

APPENDIX A

Experience and Background of Developers

Co-Directors

Lynn Mitoma holds a Masters degree in Education from San Francisco State University and Bachelors degrees in both Psychology and Spanish from the University of California at Berkeley. She holds Preliminary and Professional Clear Administrative Services Credentials as well as a Multiple Subject Professional Clear Teaching Credential with Spanish Bilingual/Cross-Cultural Emphasis. Lynn has over 17 years experience working in the field of education. She has held a wide range of teaching and administrative positions including Spanish Immersion Teacher, Head Teacher, Program Resource Teacher, Bilingual Resource Teacher/LEP Coordinator, Title VII Administrator, Site Administrator, and District Office Coordinator. She has been employed as an administrator and consultant in the Oak Grove School District since 1993, working with the Educational Services, Human Resources, and Business Departments. Her recent responsibilities have included budget development and oversight, teacher training and evaluation, grantwriting, program development and assessment, curriculum development, and special events coordination.

During her years as a Spanish Bilingual/Newcomer Teacher and Head Teacher for the Mission Education Center in the San Francisco Unified School District, she received extensive training in second language acquisition and primary language instruction. Here Lynn provided primary language instruction, intensive English as a Second Language, and orientation skills for living in the United States to newcomer students. She also supported training for newcomer parents.

Lynn has given workshops for staff, students, parents, and community members in areas including Bilingual Education Compliance, ESL for Adults, Conflict Managers, Transitional Reading, Cooperative Learning, Teacher Expectations and Student Achievement (TESA), Parents as Teachers, Cooperative Discipline, Peer Coaching, and Being a School Volunteer. She also has received extensive training in all core curriculum areas, as well as many other topics including: Bilingual/Special Education, Second Language Acquisition, Teaching Strategies for a Changing Student Population, Primary Language Instruction, Title VII Grant Administration, Hughes Bill Certification, and Closing the Achievement Gap.

Lynn is a member of the Association of California School Administrators and Phi Delta Kappa. She has also spent many hours volunteering in her son's preschool and elementary school.

Dana Miller holds a Masters degree in Physical Therapy from Boston University and a Bachelors degree in Human Performance/Athletic Training from San Jose State University. In addition to working in these fields for 11 years, she taught a course at SJSU and developed, coordinated and instructed several patient education programs at

Good Samaritan Hospital Physical Therapy. She has also worked with severely disabled children and adults. Dana has mentored students in physical therapy and athletic training as well as assisted in teaching continuing education courses. She has attended courses in Charter School Development and Charter School Governance offered by the Charter Schools Development Center.

For four years, Dana volunteered at the Morgan Hill Parent Child Nursery School, a non-profit preschool where parents play an integral part in the operation of the school. She served for two years as a member of the preschool's board of directors and has completed coursework in Positive Guidance and Discipline for Children. Dana also volunteered in her child's Kindergarten class, working for over three hours per week in the classroom. She and her husband, Mike, have volunteered for many years coaching youth sports for children ages 4–18 years.

Governing Board Development & SVCS Launch Board President

Mary Smathers holds two Masters degrees – one in Education and the other in Educational Administration and Policy Analysis – from Stanford University, where she also received her Single Subject Teaching Credential and her Preliminary Administrative Services Credential. She also holds a Language Development Specialist Certificate. Mary speaks Spanish, which she studied at UC Berkeley, UNAM in Mexico City and Centro de Estudios Cultural in San Miguel de Allende, Guanajuato, Mexico. She earned her BA in Latin American Studies from UC Berkeley.

She has 16 years experience working in San Francisco Bay Area schools as a teacher and as a site and program administrator. She taught social studies and English at San Lorenzo High in the East Bay and Alisal High in Salinas. At Alisal High, Mary also worked in the bilingual program teaching Sheltered Social Studies and ESL. She served as Assistant Principal at Salinas High School. She coordinated a Healthy Start program for the Fremont Union High School District in Sunnyvale and Cupertino Union Elementary School District and also did grant writing, program development and wrote state mandated reports for the Fremont district. Most recently, Mary served as the coordinator for the Teenage Pregnancy Prevention Program in the Gilroy Unified School District for over three years.

