expectation would be that the audit would be completed within 6 months or by December 15th (whichever date comes first) of the closing of the financials for the fiscal year in which the school last operated and was closed. The audit will include information regarding all of the elements in audits conducted during regular operations such as a Balance Sheet, Income Statement, Inventory of Assets, Aged Payables, and Accounts Receivable. The audit will also delineate public funding sources, private funding sources, restricted revenue and unrestricted revenue.
- Funds restricted and unrestricted will be returned to their funding sources along with an itemized account for any monies spent or assets purchased. In the case of private sources of funding, the school will solicit recommendations as to what to do with any assets purchased with grant funds for instance. Final reporting of the grants use will be the formal 6(he)3(Tm[t]-4(hhos4(he)3(-487 405.19 Tr

- Sol Aureus College Preparatory shall follow existing protocol of having request for transcripts in writing from the new school. Sol Aureus will work to expedite this process as soon as possible.
- Sol Aureus will insure that there is sufficient funding for closure activity if needed.

SUPPLEMENTAL INFORMATION

Financial Plan and District Impact Statement

Sol Aureus College Preparatory operates a sound financial school. Please refer to the five-year budget. This section lists the planning assumptions for those components and the accompanying worksheets.

The operation of the school is designed to be self-sufficient. However, the school will discuss with SCUSD various operational services that they could provide to the school, including the use of or funding for the facility.

Finances

are diverse. The per pupil payments from local and state sources and federal school funding programs are be combined with other grants and donations. Sol Aureus has also been successful with getting local businesses and organizations to donate goods and services as in-kind donations as well as make financial contributions.

The School Leader of Sol Aureus submits an annual budget to the Sol Aureus College Preparatory Board of Directors during the spring of each year. Sol Aureus

of Directors, as per Sol Aureus By-Laws, must approve the annual budget by June 30 of each fiscal year.

The Financial Services consultant, Utonomy, Inc., under the direction of the School Leader, tracks all revenue and expenses using a financial accounting software package. With the help of the Director of Operations and a consultant with financial record keeping experience, the School Leader maintains the financial records and prepares a financial report for every meeting of the Sol Aureus Board of Directors and Finance Committee of the Sol Aureus Board of Directors. The School Leader and the Treasurer of the Board of Directors has

Financial Planning Assumptions

Sol Aureus College Preparatory operates independently from SCUSD and is directly funded from the State of California, Office of Education. The school receives full and equitable funding pursuant to the Charter School Funding Model for all funds included in the model.

- The school will continue to operate for Grades 5th-8th Grade with between 100-160 students. It is expected that more than 50% of the students will qualify for the federal free and reduced lunch program as historically the number of students qualifying has been over 60%.
- The school employs full time employees consisting of a minimum of five teachers, an administrative assistant, the School Leader, a Dir. of Operations and Development, and various part-time staff for counseling, coaching, meal service, and extracurriculars.
- The school receives

