



# **Sacramento Charter High School**

## **Charter Renewal Petition**

**Submitted to the Sacramento City Unified School  
District**

**February 16, 2012**

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## AFFIRMATIONS AND ASSURANCES

Sacramento Charter High School (“Sac High” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- St. HOPE Public Schools (SHPS) shall be deemed the exclusive public school employer of the employees of Sacramento Charter High School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

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*Signature*

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*Date*

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*Print Name*



## INTRODUCTION

Sacramento Charter High School is a public, high performing, college preparatory, independent charter school that serves students in grades 9-12. Sac High was authorized by the Sacramento City Unified School District (“SCUSD” or the “District”) in 2003 and is currently in its ninth year of operation. Sac High is operated by St. HOPE Public Schools (“SHPS”), a nonprofit public benefit corporation. In fall 2012, SHPS will operate four schools in Oak Park, serving approximately 1,600 students in a PreK-12 education pipeline focused on empowering students to obtain a four-year college degree and to serve as leaders in their communities. The mission of St. HOPE Public Schools is to graduate self-motivated, industrious, critically thinking leaders who are committed to serving others, passionate about life-long learning and prepared to earn a degree from a four-year college.

In collaboration with the District, Sac High is committed to ensuring all students, especially those who have been traditionally disadvantaged, have the opportunity to attend a high-quality, college preparatory high school. Sac High’s diverse and inclusive current student body is comprised predominantly of low-income, minority students; students who are traditionally underserved and often denied access to high quality education options.

Over the last nine years, Sac High has made a significant, positive impact on student outcomes. The Charter School has created a safe, orderly, structured and disciplined learning environment complemented by a culture of high expectations and a college-going mindset. Academic achievement has steadily increased on multiple metrics. Four-year college acceptance rates have soared as have the numbers of students meeting University of California and California State University “A-G” college entrance requirements.

It is based on undeniable student and school results, as well as overwhelming support, that St. HOPE Public Schools, in accordance with the Charter Schools Act of 1992, hereby petitions Sacramento City Unified School District for renewal of the charter for Sacramento Charter High School. Enclosed please find a petition providing clear evidence that Sac High has far exceeded the charter renewal criteria set forth in Education Code Section 47607 and offers a strong educational program. In addition, this charter and the appendices further demonstrate that Sac High is operationally and fiscally viable, and is complying with all relevant laws and regulations.

As required by the Charter Schools Act of 1992, the petition contains a reasonably comprehensive description of each of the 16 elements identified in California Education Code Sections 47605(b)(5)(A)-(P). In addition to the renewal petition, the requisite assurances are provided as well as supplemental materials (referred to as Appendices) which will also be made available. These supplemental materials provide supporting information, but are not incorporated into nor considered an official part of the petition.

### **Results to Date**

Sac High serves a traditionally disadvantaged population of students who have struggled to achieve at high levels and who have often been denied the choice of a high quality public education. SHPS, in collaboration with the District as its authorizing partner, established Sac High as a school that provides an academic program rivaling the best in the state. In the following pages, the Charter School has provided a brief overview of Sac High’s performance and accomplishments to date.

## Sacramento Charter High School Renewal Requirements

As stated above, Sac High has made significant academic strides since opening in 2003. Most notably, the Charter School has far exceeded the criteria set forth in Education Code Section 47607, which states that after four years in operation a charter school shall meet at least one of four criteria for charter renewal. Sac High has met all four criteria for charter renewal:

1. Meeting academic Performance Index (API) growth targets;
2. Overall school ranking in deciles 4-10, inclusive;
3. Similar schools ranking in deciles 4-10, inclusive;
4. Performance at least equal to comparable high schools which students would otherwise be required to attend.

Sac High has also demonstrated unprecedented success in college preparation and acceptance rates. A summary of the results in each area is provided below. The results show definitively that all students, even traditionally low-performing subgroups, can achieve at the highest levels and meet ambitious achievement goals if the expectations are high, all stakeholders work relentlessly, and the necessary support is provided to students, families and staff. For further information on Sac High's academic achievement results please refer to Appendix B.

### Academic Performance Index (API)

The API is the cornerstone of California's Public School Accountability Act of 1999 and calculates the academic performance and growth of schools on a variety of measures, with standards-based tests being weighed most heavily. To meet this renewal criterion, Education Code Section 47607 requires a charter school to attain its API growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years. As Table 1 illustrates, Sac High (1) met its API target growth last year; (2) met its growth target three of the last four years; and (3) well exceeded the aggregate growth for the prior four years.

**Table 1: API Scores**

<b>Year</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>04-11 growth</b>
<b>Base API</b>	n/a	582	615	613	636	719	731	778	
<b>Growth Target</b>	n/a	11	9	9	8	5	5	5	
<b>Growth API</b>	576	614	612	636	719	731	778	786	
<b>Growth</b>	n/a	32	-3	23	83	12	47	8	<b>202</b>
<b>Met Target Growth</b>	n/a	Y	N	Y	Y	Y	Y	Y	

Sac High's API score is currently the highest in the Charter School's history. In addition, the 2011 API of 786 makes Sac High the 3<sup>rd</sup> highest performing high school in the District, behind only West Campus and the School of Engineering and Science. Of these three schools, Sac High is the only large, open-enrollment, comprehensive high school. As illustrated in Table 1 above, Sac High has posted a 150-point increase since 2007, exceeding growth targets by 127 points.

### Overall Schools (State) Rankings

Education Code Section 47607 requires a charter school to be ranked in deciles 4 to 10, on the API, in the prior year or in two of the last three years to meet this criterion. Sac High has met this criterion as shown in Table 2 below.

**Table 2: Overall Schools (State) Ranking**

Year	2004	2005	2006	2007	2008	2009	2010	2011
Rank	2	2	2	3	6	6	7	NA

While overall rankings have yet to be released for 2011, Sac High anticipates scoring a 7 or better given the API increase in 2011 of 8 points.

Similar Schools Rankings

Education Code Section 47607 requires a charter school to be ranked in deciles 4 to 10, on the API, in the prior year or in two of the last three years to meet this criterion. Sac High has met this criterion as shown in Table 3 below.

**Table 3: Similar Schools Ranking**

Year	2004	2005	2006	2007	2008	2009	2010	2011
Rank	5	3	5	8	10	10	10	NA

As is with the overall rankings, similar school rankings have yet to be released for 2011. Sac High anticipates scoring a 10 for the fourth year in a row given the API increase in 2011 of 8 points.

Performance at least equal to District high schools students would otherwise be required to attend

In order to meet this criterion, Education Code Section 47607 requires that the academic performance of a charter school shall be at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as schools in the district with a similar pupil population. While the petitioners recognize the authorizing body has the authority to make this determination, it is the opinion of SHPS that the Charter School has met this criterion. Sac High's student performance data clearly demonstrates equal, and often higher, academic achievement than comparable SCUSD high schools.

**Table 4: SCUSD Comparable Schools Data**

School	2011 API	2011 Growth	2011 AYP	2010 Grads - % A-G
Sac High	786	8	Met	90.6%
CK McClatchy	762	4	Not met	27.4%
Hiram Johnson	671	59	Not met	11.7%
John F. Kennedy	762	-23	Not met	14.3%
Luther Burbank	677	26	Not met	39.1%
Rosemont	734	11	Not met	21.3%

Example data points supporting this assertion are provided below and illustrated in Table 4 above. Further comparison data is provided in Appendix B

- Sac High was the only high school within this SCUSD comparison group to meet its Adequate Yearly Progress (AYP) in 2011.
- Sac High's "A-G" course completion rate was the highest of all the District's high schools in the District in 2010 (last year of published data - 2011 pending).
- Sac High's subgroup data for the 2011 California Standards Tests ("CST") show the Charter School outperformed comparable high schools in a number of areas. While a full set of comparison data is available in Appendix B, some highlights are below:
  - African American students outperformed the District average by 24% in Algebra 1 (9<sup>th</sup> grade) and 14%, 19% and 19% in ELA (9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade, respectively).
  - English Learners outperformed the District average by 20% in Algebra 1 (9<sup>th</sup> grade) and 13%, 6%, and 6% in ELA (9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade, respectively).
  - Socially Economically Disadvantaged students outperformed the District average by 24% in Algebra 1 (9<sup>th</sup> grade) and 10%, 10%, and 8% in ELA (9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade, respectively).

## **Additional Results**

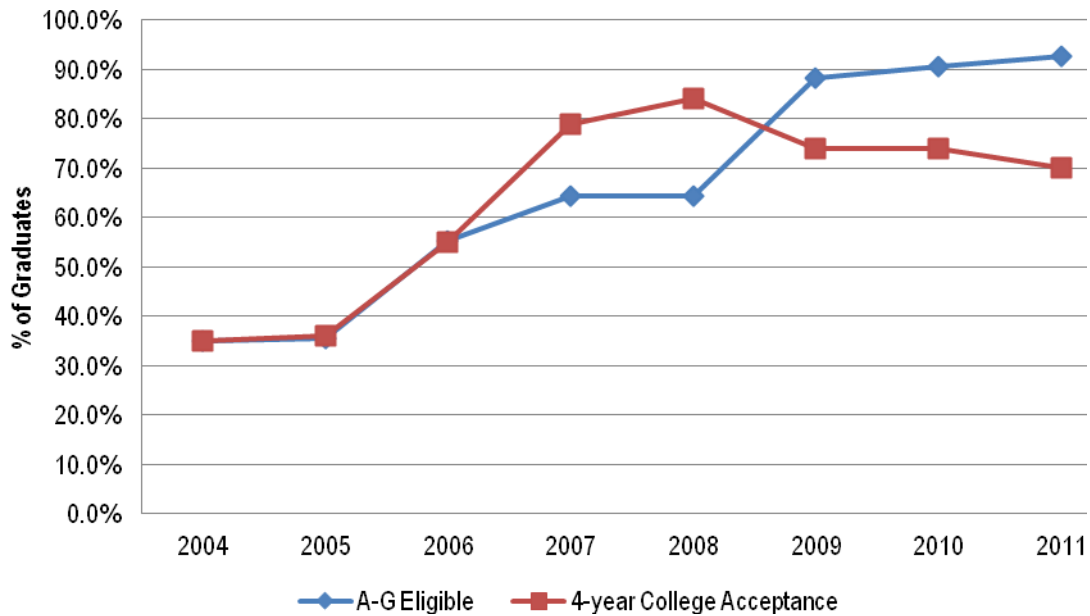
### College Acceptance and A-G Eligibility

Perhaps the Charter School's greatest accomplishment over the last nine years is the establishment of a college-going culture, which is readily apparent in "A-G" course completion rates and college acceptance rates of the class of 2011. In order to be considered for acceptance to the University of California or California State University institutions of higher learning, students are required to successfully complete a set of college preparatory courses, termed "A-G requirements," certified by California's public university systems. Prior to St. HOPE opening Sac High as a charter school, only 39% of seniors were "A-G" eligible in the Sacramento High School Class of 2003. Sac High's class of 2010 had 90.6% of seniors meet this requirement and most recent (unpublished) data shows that 93% of the class of 2011 was "A-G" eligible.