Mary currently works as a Director of Educational Partners at WebLearning, an internet education company which she co-founded in 1997. Mary is a founding member of Teachers' Curriculum Institute (TCI), a curriculum development company producing innovative activities for social studies teachers. During her tenure with TCI, she trained teachers throughout the nation on innovative teaching strategies and curriculum design. She has also volunteered in elementary and preschools for seven years. She has served as President of the Morgan Hill Parent Child Nursery School, and also as Board Advisor.

Pre-Operations

Paige Cisewski earned a Masters degree in Administration and Policy Analysis from Stanford University and a Bachelor of Science degree in Elementary Education from the University of Wisconsin-Madison. While at Stanford she was part of the prospective

principal's program to which only six students are admitted each year. During her undergraduate work, she was involved in an education program which focused on multicultural education. She also worked with Dr. Carl Grant, professor and author, helping to edit his book entitled "Bringing Teaching to Life." She completed her second tier for administrative credential at San Jose State where many of the classes focused on serving at-risk students and resiliency.

Paige has been working in the field in education for over 10 years. Six of those years were spent teaching at a variety of levels at elementary and middle schools in the Campbell Elementary School District. Her other four years of experience came from being an elementary principal in the Los Gatos Union School District.

While working as a teacher in the Campbell district, Paige was the lead negotiator for the teacher's union. As an elementary school principal, her responsibilities included serving on the School Site Council, facility improvements, working with the Home and School Club, overseeing the school budget, writing and implementing the technology plan, networking the school, writing grants, teacher hiring and evaluation. She also served on a variety of committees at the district level – the History/Social Science curriculum committee, Language Arts curriculum committee, two bond committees, a parcel tax committee, and the district facilities committee.

Educational Services

Marji McMillan holds a Master's degree in Counseling and met the educational requirements for a school psychology credential from California State University Hayward. She also holds a Bachelors' degree in Human Services with minors in Psychology and Art and Art Therapy Specialization from Lesley College in Cambridge, Massachusetts. She obtained her License in Educational Psychology (LEP) in 1997 and holds a credential in Pupil Personnel Services in School Psychology.

Marji has over 15 years experience working in the field of Psychology spending the last nine years as a school psychologist. She is currently employed by the Morgan Hill Unified School District as a school psychologist working with grades 4 through 9. Marji is a member and past president of the Santa Clara County Association of School Psychologists. She also spends time volunteering at the Morgan Hill Parent Child Nursery School.

Kathy Funke earned a Bachelor of Science degree in Agricultural Education from the University of California at Davis. She holds Single Subject Credentials in Agriculture and Life Science and a Specialists Credential in Agriculture. For seven years, Kathy taught courses at Soquel High School for both the Santa Cruz Regional Occupational Program and Santa Cruz city schools. Subjects included Veterinary Science, Farm Management, Life Science, and Physical Science.

While teaching at Soquel High School, Kathy worked extensively to create a Parent Boosters Organization. This booster group teamed with the community to begin construction on the Agriculture Departments Farm Facilities. The combined efforts of

parents, students, and teachers resulted in the complete construction of a 900-square-foot large animal barn and a rabbit raising facility. Kathy also advised and supervised the FFA program and Student Occupational Experience Projects (SOEP) at Soquel High School.

Prior to teaching, Kathy was involved in 4-H youth leadership programs in Santa Clara County. Currently, Kathy works for the Santa Clara County Office of Education as a substitute teacher of the severely handicapped. Kathy has been actively involved with the Morgan Hill Parent Child Nursery School and serves Vice President of its board of directors.

Finance

Elaine Feeny is a Certified Public Accountant and has a Masters in Business Administration from Golden Gate University and a Bachelors' degree in Accounting from Brigham Young University. She has over ten years of experience working in Public Accounting, Internal Auditing, and Consulting Services. Elaine is a current member of the Institute of Internal Auditors, San Jose Chapter and the American Institute of Certified Public Accountants.

Fundraising

Susan Vater has two undergraduate degrees (BS in nursing and a BA in Fine Arts) and an active status R.N. license. She also does consulting work as a technical writer.

As the SVCS Fundraising Committee Chair, Susan enrolled in and completed a grant-writing course through Compasspoint, a support agency for non-profit organizations. During the last three months, she has attended fundraising seminars including Kim Klein's "Fundraising Basics" and a grant-writing workshop offered by the California Department of Education's Charter School Division. The CDE seminar was a designed primarily to assist charter school developers in applying for grants during the January 2001 Request for Applications timeframe. Susan has participated actively in school fundraising for the last 12 years: planning special events, participating in SCRIP sales, organizing merchandise sales, and writing for fundraising projects.