Similarly, 4-year college acceptance rates have increased since Sac High opened as a charter school. Prior to being closed in the Spring of 2003 Sacramento High School had few students being accepted to a 4 year college whereas in 2011 70% of seniors were accepted to at least one 4-year college with many of these students being accepted into elite schools such as Stanford, UC Berkeley, and UCLA. Figure 1 below shows the college acceptance and "A-G" eligibility over the last four years.

**Figure 1: 4-Year College Acceptance and A-G Eligibility**





At a time when schools like University of California, Los Angeles (UCLA) are sending fewer acceptance letters, Sac High had eight seniors accepted in 2011. Sac High students have also received prestigious scholarships over the past few years, including multiple Gates Millennium Scholarship winners. A few highlights for the classes of 2011 and 2012 are below:

- 80 seniors from the class of 2012 applied to UC campuses this past fall; 154 applied to CSU schools.
- 65% of seniors from the class of 2012 have been accepted to at least one 4-year college to date with more acceptances coming in every week.
- Stanford accepted two Sac High siblings in the past three years; both of whom earned the Gates Millennium Scholarship.
- Sac High students have also been accepted to prestigious schools outside of California such as MIT, Duke and Columbia.
- Over the past nine years a number of Sac High seniors have received full athletic scholarships to schools including UC Santa Barbara, UC Davis, CSU Sacramento, CSU Bakersfield, CSU San Diego, CSU Stanislaus, University of Florida, Baylor University, University of Tennessee, Rice, University of Pittsburg, Santa Clara University, UNLV, Idaho State, University of San Diego and others.

Many of Sac High seniors are first generation college attendees, most of whom are low-income, minority students. Across the nation there are few, if any, schools that are producing college bound, low-income students of color on the same scale as Sac High.

## **Element A: EDUCATIONAL PROGRAM**

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

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

### **Vision**

Sac High’s vision is to become one of the finest urban public high schools in America. By doing so, Sac High aims to prove that, when given access to a high quality education, all youth can and will achieve at the same level, if not higher, than the highest achieving ethnic and socio-economic subgroups in the nation. By working in partnership with parents, teachers, staff, community members and local businesses, Sac High is providing 9 – 12<sup>th</sup> grade students in Oak Park and Sacramento with a college preparatory education that readies them for success in the 21<sup>st</sup> century. Specifically, the Charter School provides students with the skills, knowledge and abilities needed to excel in and graduate from the nation’s most rigorous colleges and universities and compete for selective employment opportunities. Students also receive an education that empowers them to be community leaders and instills within them a sense of civic responsibility as reflected in the Sac High motto, “Service for others.” These aims are reflected in Sac High’s mission statement, which is shown below.

### **Mission**

Sac High has created a learning environment where students, faculty and parents strive to achieve a standard of excellence in academic achievement, ethics and citizenship. Specifically, Sac High embraces the following mission statement, which serves as the foundation of all schools within the St. HOPE Public Schools system:

*To graduate self-motivated, industrious, critically thinking leaders who are committed to serving others, passionate about life-long learning and prepared to earn a degree from a four-year college*

Sac High also adheres to the “Five Pillars” originally developed by the Knowledge is Power Program (KIPP). The Five Pillars (High Expectations, Choice and Commitment, More Time, Focus on Results, and Power to Lead) guide the operation of Sac High; functioning as the values by which the Charter School serves and interacts with students and their families. A more detailed description of the Five Pillars may be found in Appendix A.

### **Target Population**

Sac High serves students in grades 9 – 12 who are diverse in ethnicity, socio-economic background, culture, and language. As illustrated in Table 5 below, the student body is comprised predominantly of low-income, minority students and is inclusive of students with a wide range of abilities, including those with Special Education needs and those who are English Learners.

**Table 5: 2011-12 Student Demographics**

<b>Ethnicity</b>	<b>Percentage</b>
African American	57.6%
American Indian	0.5%
Hispanic	27.0%
Asian	3.2%
Caucasian	2.8%
Native Haw/Pac Islldr	0.8%
Multiple	8.1%

<b>Program Participation</b>	<b>Percentage</b>
National School Lunch	76.7%
English Learners	8.5%
Special Education Students	8.5%

While open to all students in the state of California, Sac High primarily targets students and families living within the District, with sixty four percent of the current student body residing within the District's boundaries (as of December 2011). More specifically, Sac High desires to be a school that serves the communities surrounding it, providing the youth of Oak Park (where the Charter School is located) and surrounding neighborhoods with a high-quality educational option. Approximately one third of current Sac High students live in the two zip codes immediately surrounding the campus (95817 and 95820). Appendix G provides a detailed description of Sac High's current student population.

Moving forward, Sac High seeks to serve an expanding population of students and to increase the diversity of the Charter School's student body so it becomes even more representative of the surrounding community and the District. Sac High's population is projected to expand over the next several years as students from PS7 choose to enroll in the freshman class in larger and larger numbers. In addition, Oak Park Prep students may choose to enroll as Sac High 9<sup>th</sup> graders starting in the fall of 2014. These students, along with the additional students enrolling in the Charter School from District middle schools as a result of increased recruitment efforts, will lead to a growing number of students served by Sac High over the course of the renewal term.

### **An Educated Person in the 21<sup>st</sup> Century - Profile of a Sac High Graduate**

Sac High believes an educated person in the 21<sup>st</sup> Century will be a unique individual; a student who is industrious, critically thinking and motivated to lead social change -- a student who walks with a sense of purpose, has his or her head held high and is ready to ask or answer any question. By the time they graduate, Sac High students will:

- Have been accepted into a 4-year university;
- Have met the University of California and California State University "A-G" college entrance requirements;
- Have scored "exempt" on the CSU EAP in English and Math;
- Have taken a battery of national and state standardized tests (SAT, ACT, Advanced Placement Exams, the California High School Exit Exam and the California Standards Tests) and demonstrated with their results they are prepared for success in college;
- Have participated in at least two extracurricular activities (athletics included);
- Have visited at least 2 colleges or universities through Sac High trips;
- Have completed at least 160 hours of community service;
- Have taken and passed an AP or college level course; and

- Have participated in an internship with an external organization.

### **How Learning Best Occurs: School Design Elements**

In order to attain the vision and mission described above, Sac High has developed a school model of how learning best occurs that is reflective of research-based best practices from high performing, excellent schools across the country as well as lessons learned over the last eight years of operation. The model melds the best of two worlds; the opportunities, efficiencies and consistency afforded by large, comprehensive schools and the personalization, sense of community and continuity afforded by small schools. Currently, Sac High is one comprehensive high school organized into four themes: Arts, Business and Communications (B&C), Law and Public Service (LPS), and Math, Engineering, Health Sciences (MEHS).

This allows for students to take their elective courses within their theme, providing students with a more focused exposure to career and professional interests, while still maintaining the benefits of a large comprehensive high school.

Sac High has identified a core set of school design elements which serve as the foundation for the Charter School model. A description of these elements follows and supplemental information is available in Appendix A.

1. Personalization;
2. College-Going Culture;
3. Structured, Orderly Learning Environment;
4. Rigorous, Standards-Based Curriculum and Instruction;
5. Data Driven Instruction and System of Accountability;
6. Extended Time for Learning;
7. Structured Interventions and Support;
8. Leadership Development and Community Service;
9. High Quality Professional Development; and
10. Parent and Community Involvement.

To best support this model, Sac High has centralized a number of key services and functions. Specifically, Sac High operates with one school culture, one set of academic standards, and one common set of rules and behavioral expectations. Curriculum and the instructional programs are aligned campus wide and are supported by the Instructional Leadership Team (ILT). Discipline, attendance, facilities and operations are also handled campus-wide as are student activities such as athletics and student government.

Following the descriptions of these ten school design elements, the petition describes Sac High's program for special populations of students and provides a description of the Charter School's community partnerships.

**1. *Personalization.*** Students thrive in environments in which they have meaningful relationships with peers and adults; environments where students are known by name, where teachers know students' individual strengths and weaknesses and are able to modify instruction accordingly. In addition to themes, Sac High employs a number of other strategies to personalize the learning environment and create a sense of community. These strategies include:

- Advisory Class. Each student is assigned to a grade level advisory group of ideally no more than 25 students. Students meet on a daily basis with their advisor throughout their four years at Sac High. The focus of advisory is academic guidance and character development through leadership and service, college preparation, and preparation for exams such as the CAHSEE and ACT. Advisors are advocates for their students and the primary contact for parents. A key component of the advisory group is the

development and maintenance of the Educational Plans (Ed Plan) for each student, as described below. Additional information regarding Advisory is located in Appendix A.

- Educational Plan (Ed Plan). In the 2010-11 school year, Sac High earned a six-year WASC accreditation that does not require a midterm review, the highest possible rating. As part of the WASC self-study completed by the Charter School, staff developed a set of measurable student outcomes, which are shown in Elements B and C. One of these outcomes was the development of Educational Plans, or Ed Plans, for each student. The main components of the Ed Plan are student-led conferences and academic portfolios. Twice a year (September and March) families will partake in a student-led conference with the student's advisor to evaluate the progress made on the students' four-year Educational Plan (ED Plan). The conference will involve the student leading the advisor and parents through his or her academic portfolio. The portfolio will include the student's college goals, grade and assessment tracking for each subject, coursework quality, college outlook and a self-reflection with stated goals and measurable outcomes for improvement. Combined, the parent conferences and academic portfolio provide stakeholders with an individual Educational Plan, a plan for students to have ownership of their academic achievement.
- Modified Block Schedule. All classes are 77 minutes long, with most core subjects taught for the entire year. This extended time in class provides for a greater degree of personalization, allowing the teacher to make deeper connections with students and their families.
- Communication. All teachers are provided cell phones and email addresses for teacher-parent-student contact as required. Students and parents are encouraged to contact teachers at anytime and are provided each teacher's cell phone number and email address. This ensures both students and parents have at least two avenues of communication. Students also provide their parents with a "Quick Look Up", a set of grades for all classes, every Tuesday. Parents must sign and return the "Quick Look Up" to the advisory teacher by Wednesday.

**2. College-Going Culture.** Sac High believes that all students should be prepared to earn a degree from a four-year college. College acceptance and enrollment does not happen by chance, however. As such, Sac High makes a concerted effort to instill within the student body a college-going mindset and has developed systems and structures to support students through the college exploration and application process.

- Graduation Requirements. Graduation requirements are aligned with the University of California and California State University "A-G" college entrance requirements.
- College Visits. As part of the advisory curriculum, students will have the opportunity to visit colleges as often as possible, ideally once per year.
- College Entrance Tests. All students will take the SAT, and/or ACT.
- College Counselor. Sac High has college counselors whose sole responsibility is to support students and their families through the college admissions process.
- Counselors. Sac High also has counselors whose primary focus is to provide academic and social support to students, working closely with advisors to ensure students are on track for graduation and college. Counselors also offer social and psychological support to students as needed.
- Advisory Lessons. Sac High has developed a comprehensive curriculum for 12<sup>th</sup> grade advisory, located in Appendix A, that walks students through the college research, exploration, and application process. Advisors also help students track their progress in meeting college entrance requirements including "A-G" courses and tests such as the PSAT, SAT and ACT.
- HBCU College Fair. All Sac High seniors must attend the annual HBCU College Fair and apply to at least one college. At the 2011 HBCU College Fair approximately 58% of the class of 2012 received on the spot acceptance to at least one college.

- Classroom Culture. All teachers make personal and visible connections to the college going culture in their classroom.
- School Culture. The halls are lined with college acceptance letters, pennants, the names of Sac High alumni who are attending specific colleges, and quotes of encouragement from alumni.

**3. Structured, Orderly Learning Environment.** SHPS believes that all students can and will rise to the level of expectations set for them. As such, Sac High holds students to high standards for achievement and conduct. School culture is characterized by clear academic and behavior norms; an orderly, structured and disciplined learning environment; and a genuine caring and concern for students. Hard work is expected. Excuses are not tolerated. Support is provided. Students are expected to be nice. The following are central to creating this culture:

- Student-Parent Handbook. Sac High has written a Student-Parent Handbook that provides key information on school history, philosophy and spirit as well as behavior expectations, graduation and academic services. Students review the handbook at the beginning of each term, signing a Commitment to Excellence Contract each year that indicates they have read the handbook and commit to their roles and responsibilities. A copy of the most recent Student-Parent Handbook is available for review in Appendix A.
- Uniforms. Sac High strongly believes uniforms positively impact student learning and contribute to the creation of a safe and secure campus. For these reasons Sac High has a school-wide uniform dress code. The current dress, which is outlined in the Student-Parent Handbook, located in Appendix A, along with a revised dress code for 2012-13.
- Norms and Routines. Sac High orients students towards a common set of norms, phrases and routines that focus them on academic achievement, work ethic and respect. (eg. "Own it, Fix it, Learn from it", SLANT, study/homework protocols)

**4. Rigorous, Standards-Based Curriculum and Instruction.** In order to compete with the most talented and privileged scholars across the nation, young people need to have the strongest foundation of academic knowledge and skills possible. Sac High uses a proven, consistent core curriculum aligned with the California Content and Performance standards and requires all students successfully complete a course of study that meets the University of California and California State University college entrance requirements (A-G). All students participate in a rigorous, relevant, and coherent standards-driven curriculum as seen in the current course catalogue located in Appendix A. Students have access to Advanced Placement classes, and the graduation requirement of completing the A-G courses sets a high bar for achievement. As part of the Charter School's A-G offerings, students are also required to take a foreign language and given the opportunity to take elective courses based on their selected themes, giving students a relevant context for their core classes. These courses are listed in Appendix A on the list of A-G approved courses. An intensive focus, especially in 9<sup>th</sup> and 10<sup>th</sup> grade, is placed on reading, writing and mathematics. Another key component of the instructional program is critical thinking, which is assessed through benchmark assessments that align to the CA Content Standard levels of rigor, and gradually include more rigorous ACT, SAT, and EAP level questions as students continue through the school year and grade levels. Sample benchmark assessments are available in Appendix C. This increased rigor ensures students are mastering the skills required for success in college. Sac High's academic program, in addition to content and skill mastery, has an emphasis on the higher order thinking skills necessary for success at a four-year university. In addition to rigorous classroom instruction, critical thinking is also currently developed through inquiry laboratories in science, analyses of articles of the week in English, primary document analysis in Social Studies, and application based problems in mathematics. The following are key aspects of Sac High's rigorous, standards-based curriculum and instruction:

- Standards-Based. The California State Board of Education has established "rigorous world-class" content and performance standards (1997-1999) along with the Common Core Standards adopted in August, 2010. Sac High utilizes a curriculum that is aligned

to these standards in order to ensure students master the requisite skills and knowledge, and are successful with state accountability measures. In addition, as the Common Core Standards are rolled out, and as the State provides funding for materials and assessments aligned to these new standards, Sac High will adapt its curriculum accordingly. Sac High, along with SHPS, is currently collaborating with the District in the development of assessments and instructional activities that are aligned to the Common Core in preparation for its roll out.

- Rigorous, Extensive Curriculum. Sac High is implementing a balanced and comprehensive curriculum that provides teachers with instructional resources including SBE adopted textbooks and ancillary materials, assessments, skill development methods, intervention plans, re-teaching strategies, hands-on-learning and strategies to support English Learners and students with special needs.
- Focus on ELA and Math. ELA and math are the foundation of academic success. With the majority of current students entering ninth grade below grade level in math and language arts, Sac High has made reading, writing and math a central focus. The modified block schedule, where students are in core classes for 77 minutes every day for the entire year, provides approximately 20% more time in each class than a traditional schedule. Further, the advisory curriculum includes twice weekly CAHSEE prep in math for 9th and 10th grade students, as well as Sustained Silent Reading of common literature for all students.
- Opportunities for Acceleration. Sac High offers a full range of Advanced Placement courses to ensure students are academically challenged. During students' junior year, all students take the EAP for math and language arts in order to earn an exemption from remedial classes at all CSU campuses. Additionally, Sac High students are encouraged to take honors courses, AP courses, college courses at area community colleges, and apply for internships to apply their learning outside of school.
- Teaching and Learning Protocols. All teachers are expected to use specific teaching and learning protocols. The protocols include basic frameworks for lesson planning, including standards deconstruction and the development of measurable objectives, board configuration, rubrics, common assessments, and data analysis. All teachers are intensively trained to deconstruct standards, use measurable objectives, continuously check for understanding, and use structured student interaction in every classroom, every day. Professional development for all teachers includes a heavy emphasis on the daily use of strategies and protocols from a variety of literature including "The Skillfull Teacher", Saphier, et al., (2008); "Classroom Instruction that Works", Marzano, et al., (2001); "Pre-Referral Intervention Manual", McCarney, et al. (2006); "Driven by Data", Bambrick-Santoyo (2010); "Teaching as Leadership", Farr (2010); and "Teach Like a Champion", Lemov (2010).
- Diverse Pedagogy. Sac High recognizes that students learn in different ways and no one teaching method will work for all students. Pedagogy needs to be adaptive and culturally responsive as well as provide students with a wide range of ways to succeed. To ensure that all students are actively engaged in learning, Sac High will deliver instruction through a variety of modalities (e.g. auditory, visual, kinesthetic) and use multiple instructional strategies. Examples of these strategies include: direct instruction, teacher as coach and facilitator, cooperative learning and group work, use of classroom technology, Socratic questioning, inquiry-based instruction, project-based learning, and experiential learning.
- Flexible Grouping. Too often, teachers "teach to the middle", meaning instruction is geared toward the mid-range of academic levels in the classroom. This is a disadvantage for both students who are struggling and those who are excelling. In order to maximize the learning opportunities and achievement for all students, not only will instruction be delivered through a variety of modalities as described above, but flexible grouping strategies (whole class, adjusted seating arrangements, learning centers, cooperative groups, small group, partner work, independent work, project-based learning, and one-on-one tutoring, just to name a few) will be used to ensure students are receiving support and enrichment based on their specific areas of need, as

determined by State tests, benchmark assessments and performance on teacher-created assessments. Student groups may change throughout the day, week or year based on students' changing needs and/or optimal instructional mode based on the standard. While students are grouped to better meet their needs, standards and expectations are consistent across classrooms.

**5. *Data-Driven Instruction and System of Accountability.*** Equally important to the curriculum (what is taught) and instruction (how material is taught) is what students have learned. Measuring student learning requires frequent analysis of student achievement data and ongoing revision of instructional plans in order to implement the most effective strategies to increase student learning. Sac High's instructional methods and philosophy are not revolutionary. Much of students' academic success can be attributed to dogged determination, a tireless work ethic, an unwavering belief and sheer will of staff to meet every student where they are at and continue to teach, re-teach, scaffold and support students until they master the necessary skills and knowledge. With that said, Sac High's model centers on the diligent use of student achievement data gathered through benchmark assessments.

- Benchmark Assessments. The use of formative (diagnostic and ongoing), standards-aligned assessments allows school leaders and teachers to regularly measure the progress of students and modify instructional practices based on this data. Sac High has implemented an assessment and accountability system in which benchmark tests are given in all core subjects every four to eight weeks. Benchmark results are analyzed by teachers to inform curricular and instructional adjustments throughout the year. Additionally, diagnostic assessments are given to all incoming students in ELA and Mathematics prior to the start of school to properly place each 9<sup>th</sup> grade student in the appropriate English and Mathematics course.

**6. *Extended Time for Learning.*** With Sac High's model, including the extended school day, students have more instructional time to master the knowledge and skills that prepare them for competitive colleges. Students who are behind have the opportunity to catch up and students who are on or above grade level have the opportunity to accelerate their learning at a pace suited for their ability level. Both the current instructional calendar and daily bell schedule are included in Appendix A. Sac High will strive to maintain, and if possible expand, the below features of the Charter School's program based on available funding.

- Extended Day. Sac High's instructional day runs from 8:10 a.m. to 4:00 p.m. Academic support, enrichment and extracurricular activities are offered before school, starting as early as 6:45 a.m. and after school. Additionally, students are expected to do up to two hours of homework nightly with variances depending on the time of year.
- Extended School Year. Sac High operates on a modified traditional schedule, starting school in late July or early August and ending in late May or early June. A summer session is also provided for students who need remediation in courses outside the normal school year. A key component of the calendar is an intersession program that is planned to begin during the 2012-2013 school year. As currently planned, for one week during the fall and spring breaks, struggling students will work with their classroom teachers in order to remediate gaps in student learning and master all material so they are prepared to succeed in the following semester. These intersession classes will be smaller groups as compared to normal classes and allow students to receive additional support and attention.
- Modified Block Schedules. Sac High has implemented a modified five period block schedule. Specifically, the schedule includes five 77 minute periods plus a 30 minute advisory period. The 77 minute block for all classes provides increased opportunities for in-depth learning and bell-to-bell instruction is the expectation. The school year is divided into two terms (fall and spring). The five period block schedule also allows students to take core courses for an entire year to provide more time to master the content and to better prepare themselves for the rigor of college.



- Office Hours: All teachers have office hours outside of class to provide students additional opportunities and more time for support. Office hours, which are posted publicly, are before school, during lunch or after school to ensure students have access to teachers.
- Two-Way Communication: All Sac High teachers currently have cell phones provided by SHPS along with email addresses. Students and families have access to the phone numbers and email addresses for their teachers. As needed, students can contact their teachers at any time for additional support.

**7. Structured Intervention and Support.** Sac High employs a series of specific and targeted interventions to quickly accelerate the learning of all students, having a particularly positive impact on those who are furthest behind grade level. This is done without lowering academic expectations for any child. Examples of these structures are listed below.