Site Development

Jayne Marsh earned her Associate of Science in Interior Design from West Valley College in 1983, and passed the National Council for Interior Design Qualification (NCIDQ) exam in 1986. Her experience includes Project Consultant to various interior design and architectural firms in the greater Bay Area; Interior Design Instructor at West Valley College; Project Manager/Associate with Weske + Associates in Milpitas; Project Manager/Associate with Leason Pomeroy Associates in Santa Clara; and Project Designer with Ambiance Associates in Mountain View. Major projects Jayne has designed and managed include office, retail, health care and school space, amounting to approximately one million square feet.

Rhonda Buss graduated from the University of Southern California in 1988 with a Bachelor of Science in both Public Administration and Urban and Regional Planning. She

graduated with Honors and with the Recognition of the Senior Honors Program. Upon graduating, continuing education was pursued in Land Planning at the University of Irvine. Experience includes work for the City of Lawndale, CA Planning Department; Hopkins Development Corp., a commercial developer in Newport Beach, CA; Robert Bein, William Frost, and Assoc., a Planning/Engineering firm, Irvine, CA Project Manager/Coordinator; City of Golden, CO Planning Department- Planner. Major projects include the planning, processing, and project management of the 5,000 acre Coto de Caza, the largest private planned community in California, the writing of Area Plan Implementation Reports, (Environmental Documents), preparing Staff Reports and aiding in the preparation of the City of Golden General Plan.

Advisor/Documents

Vanessa MacLaren-Wray holds a doctorate in Mechanical Engineering and Engineering-Economic Systems from Stanford University and has worked for over fifteen years in the electric utility industry. She currently works as an independent consultant. Her business focus is the development of specialized software for analyzing electric generation and transmission systems and for evaluating power markets.

Dr. MacLaren-Wray has also invested significant time over the past seven years volunteering in her children's schools. She has served as Treasurer for the parent-teacher organization and has worked on many fundraisers. She has supported teachers as a classroom worker for computer labs, math workshops, science projects, reading instruction, and student testing. She organized and ran a year-long after-school science program for G.A.T.E. students at Jackson Elementary and mentored a team of Jackson students for the Tech Challenge, an engineering design competition. She also serves as a photography instructor for Lyceum, an after-school enrichment cooperative for gifted children.

Legal

Ellen Fairey attended the University of California at Berkeley, where she graduated with two degrees in Political Science (with Distinction) and Journalism (with Honors) in 1980. She obtained her Juris Doctorate degree from the University of California, Hastings College of the Law in San Francisco, in 1983. She is an eighth generation Californian, born and raised in Southern California. She is a descendant of Manuel Butron, a Spanish soldier who assisted Father Serra in establishing the mission at Carmel, and her passion is history and genealogy.

After earning her law degree, Ellen returned to Southern California to begin practicing law with the law firm of Booth, Mitchel, Strange & Smith where she was a litigator. She specialized in insurance and surety litigation, representing architects and bonding companies. In 1986, Ellen returned to Northern California, joining the San Jose office of the San Francisco-based law firm of Thelen, Marrin, Johnson & Bridges (now Thelen, Reid & Priest). There she specialized in construction litigation, representing owners, general contractors, and subcontractors on disputes involving the San Jose Convention Center and San Jose Arena, among other projects. She also specialized in interpretation of insurance contracts, environmental law and some unfair competition cases. Among

her clients was the City of Santa Clara's Electric Department, which convinced her to leave the field of litigation to perform transactional work for them in 1997.

Ellen is now a sole practitioner, working closely with the City of Santa Clara's electric utility in the field of fiber optics and electric deregulation.

Public Relations

Gaby Lefebvre attended Post Secondary education at sera-Aquaristik GmbH in Heinsberg, Germany where she obtained her Business Management Certificate. She has over 15 years of business experience working for companies in Europe and Canada. Her responsibilities have included media relations, public relations, product marketing and packaging, managing and developing business partnerships, personnel management, product sales, financial forecasting and reporting, and developing customer relationships.

Gaby has received specialized training in Strategic Selling and Effective Negotiation. She speaks native German and is fluent in English. She has a general understanding of the French language.