- Advisory. Through the use of Academic Intervention Conferences, advisors bring together teachers, family members and student to develop a personalized support plan to get students back on track to be prepared for college. Additionally, through weekly, individual tracking of grades, GPAs and attendance, and the twice yearly Student Led Conferences, students, advisors and families discuss the need for additional interventions and support. Also, advisory is the mechanism for CAHSEE and ACT preparation. Twice a week advisors teach standards based mini-lessons, to build endurance and capacity for greater success on these assessments.
- Math Support Classes. During the first week of school, all 9th graders take a math diagnostic so that they can be placed in the appropriate math class, including placement in an additional period of math as a support class if necessary.
- After School Homework Center. Scheduled to begin in the 2012-13 school year, Students who are not meeting academic standards may also be required to attend the homework center after school for tutoring and additional academic support.
- Intersession. Students who are not passing at the end of the first semester of each term attend a week long intersession where they receive additional instruction to help them achieve mastery.
- Assessing Learning and Differentiating for High and Low Achievers: At the beginning of the year, or term for one term courses, every student is given a diagnostic assessment to assess their incoming knowledge and skills. Diagnostics establish a baseline for where students are starting and identify any immediate supports that need to be put in place for students, including any intervention support a student may need to ensure they have mastered the necessary prior knowledge to succeed in their courses. Teachers use this assessment data to identify each student's performance level and plan instruction and support for the students accordingly. This support is in the form of intervention for low achieving students, and challenging courses for higher performing students. In addition, students are regularly assessed to monitor their progress and the effectiveness of instruction. Data is utilized to adjust instructional strategies, such as student grouping or class schedule, instructional strategies, or a variety of other programmatic components.
  - Academically Low-Achieving Students. Sac High has numerous structures in place, many of which have already been described, to support academically low-achieving students. The Charter School will continue to, where necessary and as feasible, add to its programs to support students who are performing below grade level. Current practices include the following (divided into categories of school-wide vs. individual support):
    - **School-wide support structures for all students:**
      - Advisory
        - Provides a small class setting and an advocate to monitor student progress, provide support through a positive relationship and establish regular communication between school and home.

- Through advisory students receive support for assessments such as the CAHSEE and ACT on specific days. Advisory groups are often adjusted based on the ability level of students for these days, allowing lower performing students to be placed in smaller groups with support from more experienced teachers.
- If needed, advisors also facilitate Academic Intervention Conferences for students who are struggling. These conferences bring together all stakeholders (student, family, teachers, and administrators) to develop a plan to support a student and ensure they are successful.
- Ed Plans
  - Ed Plans provide a structure for student-parent conferences so all stakeholders are informed of progress in student achievement
  - Portfolios are also a component of Ed Plans and are used to individually track goals, progress towards goals, grades, attendance and other key indicators of success.
- Extended day and year
  - Sac High's extended day provides students with a greater amount of time in a structured environment where the focus is achievement and succeeding in college. The longer day also provides sufficient time to master the content and skills needed in each class to be college ready at the end of high school.
  - Sac High's extended school year provides a shorter summer and thus less time for students to experience the typical loss of learning that occurs when students are out of school for, in traditional school calendars, 2 ½ - 3 months.
- 77 minute classes
  - A longer class period allows for additional instructional support structures to be in place in each class daily. In addition, teachers are better able to establish relationships with all students and understand how to meet the needs of all students.
- College visits and a college-going culture
  - Visits are used to invest students and have them connect their daily work in class to the goal of attending and earning a degree from a 4-year college.
  - The school-wide culture establishes a clear goal for students to work towards and reinforces that goal with visual reminders of success.
- Counseling team
  - The combination of counselors provides an additional network of support to ensure students are:
    - Supported socially and emotionally
    - On track to graduate
    - On track to be prepared for and accepted in a 4-year college
- School-wide norms and routines, common teaching protocols
  - Consistency, in areas such as classroom expectations, board configuration, dress code, and other routines) from class to class and year to year creates clear expectations for students and ensures they understand how to succeed at Sac High. This consistency is crucial for struggling students as it allows them to focus on meeting the academic expectations in each class and allows them to know how to succeed in the non-academic aspects of school, regardless of the class they are in.

- All teachers at Sac High also have set office hours when they are available to support students outside of scheduled class time. Office hours are posted and take place before or after school, or, most often, during lunch. Students know when office hours are and to use office hours to receive help or find answers to their questions.
  - Diverse instructional methods
    - Within the norms and protocols discussed above, teachers have the flexibility to teach how their students learn best, which varies from class to class and student to student. Teachers are trained to deliver instruction with a variety of modalities and provide multiple opportunities for success.
  - Curriculum resources
    - Sac High's SBE adopted curriculum provides ancillary material to support students who are below grade level. These supports include intervention materials and materials specifically designed for students with disabilities or who are designated as EL.
- **Individualized support structures based on student need**
  - Flexible grouping
    - Both during and outside of class teachers are able to group students as needed to provide the maximum level of support. For students who are struggling this may be a small group working with a teacher during independent practice, student pairs where a high-achieving student supports a student who needs help, teachers may schedule meetings with individual students, or groups of students, outside of class to review material and ensure student mastery.
    - Students are also given the opportunity to take classes over the summer if they did not pass them during the year. Summer classes involve far fewer students and typically result in smaller class sizes which allow for more individualized attention.
    - Currently scheduled to begin in the 2012-13 school year, Sac High will implement an intersession program modeled off of the same practice implemented successfully at PS7 for several years. Intersession will provide students an opportunity to review material through re-teaching, complete additional practice, and retake assessments to demonstrate their progress. Intersession classes will be smaller to allow for more individualized learning. The goal of this program is to ensure students begin the next grading period on track to succeed, having mastered all content and skills from the previous grading period.
  - Math support classes
    - The math support class provides students with an additional period of math during which they review fundamental skills and also receive support on current material being taught in their class.
    - Math support classes are generally smaller than the core math class and frequently have a support teacher in the room allowing for students to receive assistance in small groups based on individual need.
  - Inclusion classes
    - As discussed later in this petition, in the section on special populations, students, as needed, are placed in full inclusion classrooms to provide additional support. This provides struggling students with daily access to core content and the California

standards along with the support of a second teacher in the room to help differentiate instruction.

- After school homework center
  - Students may be required to attend a homework center after school if they are not meeting expectations in regards to completing work. The homework center is staffed by a dean and teachers rotate through to provide support to students. All students are welcome in the homework center.
- Tutoring
  - Sac High provides tutoring to students through its SES funding. Outside tutoring companies work with students one-on-one to ensure mastery of current skills and concepts, as well as provide background knowledge if necessary. Approximately 50 students receive support through this tutoring program.
- Mentorships
  - Currently, Sac High partners with Wells Fargo, whose employees volunteer as mentors who meet monthly with students in Sac High's theme of Business and Communications.
  - Sac High also partners with the UC Davis Medical Center who have generously provided 20 physicians to work in a one-on-one mentorship with Sac High 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders interested in pursuing a career in the medical field.
  - Sac High is looking to expand mentorship opportunities and has recently worked with engineering groups and the Rotary Club to allow more students access to a mentoring relationship.
- Link Crew
  - Link Crew is a freshman transition and leadership development program in which successful juniors and seniors are selected to serve as mentors to 9<sup>th</sup> grade students throughout their freshman year. Link Crew leaders receive comprehensive training in leadership and mentorship skills during the summer and throughout the year in weekly Link Leader Meetings. Through this training they are equipped to present a dynamic "freshman orientation" day in which new students are welcomed and participate in a variety of activities to help them know they have a place at Sac High, and to connect with their peers and Link Leaders.
  - As the school year progresses, Link Crew continues to support freshman students through two main facets: Academic and Social follow ups.
    - In academic follow ups, Link Leaders visit select freshmen weekly to discuss goals, grades, college, and personal well-being. Link Leaders work with freshman to identify ways to ensure GPAs are maintained or increased through reinforcing positive habits. In addition, freshmen learn valuable skills such as how to set up meetings with teachers to discuss methods for improving grades. Link Leaders are an integral academic support to freshman and provide consistent, peer-level accountability ensuring freshman successfully transition into high school and are on track for college. During the 2011-12 school year, Link Crew members increased the opportunities provided to freshmen by hosting study sessions during midterms and finals, where freshmen selected a subject to study and received one-on-one or small group support from a Link Leader.

- Social follow ups are activities and incentives provided for freshmen for free to give them a sense of belonging and to expose them to the variety of activities available at Sac High. Social activities include events after school, athletic contests, and privileges at dances and other extracurricular activities.
    - Link Crew members also act as Sac High ambassadors and represent the Charter School at student recruitment events and host potential freshman on shadow day visits.
- Monitoring student progress
  - As discussed, student progress is regularly monitored with multiple forms of assessments. Teachers often use exit tickets to measure student mastery of daily objectives. Benchmark assessments, occurring typically every six to eight weeks, monitor student progress and the effectiveness of instruction and support structures. In addition, if students show sufficient improvement support structures are adjusted or, if deemed appropriate, eliminated, provided students show continued progress. In addition, teachers use other methods, such as portfolios, essays, projects, presentations and others to measure student learning and determine what supports are needed. Advisors monitor student weekly GPAs and attendance, and communicate progress with students and families.
- Academically High-Achieving Students. In addition to supporting students who are below grade level, Sac High provides a challenging, rigorous environment to students who are performing above grade level. Many of these features of the Sac High program have already been described and are highlighted again below. High achieving students are pushed to not just master, but go above and beyond the CA standards in multiple ways. High performing students are identified through diagnostics, benchmark exams and, for students who transfer in, past performance on assessments such as the CST. Furthermore, the Charter School will continue to, where necessary and as feasible, add to its programs to support high achieving students. Many of the current practices include the following list, which is not exhaustive:
  - Flexible math placements
    - Students all complete a math diagnostic prior to or at the beginning of their freshman year, to assess their incoming ability and determine where to place them. 9<sup>th</sup> grade students who are prepared are placed in Geometry or Algebra II, putting them in an environment where they will be challenged and stimulated, as well as on track to complete AP calculus prior to graduation. Students in higher grades who transfer in to Sac High are placed according to their ability and by the classes they have completed on their transcript.
  - Honors courses
    - Beginning in 10<sup>th</sup> grade, students can take honors courses in English, History and Science. (10<sup>th</sup> grade honors level courses in History and Science are AP classes.)
  - AP courses
    - As early as 10<sup>th</sup> grade, students can take AP courses in Biology and World History. This exposes students to college level rigor and effectively prepares them for success at challenging universities. AP course offerings increase as students move into their junior and senior year. Currently, as shown in Appendix A, Sac High offers 8 AP courses and will continue to expand these offerings as feasible.

- College courses
  - Students who have the flexibility in their schedule are encouraged to take courses at the community college level. In addition, Sac High will pursue options such as the early college model where college level courses can be offered on the Charter School's campus.
- Internships
  - Students often have free periods in their junior and senior years, and are encouraged to participate in internships on and off campus in areas of interest. Internships provide students with a real world connection to what they learn in the classroom, as well as an opportunity to apply their learning in school to an area of interest. Sac High students have interned in diverse settings from art galleries to banks to the UC Davis Med Center to the halls of the State Capitol. A list of some of our community partners is available in Appendix A.
- International travel
  - Sac High students are offered various opportunities for foreign travel. Through the Charter School's partnership with EF Educational Tours, an educational student trip is developed each year to either Europe or Central America. Students wishing to participate in these amazing opportunities earn a sense of accomplishment as they work to raise funds for their trip, and return more mature, independent, and with a deeper understanding of our global community. Students also get the opportunity to personally experience the languages and cultures that they have learned so much about in their classes. Additionally, Context Travel sponsors one or two students to Italy every year. Finally, Sac High students may apply for the Rotary Youth Exchange for the opportunity to study abroad for a year. Students have taken advantage of other opportunities for international travel, such as those presented by the People to People organization.
- Additional courses in areas of interest
  - While all Sac High students must meet the A-G requirements to graduate, unless otherwise noted in an IEP, students have the opportunity to take additional classes in areas of personal interest. A complete list of A-G approved courses offered at Sac High is included in Appendix A.
- Extracurricular Activities
  - Sac High offers a wide variety of extracurricular activities from sports to clubs, to fitness activities. All students are encouraged to participate but there are academic requirements for many of these options.
- Leadership Opportunities
  - Students who are interested in leadership opportunities and have the capacity to participate, are able to join Student Senate, Link Crew, or obtain a leadership position through any of the extracurricular activities offered by the Charter School.

**8. Leadership Development and Community Service.** Sac High seeks to instill within students a strong sense of civic responsibility and a lifelong commitment to meaningful community involvement.

- Service Requirement. Sac High requires students to complete at least 40 hours of service per year for a total of 160 hours over their four years in high school. A list of some of Sac High's community service opportunities has been provided in Appendix A.
- Leadership Opportunities. Sac High offers a variety of opportunities for students to develop their leadership skills on and off campus, including providing students with meaningful ways to participate in school leadership such as student senate, link crew, clubs, and sports, and externally through internships and tutoring.

**9. High Quality Professional Development.** Teachers are the single most important determinant of student learning and are therefore a school's greatest resource. Sac High has put in place systems and structures for finding, developing, retaining and supporting high quality professionals, beginning with the recruitment and hiring process and supported by continuous improvement mechanisms including coaching, professional development and performance evaluations. The SHPS hiring process and an overview of the teacher performance evaluation system are located in Appendix E.

- New Teacher Orientation. All new teachers attend a week long orientation that centers on teacher professional development and SHPS and Sac High culture. New teachers learn about Sac High norms for instruction (clearly stated and measurable objectives, continuous checking for understanding, structured student interaction), and behavior (e.g. SLANT, uniforms policy, etc.) A schedule for New Teacher Orientation is provided in Appendix E.
- Teacher Work Days and Professional Development. All teachers attend regularly calendared teacher work days that are a combination of whole school professional development, common instructional planning, data analysis, and collaboration. These days are a fundamental aspect of improving teacher practice and implementing highly effective, school-wide instructional pedagogy. Teachers attend sessions on effective practices based on respected authors (Lemov, Marzano, Saphier, Farr, etc.), practice with peers, and create/adjust instructional plans in order to implement highly effective curriculum and instruction. A list of sample monthly professional development topics is in Appendix A. The week prior to school beginning is currently reserved for professional development for all staff. This week is typically driven by school leaders and what they see as topics needing to be covered based on previous results and the needs of their staff. During this week, best practices and new strategies are presented and staff creates plans for implementing these practices and strategies with students. It is at this point that new strategies for working with students with special needs are presented to staff, typically by school leaders but sometimes by other experts, whether from within SHPS or outside. Strategies for working with students with disabilities are presented by the SHPS director for Special Education. School leaders or instructional coaches present on current best practices for providing support for EL students and show how current curriculum resources can be used or modified to meet the need of ELs. Moving forward, school-wide professional development in the summer prior to the school year beginning will include an emphasis on Specially Designed Academic Instruction in English (SDAIE) strategies such as connecting to prior knowledge, building background, chunking, realia, and a focus on tier 2 academic vocabulary.
- Common Planning Time. In order to ensure that there is alignment of curriculum across classrooms and grade levels, as well as opportunities to share best practices, common planning time for teachers is incorporated into the school day. During this time teachers may meet as a department or work as a grade-level team to ensure they are developing a highly effective teaching practice. An emphasis is placed on content teams teaching from the same lesson plan.
- Weekly Professional Development. Every Wednesday students have an early release day. This additional 90 minutes is used by staff for subject area and/or grade level planning, advisory planning, and whole school workshops on effective instructional practices.

- School and Instructional Leaders. Perhaps the most important development opportunity for a teacher is the chance to have an instructional expert observe his or her practice and receive critical feedback. To that end, the principal and instructional leaders make regular visits to classrooms to observe teacher practice and provide regular written feedback. These visits are often captured on video so teachers have a visual connection to specific comments. Sac High's instructional culture is to make individual teacher practice public, with open invitations for teachers to observe each other regularly.
- School/Program Visits. Regular visits to high performing schools and teacher training organizations have provided teachers with robust professional development opportunities. When available and cost feasible, teachers attend training through various outside agencies known for achieving outstanding results in student achievement. To date, staff members have attended trainings with Uncommon Schools' professional development series, and the Building Excellent Schools Weekend Warrior series. Teachers return from these sessions and provide training on highly effective instructional strategies to Sac High's entire staff. Additionally, administrators have visits as part of their professional development, such as to the Teach for America Summer Institute, to observe and return with highly effective instructional practices for teacher support and professional development.

The structures above allow for staff to participate in a professional development program that supports the school's Expected Schoolwide Learning Results (ESLRs) developed through the WASC accreditation process. Professional development activities have teachers engaging with highly effective instructional strategies and honing those strategies in the classroom. This is most recently demonstrated by the implementation of three measureable foci: daily use of clearly stated and measurable objectives, the implementation of continuous checking for understanding, and the implementation of structures for student interaction.

Professional development activities include in-house meetings and workshops, the extended use of Data Director, adapting technology for the classroom, content team meetings, Advanced Placement trainings, individual support and coaching, and, through a current partnership with the District, participation of new teachers in the BTSA program. All of these efforts work to provide teachers with opportunities to develop, share and utilize instructional strategies that engage students and focus instruction on content standards. The Charter School allocates funds annually from Title I, Title 2A, and Title 2D funds in direct support of these activities.

Professional growth is also promoted through regular administrative classroom visits that include individual teacher feedback and regular weekly feedback from department content leads on both lesson planning and instruction. Professional growth evaluations are conducted through classroom observations using a comprehensive rubric that helps teachers focus on highly effective skill sets. This rubric is also available in Appendix E. Teachers can expect regular classroom observations with written feedback and at least one annual conference to discuss specific ways teachers can move towards or stay at the highly effective level of the evaluation rubric. Sac High's improved student performance on a variety of metrics is evidence of the effectiveness of the Charter School's professional development. Sac High will continue to expand efforts to evaluate the effectiveness of professional development programming and implement improvements as needed in order to improve overall student achievement.

**10. Parent and Community Involvement.** Research shows that parent involvement helps student achievement. Parents and families play a crucial role in the success of their children and Sac High wants parents to be active participants in their child's education. As such, the Charter School seeks to create an open, welcoming environment for parents and families. Below is a summary of key parent involvement strategies:

- Student Progress. The Charter School regularly reports academic and non-academic (i.e., behavior) progress to parents through regular grading periods, reporting of test score results (i.e., CELDT and STAR), and parent conferences.



- Accountability/Data Tuesday. Each student is part of Advisory for 4 years and has an advisor in a smaller classroom setting; Every Tuesday, as part of Advisory, grades and attendance are sent home for a parent signature.
- Conferences. Advisory teachers facilitate twice yearly, student-led parent-teacher conferences (currently 9<sup>th</sup> grade students participate and there are plans to add one grade level per year until all grade levels participate in this process).
- Web-Based Student Information System. Sac High utilizes PowerSchool, which is a web-based student information system. This system allows parents access 24 hours a day to real-time information about their child's attendance and grades. All parents are provided with training on how to use the system. Additionally, a number of computers are available in the Charter School to allow parents and students without computers access to the system.
- Back to School Night. Once per term (twice per year) the Charter School holds a program for parents to update them on the Charter School's progress and future plans, as well as to provide an opportunity for parents to meet their students' teachers and other staff.
- Commitment to Excellence Contract. Sac High parents are expected to sign their child's Commitment to Excellence Contract (along with the student, advisor and principal). The contract, complemented by the Student-Parent Handbook, clearly outlines the Charter School's goals, expectations, policies and procedures.
- Parent Involvement/Volunteers. Parents may volunteer in a variety of ways such as: working as a teacher's assistant, attending parent-teacher conferences, serving on the School Site Council, attending parent meetings, chaperoning student activities, and completing parent satisfaction surveys. Sac High is flexible as to how and when parents are involved, providing ample opportunities and means for parents to support the child and the Charter School. SHPS created a Parent Involvement Policy that establishes the expectations for parent involvement. This policy can be found in Appendix D.
- School Site Council and Other Advisory Councils. Sac High has an active School Site Council which encompasses the English Language Advisory Committee (as needed based on the number of English Learners enrolled).
- Two-Way Communication System. The Charter School disseminates schoolwide information through multiple means (i.e., onsite postings, mail, email, phone calls, notices sent home through students, website, parent surveys) many of which allow for a two-way, home-school communication system. Parents receive regular calls from advisory teachers with updates on attendance, grades and student accomplishments and have a listing of teacher cell phone numbers and email addresses to facilitate responsive communication. SHPS cell phones and email addresses are provided to all Sac High staff to maintain consistency of communication expectations between all families and staff. The Charter School regularly provides documents translated into other languages, as necessary and feasible, to allow greater parent communication with non-English speaking parents. To allow more parents to participate, the Sac High offers, when feasible, multiple times and days for a variety of meetings (i.e., parent conferences, general meetings, Annual Title I Meeting) and home visits to accommodate families. Sac High complies with all requirements for parental notification regarding Program Improvement status and non-Highly Qualified Teachers, and the rights for parents to request records and teacher and/or paraprofessional requirements. In addition, SHPS has established a written complaint procedure that is available to all parents and provides parents with the opportunity to make suggestions, as well as voice dissenting views, of school-wide program through formal and informal means.
- Community Partnerships. Sac High also relies heavily on community partnerships to support teaching and learning and the overall mission of the Charter School. Local business and community organizations will continue to be called upon to provide resources to the Charter School and its themes, including funding, the donation of materials, volunteering and tutoring students. Hands-on experience is central to the mission of Sac High. Businesses and community organizations will also be asked to provide students with opportunities to apply classroom learning to real world projects, problems, internships and jobs. The Charter School currently works with community partners such as Wells Fargo and

UC Davis Medical Center, to name a few, to offer internship and mentoring opportunities to our students.