Research, Resources & Website

Mary Chagnon is a Senior Software Engineer with IBM Corporation and earned a Bachelor of Science degree in Applied Mathematics with a minor in Engineering from CSU Chico. She has over 17 years experience with IBM including application programming, data analysis, database development and design, product and customer engineering, product marketing, capital planning, IT systems integration and support, and project management.

Mary spent over 5 years volunteering as a youth advisor and working on fundraising campaigns for the South Valley Family YMCA in San Jose, California. She also served for three years on the board of directors for the Emergency Housing Consortium (EHC) of Santa Clara County. During that time she directed and implemented EHC's first direct marketing fundraising campaign. She also suggested and organized their first volunteer recognition event.

APPENDIX B

South Valley Charter School Board of Directors

- **Mary Smathers**, Board President; educator; Director, WebLearning/Project Achieve
- **Greg Sellers**, Morgan Hill City Council member
- **Mary Hoshiko**, Santa Clara Valley Program Director, YMCA
- **Lori Escobar**, El Toro Youth Center Site Manager, MACSA
- **Phil Alibrandi**, Director, Product Sales, US & Europe Rapid, KLA-Tencor
- **Michelle Kavanaugh**, Director/Teacher, Morgan Hill Parent Child Nursery School
- **Lisa Da Silva**, Director of Community and Resource Development, Community Solutions for Children, Families & Individuals, Inc.
- **Dana Miller**, volunteer Co-Director, South Valley Charter School
- **Claudette Beaty**, Assistant Superintendent, Morgan Hill Unified School District

Additional Project Advisors

- **Maria Elena de la Garza**, Director of South Santa Clara County MACSA
- **Rachael Ruffalo**, Charter School Development Director, MACSA
- **Charlie Ross and Diane Luna Ross**, teachers in the Santa Clara County Office of Education, Alternative Schools Department. Currently teaching at Calero Community High School and previously at The Boys' Ranch, The Children's Shelter, and Juvenile Hall.
- **Jennifer Andaluz**, Executive Director of Across the Bridge Foundation (Downtown College Prep Charter School)
- **Greg Lippman**, Principal, Downtown College Prep
- **Felipe Galvan**, Coordinator/Advisor, Morgan Hill Community Adult School
- **Lauri Steel**, Director, Silicon Valley Essential Charter School
- **David Payne**, former principal Homestead High School, CEO WebLearning

APPENDIX C

Family-School Involvement Agreement Framework

The following are guidelines intended only to clarify the developers' intent to create a school with a strong family involvement component. It is not intended to be all-inclusive. It is expected that the policy will be refined to specifically address the needs of both the families and the school. In no instance will a student or parent be required to sign a Family-School Involvement Agreement as a condition to school enrollment.

1. An introduction will be given to all families which will include:

- a. An overview of the school's philosophy including the three components of school's mission.
- b. A description of how and why family involvement is important to the success of the student and the school.
- c. A description of the flexibility that is built into the system because the school recognizes the importance of respecting each family and its individual circumstances while holding the belief that all families can be involved in the education of their children.
- d. A description of the elements of a participation agreement: confidentiality, the family commitment to the child, the family commitment to the school, the student's commitment to family and school, the school's commitment to the family, and how the individualized agreements will be coordinated.
- e. A summary of some studies supporting the positive effect of family involvement in a child's education.

2. Coordination of family participation:

- a. The principal will have the responsibility of overseeing the coordination of the family participation. The principal may designate coordinators to assist with this responsibility to allow for maximum personalization and communication.
- b. At least one of the volunteer coordinators will be bilingual and trained in working with diverse populations (e.g. willing to make home visits; personal communication with families; knowledgeable about community support services)
- c. At the time of enrollment, each family will be given a complete overview of the participation expectations and will agree to work with school principal or volunteer coordinator to develop an individualized participation agreement that addresses the needs of both the school and the family.
- d. Prior to the student's first day of school, the coordinator will meet or speak with each family and together they will determine the specifics of the participation agreement for that year.
- e. The family will be strongly encouraged to fulfill its participation agreement to the best of its ability.
- f. The coordinator and family will communicate regularly and personal situations will be taken into consideration that may result in modification of the components of the agreement.