## **Special Populations**

Sac High is committed to creating an inclusive learning environment that supports the needs of all students to thrive academically and socially, including students with disabilities and English Learners. The primary mechanism for supporting special populations is through full inclusion in specific, supported classrooms. This provides students with daily access to core content and the California standards along with the support of a second teacher in the room to help differentiate instruction. These second teachers participate in the planning and development of lesson plans, and attend department collaboration meetings as well.

### **English Learners**

Sac High meets all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School has policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

### **Home Language Survey**

Sac High administers the home language survey upon a student’s initial enrollment into the Charter School (this is shown on the enrollment forms located in Appendix H).

### **CELDT Testing**

All students who indicate that their home language is other than English will be California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment<sup>1</sup> and at least annually thereafter between July 1 and October 31<sup>st</sup> until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

### **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 CELDT.
- 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

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<sup>1</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

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 and 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.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

### **Strategies for English Learner Instruction and Intervention**

The primary objective for all services delivered to EL students at Sac High is to provide a structured support system to help students gain English proficiency while having access to core content standards at grade level. All instruction at Sac High will be in English. However, the level of English used for instruction—both oral and written—will be modified appropriately for each EL student. This does not mean that the content will be “watered down.” Instead, teachers will incorporate a variety of strategies to make the content more accessible. For example, using visuals and diagrams, providing multiple opportunities to practice key vocabulary, and utilizing graphic organizers. In the Sac High inclusion (immersion) model, EL students have access to core curriculum with support from an additional classroom teacher. The goal is for EL students to gain full access to the grade-level curriculum as soon as possible.

Sac High has chosen to use immersion based on research showing this method is increasingly considered more effective at teaching English to students, compared to bilingual education, as indicated by the following:

- In a *Business Journal of Raleigh/Durham* (December 26, 1997) article entitled “Immersion v. Bilingual Education,” John Hood, President of the John Locke Foundation, a North Carolina based think-tank wrote, “A review of 300 studies of bilingual education by federal researchers found only 72 that were methodologically sound. Of those studies, 83% comparing bilingual education to immersion found that kids learned to read better through immersion. Not a single study found the reverse.”
- Cara Morlan of the Independence Institute, a nonprofit, nonpartisan Colorado think-tank, wrote, “In California, children enter school speaking one of 140 different languages, yet only Spanish-speaking students are put into traditional bilingual education programs. These students are then the immigrant group that does the worst in school, has the highest dropout rate, the lowest test scores and the lowest college admissions.” Ms. Morlan found that only 5% of these students were being found to gain proficiency in English each year.<sup>2</sup>

Sac High provides all necessary faculty and specialized curricular materials, contained within the curriculum listed earlier in this petition, to enable EL students to achieve proficiency and attain the high standards established for all students. The ELD

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<sup>2</sup> *Structured Immersion, An Alternative to Traditional Bilingual Education* (Independence Institute, *Issues Backgrounders 2000-4*, July 26, 2000).

coordinator will provide training to teachers so they remain current with best practices for EL instruction and ensure EL student achievement continues to improve on pace with all other student populations at Sac High. Additionally, during the week of professional development prior to school starting, all Sac High teachers will receive Specially Designed Academic Instruction in English (SDAIE) training as part of the teacher pre-service professional development. Sac High directly provides or outsources appropriate support services that may be needed by EL students in order to achieve and maintain a satisfactory level of academic performance. The Charter School is prepared to address the needs of students who are struggling with the structured English immersion program by providing, if it is determined to be the best course of action, pull-out instruction and/or assignment of a certified aide, teacher or qualified consultant under contract who speaks that child's native language. Pull-out instruction will focus on increasing basic English - including vocabulary, grammar, reading and writing - so that students can perform and participate in their regular classes. When possible, in order to minimize disruption to the student's daily schedule, these services will take place outside of normal class time. Sac High's extended day provides ample time that can be used for additional intensive English language instruction. Sac High further believes that in order to have meaningful relationships with parents and students who do not speak English as a first language, the Charter School must be proactive in communication styles and techniques. This may require staff to be creative through the involvement of translators, community organization support, colleagues, or any other available resource. Sac High ensures all school to home correspondences are translated when feasible and necessary.

All Sac High students, including EL students, receive instruction using methods proven to be effective for developing English proficiency. Students are taught academic language explicitly and this language will be fully embedded in the culture of the school so that it is reinforced in every classroom regardless of the subject area. Vocabulary building exercises will be incorporated into all classes so that students learn academic vocabulary in a content-specific context, making it meaningful and relevant.

As a team, teachers and administrators set goals for EL students, as they do for all students, which are monitored and assessed frequently. Assessments are used as a measure of progress towards meeting these goals and will be both formal and informal assessments. Work from both non-native English speakers and native English speakers will be samples for instructional assessment.

Some additional instructional strategies that may be used by teachers include:

**Table 6: Instructional Strategies to Use with English Learners**

<p><b>Checking students' comprehension of the content:</b></p> <ul style="list-style-type: none"> <li>○ Use sentence strips</li> <li>○ Set up dialogue journals between teacher and student</li> <li>○ Plan activities using role play and drama</li> <li>○ Use student reading log</li> <li>○ Use Cloze exercises</li> <li>○ Write summaries</li> <li>○ Encourage students to write headlines</li> <li>○ Write character diaries</li> <li>○ Have students present information with illustrations, comic strips, or other visual representations</li> </ul>	<p><b>Helping EL students adjust to the classroom:</b></p> <ul style="list-style-type: none"> <li>○ State / display language, content and metacognitive objectives</li> <li>○ List instructions / process steps and review orally</li> <li>○ Present information in varied ways (oral, written, demonstrations, with tangible objects)</li> <li>○ Frequently summarize key points</li> <li>○ Repeat and paraphrase important terms</li> <li>○ Provide Word Walls with vocabulary for a unit/ chapter</li> <li>○ Have students maintain notebooks</li> <li>○ Have student maintain learning</li> </ul>
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<ul style="list-style-type: none"> <li>○ Allow students to provide answers and explain processes instead of you telling them</li> </ul>	<ul style="list-style-type: none"> <li>○ logs for metacognitive strategies</li> <li>○ Allow sufficient response time</li> </ul>
<p><b>Adjusting teaching style:</b></p> <ul style="list-style-type: none"> <li>○ Develop a student centered approach</li> <li>○ Speak slowly and clearly(not louder), use shorter sentences, and avoid idioms</li> <li>○ Increase the percentage of inferential and higher order thinking questions</li> <li>○ Provide correction for language errors by modeling, not overt correction</li> <li>○ Use cooperative learning</li> <li>○ Incorporate peer tutoring</li> <li>○ Use the Writing Process</li> <li>○ Explicitly connect learning to students' knowledge and experience</li> <li>○ Take time to preview and explain new concepts and vocabulary before starting instruction</li> <li>○ Use questionnaires / interviews</li> </ul>	<p><b>Motivating students and providing background knowledge:</b></p> <ul style="list-style-type: none"> <li>○ Use Semantic Webbing and graphic organizers</li> <li>○ Use Anticipation Reaction Guides</li> <li>○ Have students brainstorm, then record responses on overhead before starting lessons</li> <li>○ Use realia, maps, photos, and manipulatives</li> <li>○ Do activities where students can interact and move around</li> <li>○ Have students do hands-on activities</li> <li>○ Do demonstrations</li> <li>○ Use CDs, cassettes and videotapes with books</li> <li>○ Use a variety of groupings so that ESL students can interact with different classmates</li> <li>○ Provide students with outlines of lessons and questions that will be asked beforehand so they have an opportunity to process information and participate more readily</li> <li>○ Use the overhead projector every day to model highlighting text, identifying main ideas or new vocabulary or to show pictures.</li> </ul>

Accountability and Evaluation of the EL Program

In order to ensure that the EL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), Sac High will regularly assess the quality of its program in regards to raising the achievement of EL students. To determine the need for programmatic modifications, Sac High, in conjunction with the SHPS Director of Data and Accountability, will evaluate the progressive growth of EL students on standardized assessments and non-standardized assessments in comparison to that of non-EL students.

The Charter School currently tracks students longitudinally throughout the high school grades to determine if there is significant variation in the academic achievement of students who were once classified EL and non-EL students as measured by standardized assessments and non-standardized assessments. Sac High tracks how many students are declassified as EL and the number of instructional years it takes for this declassification to occur.

Students with Disabilities

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

The Charter School is categorized as a local educational agency for purposes of special education in accordance with Education Code Section 47641(a).

The Charter School complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and utilizes appropriate SELPA forms.

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

Sac High submits an annual report to the District and the California Department of Education detailing the number of students with disabilities being served, the nature of each student's disability, and each student's educational placement and setting.

### **Special Education under the Individual with Disabilities in Education Improvement Act**

Sac High currently operates as a Local Educational Agency under the El Dorado County Office of Education's Special Education Local Plan Area Charter Consortium pursuant to Education Code Section 47641(a). As such, Sac High is solely responsible and liable for providing special education services under the IDEIA (20 U.S.C. 1400, et seq.) with respect to eligible students. The Charter School complies with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, the Charter School receives its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and utilizes those funds to provide special education instruction and related services to eligible students. As an LEA, the Charter School is solely responsible for all special education costs which exceed State and Federal special education revenue, and participates in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures. The Charter School operates in complete compliance with IDEA requirements including but not limited to all child find activities as well as providing all necessary supports and services to students as identified in each of their Individualized Education Plan.

### **SELPA Assurances**

The Charter School makes assurances in accordance with the SELPA Plan and policy including but not limited to the following:

1. **FREE APPROPRIATE PUBLIC EDUCATION:** The Charter School shall assure that a free appropriate public education will be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
2. **FULL EDUCATIONAL OPPORTUNITY:** The Charter School shall assure that all students with disabilities have access to the variety of educational programs and services available to non-disabled students.
3. **CHILD FIND:** The Charter School shall assure that all students with disabilities are identified, located, evaluated, and offered a free, appropriate public education.
4. **INDIVIDUALIZED EDUCATION PROGRAM (IEP):** The Charter School shall assure that an IEP is developed, maintained, reviewed and revised for each child with a disability who is eligible for special education services in accordance with applicable law.