3. Confidentiality:

- a. For a learning environment to be effective, it must be safe, accepting and supportive.
- b. It is the responsibility of the school's staff, principal or other associated professional to communicate to family members any observations, comments or concerns regarding all aspects of a student's education.
- c. Family members are expected to respect the rights of all students. Any discussion while volunteering, regarding a student's education or circumstances, is inappropriate unless the discussion is directly with the teacher, principal or other appropriate professional and in relationship to the work the family member is doing as a volunteer.

4. The school's commitment to the student and family.

The school:

- a. Agrees to maintain a commitment to the school's mission and vision.
- b. Agrees to actively participate in collaborative decision making and consistently work with students, families and colleagues to make the school accessible and welcoming for all.
- c. Agrees to provide a learning environment that is mentally, emotionally, socially and physically safe and supportive.
- d. Agrees to communicate regularly with families about student progress.
- e. Agrees to provide or support educational opportunities for families.
- f. Agrees to provide ongoing professional development opportunities for staff that improve teaching and learning and support the formation of partnerships with families and the community. This will include training in working with families and volunteers.
- g. Agrees to provide information to families about ways to support the child at home
- h. Agrees to assist with educational or personal improvement opportunities (i.e. providing and/or finding translation services, assisting in finding adult education courses, offering parent support groups, assisting in finding and receiving needed health and/or social services, helping establish community connections).
- i. Agrees to respect the school, students, staff and families.

5. The student's commitment to the family and the school.

The student:

- a. Agrees to come to school prepared to learn, participate and work to the best of his or her ability.
- b. Agrees to be responsible for necessary materials and completed assignments.
- c. Agrees to know and follow class and school rules.
- d. Agrees to communicate regularly with family and teachers about school experiences.
- e. Agrees to respect the school, classmates, staff and families.

6. The family commitment to the child.

The family:

- a. Agrees to be informed about the student's studies.
- b. Agrees to be available to the student for support or assistance as needed.
- c. Agrees to assist the student in taking responsibility for his or her studies.

- d. Agrees to regular communication with the student's teacher. (In addition to scheduled family-teacher conferences, this may include: a parent-teacher journal that goes between the school and home, phone conversations, or parent site visits.)
- e. Agrees to participate in educational opportunities as offered by the school or pursue an alternative
- f. Agrees to respect the school, staff, students and families.

Partial list of ways the family can support the child:

- assisting with the formation of a study routine
- providing a time, place and materials necessary for successful studying
- making organizational suggestions such as putting the backpack in the same place every night
- reinforcing positive effort and attitude
- checking homework daily
- read all information sent home from the school and respond as necessary
- ensure that student is well rested and is provided with a nutritional diet

Partial list of ways the family can participate in educational or alternative opportunities:

- attending monthly educational lectures
- attending a monthly parent/family support group
- participating in ongoing training programs
- attending ESL or literacy classes
- attending counseling
- attending specialized support group meetings
- attending an adult education course
- summarizing an educational article or chapter of a book for the monthly newsletter
- participating in an alternative as agreed upon by both parties

7. The family commitment to the school.

The family:

- a. Agrees to support the needs of the school as specified in its family participation agreement.
- b. Agrees to respect the school, staff, students and families

Partial list of ways families could fulfill their commitment to the school:

- preparing class materials at home
- scheduling/coordinating field trips
- assisting teacher to implement class projects (at home, on or off site)
- functioning as a classroom representative
- providing translation or interpretation assistance
- assisting in implementing multi-age or buddy activities
- volunteering in the classroom
- volunteering in the library, technology lab, or other location

- advising the teacher on aspects of culture or tradition to be utilized by the teacher in lessons or projects
- functioning as a community/business liaison
- working as a member of a committee such as fundraising, maintenance, nominating...
- selling Scrip
- sharing information about their occupation with students either at the school or in the workplace
- providing food or supplies for bake sales or class parties
- typing/formatting a weekly calendar/update from teachers to home
- writing a monthly article for the school newsletter
- advising or assisting in the planning or teaching of topics in which the individual has experience or expertise
- coordinating a babysitting coop to assist parents who want to volunteer for certain activities
- coordinating school social events
- assisting with community service projects
- serving as officer of a Home and School Club
- serving on a school site council
- providing tutoring
- assisting with or providing enrichment activities/projects
- coordinating school portraits
- assisting with an after school program
- serving as a Parent Representative on the School's Board of Directors
- participating in any appropriate activity suggested by the family or school and agreed upon by both parties

APPENDIX D

Means to Achieve Racial/Ethnic Balance - detail

WHAT HAS BEEN DONE?