5. **LEAST RESTRICTIVE ENVIRONMENT:** The Charter School shall assure that, to the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Placements in the least restrictive environment shall be pursued for students with disabilities through the utilization of supplementary aids and services in the general education learning environment.
6. **PROCEDURAL SAFEGUARDS:** The Charter School shall assure that children with disabilities and their parents shall be provided with safeguards through the identification, evaluation, and placement process and provisions for a free appropriate public education.
7. **ANNUAL/TRIENNIAL ASSESSMENT:** The Charter School shall assure that an IEP review shall be conducted on at least an annual basis. Additionally, a reassessment shall be conducted at least once every three years or more often if conditions warrant, or requested by the student's parent or teacher.
8. **CONFIDENTIALITY:** The Charter School shall assure that the confidentiality of personally identifiable data shall be protected at collection, storage, disclosure and destruction.
9. **PERSONNEL STANDARDS:** The Charter School shall assure that it will make good faith efforts to recruit and hire appropriately and adequately trained personnel to provide special education and related services to children with disabilities.
10. **PARTICIPATION IN ASSESSMENTS:** The Charter School shall assure that students with disabilities are included in general State and District-wide assessment programs with appropriate accommodations, when necessary.
11. Further, the Charter School will be required to comply with the SELPA Local Plan and perform all corrective actions deemed necessary by Charter School administration and/or the SELPA. The oversight of the special education programs at the Charter School will be provided by a staff member designated by the school to serve as the special education coordinator who has extensive experience in the area of special education service delivery and state and federal statutes and regulations. Additionally, the Charter School will demonstrate ongoing and adequate capacity to provide special education students with a free and appropriate public education. Charter School staff will develop an annual special education budget, hire necessary personnel, contract for appropriate services and document the qualifications and competency of administrative staff to meet special education quality and compliance requirements.

Additionally, the California Special Education Management Information System (CASEMIS) information will be reviewed by the Charter School's Special Education coordinator at least monthly to insure compliance with state and federal statutes, reporting requirements, and timelines. Regular staff development will also be provided to the Charter School to address local needs, review changes in the law, and introduce promising educational interventions.

Special education and related services shall be provided by a credentialed special education teacher or teachers and other appropriately licensed providers.

The primary method of identifying students eligible for special education services is through the registration process, after a student has been enrolled based upon their student history. Students are also eligible for special education identification and eligibility determination through the Charter School's "child find" process. All staff are instructed about the characteristics of special education handicapping conditions and referral procedures. The Charter School provides psycho-educational diagnostic services to assess students for each of the 13 special education eligibility categories as defined by state and federal law.

## Special Education Program Structure (including instruction and support of students with special needs)

Sac High's special education program is spearheaded by the certified Director of Special Education for SHPS who is directly responsible for ensuring that Sac High is in compliance with all applicable special education laws and requirements. Experienced and certified special education teachers are employed to ensure that the unique needs and learning styles of all students are being met. Whenever possible, students are educated within the regular education classroom, unless the nature of the disability requires a student's removal. In exceptional circumstances, when it is critical to a student's academic progress, the school utilizes pull-out services to aid the student's academic success. Education Specialists coordinate the direct instruction and inclusion of Special Education students. Classroom teachers are informed of their responsibilities for particular students, trained and guided by the SPED Director, SPED teachers and/or the Principal on how to successfully meet those responsibilities, and implement any modifications or accommodations in their classes in accordance with the students' Individualized Education Plans ("IEPs"). As required (outside of the classroom) tutoring, counseling, physical, occupational, speech and language therapy services is provided (either by Sac High certified staff or specially contracted expert professionals) for those with special needs.

### Identifying Students with Special Needs

When students are admitted to the school, Sac High staff follow up with the previous schools to determine whether the students have IEPs and ensure these records are transferred to Sac High. Parents and teachers of students with special needs attend a meeting led by special education staff to determine appropriate services to be delivered at Sac High. The Charter School complies with all laws and provisions regarding students with IEPs. Sac High implements IEPs as written, and if a child's IEP needs to be reviewed for updated goals and services or to determine continued eligibility for special education, the IEP team convenes for a review of the IEP.

Throughout the school year, Sac High's frequent internal assessment program provides an efficient means to identify students who are struggling academically. Weekly, each teacher reviews the progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. The Principal and teachers monitor student assessment data at regular intervals. This allows students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, a team of both special education staff (i.e. Education Specialist, School Psychologist, etc.) general education staff (i.e. Principal, general education teacher) and the parent work collaboratively to develop pre-referral strategies that may include tutoring and/or other supports. The effectiveness of the pre-referral strategy on the student's progress is carefully monitored for up to six (6) weeks.

### Evaluating Students with Special Needs

If pre-referral strategies are unsuccessful, the student is not progressing academically, and classroom teachers, parents, guardians or special education faculty believe a disability may exist, the student is referred, by the school team in writing, for individual evaluation and determination of eligibility for special education programs and services. Referrals can be made by a parent or any professional faculty member of Sac High. Such referrals (1) state the reasons for the referral and include any test results, records or reports upon which the referral is based; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose; and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral and the procedural safeguards notice described in 34 CFR §300.504 is given to the student's parents. The school team (which consists of the School Psychologist, the Principal,



general education staff and special education staff) convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine the child's special education eligibility and to secure written parental consent to conduct such testing. Sac High then conducts such testing, either in-house or via the services of an expert consultant. Once the tests have been conducted and the results are received, an eligibility meeting is reconvened with the parents, the appropriate special education staff, and other appropriate faculty. At that time, a decision is made as to the student's eligibility for special education services. If the team determines that the student is eligible for special education services, an IEP for that student is developed. All IEPs are evaluated and revised as needed at least annually. All assessments and evaluations are repeated at least once every three years. For further details on the "Referral, Assessment, and Placement" process, timelines, and legal compliance for special education services please see pages 1 – 42 of the EDCOE Charter SELPA Procedural Guide as well as the EDCOE CAC Parent Handbook (available in both English and Spanish). All of these documents are located in Appendix A.

### Accommodation Strategies for Teaching Special Education for use as needed

- Always ask questions in a clarifying manner, then have the students with learning disabilities describe his or her understanding of the questions.
- Use an overhead projector with an outline of the lesson or unit.
- Reduce course load for student with learning disabilities.
- Provide clear photocopies of your notes and overhead transparencies, if the student benefits from such strategies.
- Provide students with chapter outlines or study guides that cue them to key points in their readings.
- Provide a detailed course syllabus before class begins.
- Ask questions in a way that helps the student gain confidence.
- Keep oral instructions logical and concise. Reinforce them with a brief cue words.
- Repeat or re-word complicated directions.
- Eliminate classroom distractions such as, excessive noise, flickering lights, etc.
- Outline class presentations on the chalkboard or on an overhead transparency.
- Outline material to be covered during each class period unit. (At the end of class, summarize the important segments of each presentation.)
- Establish the clarity of understanding that the student has about class assignments.
- Give assignments both in written and oral form.
- Have practice exercises available for lessons, in case the student has problems.
- Have students with learning disabilities underline key words or directions on activity sheets (then review the sheets with them).
- Pace instruction carefully to ensure clarity.
- Present new and or technical vocabulary on the chalkboard or overhead.
- Provide and teach memory associations (mnemonic strategies).
- Support one modality of presentation by following it with instruction and then use another modality.
- Talk distinctly and at a rate that the student with a learning disability can follow.
- Technical content should be presented in small incremental steps.
- Use plenty of examples, oral or otherwise.
- Use straight forward instructions with step-by-step unambiguous terms. (Preferably, presented one at a time).
- Write legibly, use large type; do not clutter the blackboard with non-current / non-relevant information.
- Use props to make narrative situations more vivid and clear.
- Assist the student, if necessary, in borrowing classmates' notes.
- Clearly label equipment, tools, and materials. Color code them for enhanced visual recognition.
- Consider alternate activities/exercises that can be utilized with less difficulty for the student, but has the same or similar learning objectives.

- Announce readings as well as assignments well in advance.
- Offer to read written material aloud, when necessary.
- Read aloud material that is written on the chalkboard and on the overhead transparencies.
- Review relevant material, preview the material to be presented, present the new material then summarize the material just presented.
- Suggest that the students use both visual and auditory senses when reading the text.
- Spend more time on building background for the reading selections and creating a mental scheme for the organization of the text.
- Encourage students to practice using technical words in exchanges among peers.

#### Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

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

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the

evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

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

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

### **Professional Development of Faculty**

Professional training and development for faculty involved with the education of students with disabilities includes the following: identification of special needs, pre-referral strategies, the referral process, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents, and discipline of students with disabilities. In addition, as part of our summer orientation for teachers, training includes specific focus on supporting our special education students, and ongoing weekly faculty development will allow for support of teachers providing accommodations and modifications in support of students' IEP goals.

### **Course Transferability and Eligibility**

In the 2010-11 school year Sac High earned a six-year accreditation with no mid-term review from the Western Association of Schools and Colleges (WASC), which certifies the transferability of Sac High's coursework to other public schools. A copy of Sac High's WASC accreditation letter is provided in Appendix A. Sac High clearly communicates this information with students and families during the recruitment and orientation process. The information is also included in the Student-Parent Handbook, which is distributed annually, on Sac High's website and in the Charter School's profile.

Sac High offers a broad range of courses which are approved by the University of California and California State University as creditable under the "A-G" college entrance requirements. Sac High currently has over 50 courses on the "A-G" approved list and continues to increase these offerings. A listing of the Charter School's "A-G" approved courses is contained in Appendix A. Sac High's graduation requirements are aligned with the "A-G" college entrance requirements for all students, except those students with an IEP that adjusts a student's graduation requirements. Hence, Sac High begins talking with students and parents about "A-G" requirements and approved courses during the recruitment and orientation process, and continues to provide regular updates throughout a student's high school career. A listing of the "A-G" requirements and approved courses is contained in the Student-Parent Handbook, which is distributed annually. Approved courses are designated on course selection sheets as well as transcripts. As part of the WASC accreditation process in 2010-11, the Charter School revised its previous Individual Learning Plan (ILP), resulting in the forming of the current Educational Plan (Ed Plan) and works with 9<sup>th</sup> and 10<sup>th</sup> grade students in the current school year. The Ed Plan allows students to increase their personal accountability by tracking their progress towards graduation, closely and regularly monitoring course grades (including exam grades and homework) and attendance weekly, as well as tracking standardized test scores across the years. (The Ed Plan will be part of the Advisory curriculum for all grade levels by the year 2013-14.)

## Element B: MEASURABLE PUPIL 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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Education Code Section 47605(b)(5)(B).*

And

## Element C: METHODS TO ASSESS PUPIL PROGRESS

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

In alignment with Sac High's mission, the Expected Schoolwide Learning Objectives (ESLRs) guide the Charter School through three overarching objectives: (1) students will be industrious, critical thinkers demonstrated by their academic success in all content areas; (2) students will be lifelong learners who are prepared to attend and be successful at a 4 year college; and (3) students will be knowledgeable and effective citizens who demonstrate leadership and interpersonal skills in diverse settings and are committed to serving others. Sac High understands that reaching these objectives requires the establishment of clear and measurable goals and a system of accountability to monitor progress. As such, Sac High has identified eight goals, each with specific and measurable growth targets.