Information provided in Spanish

- South Valley Charter School General Information Sheet, and other key documents, including the school vision and mission statement
- South Valley Charter School website contains information in Spanish
- Spanish interpreters available at all general charter team meetings

Key Developers, Launch Board, and Advisors (see Appendices A and B, pages 33-39, for detailed background information)

- Several members with proficiency in Spanish and personal, educational, and professional backgrounds related to working with multicultural and multilingual communities; several MACSA directors serve as advisors or on the launch board
- Worked to recruit a long time Latino administrator in MHUSD with many ties into the Latino community to serve as the district liaison and/or district representative on the charter launch board

Outreach Efforts

May 2000

- Community Meeting at Britton Middle School to inform the community about the charter school project and to gauge community interest - flyers in English and Spanish distributed to all families in MHUSD and posted throughout the south valley community (downtown Morgan Hill and Gilroy, YMCA, library, day care facilities and preschools, community centers, etc.); presentation was available in English and Spanish. The audience asked many questions about charter schools in general and the project in particular, and several people asked how they could become involved immediately.

June 2000

- First General Charter Launch Team Meeting at the Commonwealth Credit Union in Morgan Hill to provide an orientation and begin work in committees

September 2000

- booth at Taste of Morgan Hill – all materials were provided in English and Spanish and a Spanish speaker was working at the booth at all times; over 20 Latino families were added to our “Keep Informed” list
- Spanish presentation at MACSA meeting at El Toro Youth Center; purpose of meeting – to inform members of the Latino community about the charter school project, gauge their interest, and ask for input on how to get Latino families involved in the development of the school and later, in attending the school and being active families in the school
 - Parents asked many questions about charter schools, the South Valley Charter School project, and how their children could become enrolled in the school. They

also asked for specific ways they could become involved in the development of the school and how the family participation agreement would work. Possible nontraditional school involvement activities were brainstormed, including working in creating and maintaining a school garden, assisting in translation/interpretation, assisting or teaching in a Spanish language program, and creating/providing materials for special projects, such as a play

October 2000

- Spanish presentation at St. Catherine Church's Consejo Hispano (Hispanic Council) meeting; purpose of meeting – same as MACSA meeting above
 - the presentation was followed by a discussion addressing their concern about how the families in their community would be able to be involved in the school due to difficult personal circumstances.
- initial contact made with St. Mary's Church in Gilroy regarding future communication with the church's Latino community

November 2000

- focus group meeting at MACSA El Toro Youth Center to meet again with interested families and brainstorm how to interest their community in the charter project and in attending the school
- established contact with a coordinator/advisor at Morgan Hill Community Adult School, who will advise and assist in recruitment of an ethnically/racially diverse student population

December 2000

- met with several South Valley MACSA leaders to discuss strategies for recruiting a diverse student population and how MACSA will support the school's efforts and assist the school in providing for the needs of this population
- developed an individualized and nontraditional Family-School Involvement Agreement Framework (Appendix C) that will support families in becoming more involved in their school and their children's education, no matter what the family's personal circumstances

WHAT DO WE PLAN TO DO?

Below is a list of means to ensure a racially and ethnically diverse student population in South Valley Charter School. The intended strategies to recruit and retain a diverse student population may include, but are not limited to:

- Establishment of a School English Language Learner Advisory Committee (SELAC)
- Creation of a database to allow South Valley Charter School's diversity committee to continually monitor the demographics of the entire student population and applicant pool to highlight any racial, ethnic, or gender balance issues. If either the School's population or the applicant pool are not representative of the District's student population, the School will immediately develop and implement a plan to increase outreach and

recruitment in the underrepresented population and provide services which will attract the underrepresented population. The results of the implemented plan will also be monitored and the plan adjusted as needed.

- Retention records will be monitored for the entire student population, with particular attention paid to the reasons a family has left the school. A plan will be implemented to address any noted inequities.
- Multiple and ongoing opportunities will be provided for input and feedback from families, including satisfaction surveys in multiple languages as necessary. This information, along with ideas from family-teacher conferences and interaction with the School's parent liaison/volunteer coordinators and/or Principal will allow another means for the School to assess how the needs of specific racial and ethnic groups are being met.
- At least two weeks prior to the enrollment period, South Valley Charter School will advertise enrollment information in flyers written in both English and Spanish. This information will be distributed throughout the South Valley community (including preschools, day care centers, downtown Morgan Hill and Gilroy, public libraries, community agencies, churches, restaurants, stores and businesses, laundromats, and possibly within the public schools). School representatives will also seek invitations to community meetings that may be attended by interested families and share the information personally at such meetings. In all cases, information will include a summary of the school's mission, vision, and programs, requirements for enrollment in all public schools (age requirements, immunizations...), and a description of the enrollment process. School representatives will also have neighborhood meetings and coffees in such places as churches, apartment complexes, and with South County Housing residents. Additionally, personal contacts will be made with the community groups with whom we have established relationships (MACSA, YMCA, Community Solutions, Morgan Hill Parent Child Nursery School, Morgan Hill Adult Education, Leadership Institute for Diversity etc.) to ensure that the information is communicated personally and to solicit help in providing information directly to potentially interested families. All individuals who have signed petitions, attended previous meetings of the charter team, or asked to be on the "Keep Informed List" will be contacted directly to be sure that they are adequately informed. Finally, notices will be posted in local newspapers and on Morgan Hill's public access television channel.
- Ongoing efforts to expand the School's partnerships with community organizations such as The Center for Loving and Learning and the Girl/Boy Scouts
- Regular "coffee klatches" or other opportunities for Spanish speaking parents to engage in informal conversations with the Spanish-speaking parent liaison/volunteer coordinator and, if possible, the principal.
- Encourage parents with diverse backgrounds and parents of English Language Learners to serve on such decision-making committees as the school site council

- Ongoing efforts to recruit and retain qualified certificated and classified staff that reflects the student population and that has experience working with multicultural, multilingual populations. Some examples of how this would be achieved include: participating in recruitment fairs and educational conferences; developing university contacts; establishing a student teacher program at the site; recruiting locally, including within the school community; and supporting the training of future staff members
- Ongoing efforts to provide staff development and support in the area of working with a multicultural, multilingual student population and community
- Staffing plan to include Spanish speaking parent liaison, volunteer coordinator, or other support person; responsibilities will include assisting with individualized family-school involvement agreements, coordinating and/or teaching appropriate adult classes, interpreting at meetings and conferences, identification of barriers and the formation and implementation of a plan to address, making phone calls and home visits in Spanish, helping with Spanish translations of parent information, assisting with connecting families with community support services as needed
- Support services for families in need, possibly in such areas as:
 - 1) offering and/or providing information about available community services, including health, counseling, and legal services
 - 2) providing tutoring support
 - 3) offering and/or providing information about needed classes for parents
 - 4) offering extended day and year activities, both academic and extracurricular
 - 5) coordinating transportation for children
 - 6) coordinating translation or interpretation support
- Possible programs for English Language Learners (ELLs) and at-risk populations
 - 1) special instructional assistance (e.g. ELD, sheltered instruction, primary language support)
 - 2) instructional strategies of the school which support ELLs and at-risk students (e.g. project-based learning, extra adult support, flexible grouping and scheduling, cooperative learning, multiple intelligence approaches)
 - 3) family support services (e.g. bilingual parent liaison/advocate, connections with community services, family education programs, English as a Second Language (ESL), literacy, or computer classes for parents, outreach for families whose children aren't old enough for school, to educate them about the school system and support services)
- Review of various school district plans for working with English Language Learners
- Development of school plan to address issues related to English Language Learners and their families
- Hosting of social and fundraising events highlighting the multiculturalism and diversity represented in our school and community

APPENDIX E

PROPOSED SUSPENSION AND EXPULSION POLICIES AND PROCEDURES

A. Definitions (as used in these rules and procedures):

- 1) “Day” means calendar day unless otherwise specifically provided.
- 2) “Expulsion” means disenrollment from the charter school
- 3) “Schoolday” means a day upon which the charter school is in session or weekdays during the summer recess.
- 4) “Suspension” means removal of a pupil from ongoing instruction for adjustment purposes. However, “suspension” does not mean the following:
 - a. Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board of Directors for pupils of the same grade level.
 - b. Referral to a certificated employee designated by the Director to advise and or supervise pupils.
- 5) “Pupil” includes a pupil’s parent or guardian or legal counsel or other representative.
- 6) “School” means South Valley Charter School (SVCS).

B. Grounds for Suspension and Expulsion of Students

- 1) A student may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring at SVCS or at any other school at any time including but not limited to: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity.
- 2) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.

- 3) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director/Administrator or designee's concurrence.
- 4) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 5) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
- 6) Committed or attempted to commit robbery or extortion.
- 7) Caused or attempted to cause damage to school property or private property.
- 8) Stole or attempted to steal school property or private property.
- 9) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- 10) Committed an obscene act or engaged in habitual profanity or vulgarity.
- 11) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- 12) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- 13) Knowingly received stolen school property or private property.
- 14) 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.
- 15) Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual batter as defined Penal Code 243.4.
- 16) 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.

- 17) Made terrorist threats against school officials and/or school property as defined in Education Code Section 48900.7.
- 18) Committed sexual harassment as defined in Education Code Section 212.5.
- 19) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code Section 233(e).
- 20) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

Alternatives to suspension or expulsion will be used with students who are truant, tardy, or otherwise absent from assigned school activities.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1) Informal Conference:

Suspension shall be preceded by an informal conference conducted by the Director/Administrator or the Director/Administrator's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Director/Administrator.

The conference may be omitted if the Director/Administrator 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 pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2) Notice to Parents/Guardians:

At the time of the suspension, a Charter School employee 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. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If 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 by the Director/Administrator of expulsion, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director/Administrator upon either of the following findings: 1) whether the pupil's presence will be disruptive to the education process; or 2) whether the pupil poses a threat or danger to others. Upon this determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled only by SVCS's Board of Directors upon the recommendation of a three member Administrative Panel to be empaneled by the Board as needed and will include teachers or retired teachers or administrators from outside the charter school to ensure an unbiased process. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense(s) listed above in the "Grounds for Suspension and Expulsion."

Except for expulsions for offenses listed under Education Code Section 48915(c), the SVCS Board of Directors may only expel a student upon the findings and recommendations of the Administrative Panel that the student committed the expellable offense and that at least one of the following findings may be substantiated:

- 1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

- 2) That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

E. Expulsion Procedure

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Director/Administrator or designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred.

The hearing will be presided over by the Administrative Panel who will make a recommendation to the Board of Directors. The hearing shall be held in closed session unless the pupil requests a public hearing in writing.

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. The notice shall include:

- 1) The date and place of the hearing;
- 2) A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
- 3) A copy of SVCS 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 in SVCS to any other district in which the student seeks enrollment;
- 5) The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses;

F. 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.

G. 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 any of the acts listed in “Grounds for Suspension and Expulsion” above.

Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses of whom the Advisory Council or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm and are exceptions to hearsay.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting, as determined by the Advisory Council or designee would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, video-taped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit televisions.

The decision of the Administrative Panel shall be in the form of a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing.

H. Written Notice to Expel:

The Director/Administrator or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- 1) The specific offense committed by the student for any of the acts listed in “Grounds for Suspension and Expulsion” above
- 2) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the SVCS

The Director/Administrator or designee shall send written notice of the decision to expel to the Student’s district of residence and the County Office of Education. This notice shall include the following:

- a) The student’s name

- b) The specific offense committed by the student for any of the acts listed in “Grounds for Suspension or Expulsion” above.

I. Disciplinary Records

The Charter School shall maintain records of all suspensions and expulsions of Charter School pupils. Such records shall be made available for District review upon request.

J. Expelled Pupils/Alternative Education

Expulsion, for purposes of this policy is defined as disenrollment from the Charter School. Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within their school district of residence.

K. Reporting Student Offenses to Law Enforcement

Consistent with Education Code Section 48902, excluding the penalty provisions of that statute, the Director/Administrator shall report to law enforcement authorities pupil offenses as specified therein.

L. Rehabilitation Plans/Readmission

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Advisory Council and recommended by the Charter School Board of Directors at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan must include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

The decision to readmit a pupil shall be in the sole discretion of the Charter School Board of Directors following a meeting with the School Director, the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and, to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director/Administrator shall make a recommendation to the Charter School Board of Directors following the meeting regarding his or her determination. The pupil’s readmission is also contingent upon the Charter School’s capacity at the time the student seeks readmission.