**Goal 1: Create systems to track and report college preparedness and college success through appropriate indicators to affect school programs and student outcomes.**

**Goal 2: The Charter School will identify and implement system-wide study skills in order for students to demonstrate independent learning in high school and college.**

**Goal 3: All students will improve content standards mastery as measured by improved scale scores on all core content CSTs, or the appropriate state level assessment.**

**Goal 4: All students will have an educational plan (Ed Plan) in which students, teachers and parents target academic growth indicators as well as learning processes over the course of four years.**

**Goal 5: Evaluate current school discipline procedures and policies for potential revision.**

**Goal 6: Meet annual growth targets in API.**

**Goal 7: Increase student proficiency rate on the CAHSEE.**

**Goal 8: Increase the graduation rate.**

These goals were borne from the WASC accreditation process and currently serve as the basis for the Single Plan for Student Achievement (SPSA). The goals and corresponding measures measurable growth targets are listed below. Supplemental information is offered in Appendix B including, but not limited to, a summary of the Charter School's performance on the minimum requirements for renewal, State and Federal accountability summaries, A-G eligibility rates, college preparation and acceptance, CAHSEE performance, and achievement on the CST.

In accordance with the Charter Schools Act, Sac High will meet all statewide standards and conduct the pupil assessments required by other public schools or conduct pupil assessments applicable to pupils in non-charter public schools.

<b>Goal #1: Create systems to track and report college preparedness and college success through appropriate indicators to affect school programs and student outcomes.</b>	
<b>Rationale</b>	As a college prep high school Sac High needs to ensure students perform well on the college-going tests across the board (i.e. ACT, EAP scores); however, these results are just one type of indicator of preparedness for college and eventual college success. There is a need to identify indicators of college success and use them to measure student progress towards college success. The Charter School is currently working to implement a system to track college going and success rates.
<b>Specific Growth Targets and Measures</b>	<ul style="list-style-type: none"> <li>• Increases on composite ACT scores</li> <li>• Increases on each ACT segment (pre to post-test) for 11<sup>th</sup> graders participating in ACT prep through advisory</li> <li>• Increase 4-year college acceptance rate over previous year</li> <li>• See Goal #4 (Ed Plans)</li> <li>• Baseline of a 15% response rate to alumni survey (class of 2011), with this percentage increasing annually</li> <li>• Establish a system to track alumni and college progress and establish data baselines for growth targets</li> </ul>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• PSAT results</li> <li>• SAT results</li> <li>• ACT results</li> <li>• ACT results (onsite pre-post test)</li> <li>• EAP results for 11<sup>th</sup> grade math and language arts</li> <li>• College acceptance rates</li> <li>• Ed plan (see goal #4)</li> <li>• Alumni survey</li> </ul>

<b>Goal #2: The Charter School will identify and implement system-wide study skills in order for students to demonstrate independent learning in high school and college.</b>	
<b>Rationale</b>	<p>In order to succeed in the rigorous colleges Sac High students attend, study skills need to improve. To demonstrate improvement, students must increase their GPA, improve their classwork/homework grades, and minimize NCRs*. These are indicators of student's study habits and, as they currently stand, need to improve to reflect a level of preparedness that will lead to success on Sac High's rigorous, standards-based benchmarks and future success in college.</p> <p>(NCRs refer to a grade of No Credit earned if a student scores below 70% in a class)</p>
<b>Specific Growth Targets and Measures</b>	<ul style="list-style-type: none"> <li>• NCRs will decrease annually</li> <li>• Average GPAs will increase, overall and for grades 10, 11 and 12</li> <li>• Benchmark scores will increase, as measured from the beginning diagnostic to the end of term/year assessment, in all core content areas</li> </ul>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• NCR reports via powerschool</li> <li>• GPAs</li> <li>• Benchmark scores (across core classes)</li> </ul>

<b>Goal #3: All students will improve content standards mastery as measured by improved scale scores on all core content CSTs, or the appropriate state level assessment.</b>	
<b>Rationale</b>	A yearly tangible measure of student academic achievement is the scores earned by students on specific California Standards Tests (CST). For every college graduate who attended a California high school, there are multiple corresponding 9 <sup>th</sup> , 10 <sup>th</sup> and 11 <sup>th</sup> grade CST scores creating data points to indicate college readiness. Providing students with a yardstick for measuring progress towards these specific data points, and thus college success, allows for teachers to individually tailor instruction, and for students to be appropriately scheduled into classes that maximize successful outcomes. Sac High believes an individualized growth target provides students with a tangible measure of improvement that potentially correlates with college ready SAT/ACT scores and college readiness/success.
<b>Specific Growth Targets and Measures</b>	<ul style="list-style-type: none"> <li>All students, on average, will increase their scale score for all core content CSTs (or appropriate state level assessments) compared to the prior year CST (or appropriate state level assessment)</li> </ul>
<b>Measures</b>	<ul style="list-style-type: none"> <li>CST scores, or appropriate state level assessment (all core content areas, grades 9-11)</li> </ul>

<b>Goal #4: All students will have an educational plan (Ed Plan) in which students, teachers and parents target academic growth indicators as well as learning processes over the course of four years.</b>	
<b>Rationale</b>	Sac High believes an individual Educational Plan (Ed Plan) focused on personal growth and long term planning will benefit students, allowing them to take greater accountability for their learning and plan accordingly for college. Additionally, the Ed Plan is meant to improve student, parent and teacher communication at Sac High.
<b>Specific Growth Targets and Measures</b>	<ul style="list-style-type: none"> <li>All 9<sup>th</sup> grade students will have worked with their advisory teacher to create their Education Plan</li> <li>All of 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students will have worked with their advisory teacher to revise their Education Plan (or create one if they have transferred to the Charter School)</li> <li>All students will lead at least one parent-teacher conference annually</li> <li>Sac High will increase school-wide retention rate from the previous year until a retention rate of 90% is reached</li> </ul>
<b>Measures</b>	<ul style="list-style-type: none"> <li>Education plan completion rate</li> <li>Conference participation rate</li> <li>Parent survey</li> <li>Transfer/withdrawal rate</li> </ul>

<b>Goal #5: Evaluate current school discipline procedures and policies for potential revision.</b>	
<b>Rationale</b>	Improving the consistency of school discipline policies will positively impact student academic performance and retention rates.
<b>Specific Growth Targets and Measures</b>	<p>Annually:</p> <ol style="list-style-type: none"> <li>Maintain 95% or greater attendance rate</li> <li>Decrease NCRs</li> <li>Decrease student referrals</li> <li>Decrease student suspensions</li> <li>Decrease transfers/withdrawals</li> </ol>

	6. Improve CST/CAHSEE results for students with consistent or repetitive discipline issues in accordance with the rest of the school population (see Goals #3 above).
<b>Measures</b>	<ul style="list-style-type: none"> <li>• NCR report from powerschool</li> <li>• CST/CAHSEE scores</li> <li>• Transfer/withdrawal rate</li> <li>• Referrals</li> <li>• Suspensions</li> <li>• Attendance</li> </ul>

Sac High has set the following goals below, in addition to those established by the WASC plan.

<b>Goal #6: Meet annual growth targets in API.</b>	
<b>Specific Growth Targets and Measures</b>	Annually: <ol style="list-style-type: none"> <li>1. Meet the API increase as set by CDE</li> </ol>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• API report from CDE</li> </ul>

<b>Goal #7: Increase student proficiency rate on the CAHSEE.</b>	
<b>Specific Growth Targets and Measures</b>	Annually: <ol style="list-style-type: none"> <li>1. Meet all growth targets for the CAHSEE</li> </ol>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• CAHSEE results</li> </ul>

<b>Goal #8: Increase the graduation rate.</b>	
<b>Specific Growth Targets and Measures</b>	Annually: <ol style="list-style-type: none"> <li>2. Meet all growth targets for graduation rates</li> </ol>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• Graduation data</li> </ul>

### Use of Data

Effective schools, schools in which students are excelling academically, constantly monitor students' academic progress and use this information to inform and modify instruction. In order to attain the goals set forth above and create an environment that maximizes student learning and academic growth, Sac High has established a data and assessment system that allows the Charter School to constantly monitor student performance through a variety of authentic and standardized measures. Underlying the system is an infrastructure that facilitates the effective storage, reporting and analysis of data. Specifically, the Charter School currently uses Data Director, a respected data and assessment tool, to house and track all student achievement data. A sample output report from Data Director may be found in Appendix C. The Charter School also is currently using the PowerSchool student information system to store all student data such as demographics, attendance and gradebooks. Sample reports from PowerSchool are included in Appendix C such as a Report Card, Transcript and Quick Lookup.

## **Element D: GOVERNANCE STRUCTURE**

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

### **Charter Status**

Sac High is an independent charter school operated by St. HOPE Public Schools, a California Nonprofit Public Benefit Corporation. SHPS and Sac High are governed by the St. HOPE Public Schools' Board of Directors ("Board" or "Board of Directors"). In addition to Sac High, SHPS currently operates and governs two other charter schools: PS7 and Oak Park Prep (opening in Fall of 2012). SHPS also operates the Triumph Center for Early Childhood Education. Please refer to Appendix D for a copy of the SHPS Bylaws, Articles of Incorporation, and Conflict of Interest Code.

### **Legal Assurances**

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

SHPS will comply with the Ralph M. Brown Act (Government Code Section 54950, *et seq.*) And Government Code Section 1090. Members of SHPS's Board of Directors and key decision makers at Sac High will comply with Government Code Section 1090.

Furthermore, Sac High and/or SHPS will be solely responsible for the debts and obligations of the Charter School.

### **Organization Structure**

The organizational structure of the Charter School will develop and grow as enrollment expands. While the Board's organization and role will remain the same, Sac High's Principal will have some responsibilities delegated to the Charter School's administrative team and more teachers and support staff will be added to support enrollment demands and student needs.

The organizational model, described under various subheadings below, represents fiscal conservatism and allocation of resources towards the Charter School's mission. It will provide staff with the opportunity to build a strong structure on which to fulfill the mission of the Charter School. Growth or retraction in funding will adjust the organizational structure of the Charter School as needed.

### **Board Of Directors**

Sac High will be governed by the SHPS Board of Directors who will maintain active and effective governance of the Charter School. The Board is responsible for ensuring the Charter School fulfills its mission, remains true to the terms of the charter, is a fiscally viable and responsible organization, and ensures access and accountability to the public. The Board of Directors governs the Charter School in its pursuit of its mission, and delegates all managerial decisions to the Superintendent and Principal. The Principal is responsible for the daily operations, annual, and long-term planning of Sac High, and execution of all aspects of the Charter School's educational program. The Superintendent hires, sets compensation for,



supports and evaluates the Principal, while the Principal hires and evaluates all staff. The Board may also create committees as needed to best govern the Charter School and SHPS. The bylaws of the SHPS Board are contained in Appendix D.

### Primary Responsibilities Of Board Of Directors

The SHPS bylaws allow for a maximum of 15 voting members on the Board of Directors who have expertise in the following fields, among others: educational program, data and assessment, management and leadership, financial management, legal, community and public relations, district relations, parent relations, student relations, human capital, charter school models, organizational development, facilities and real estate, fundraising, grant writing and development, and higher education. SHPS may increase or decrease the size of its Board as needs dictate throughout the course of the Sac High renewal term. The bylaws require that one Board member be a current student or his or her parent. At present, SHPS has two Board members who fit this criteria, Lisa Serna-Mayorga (a PS7 parent) and Marissa Vidaury (student body president at Sac High). In accordance with Education Code Section 47604(b), one representative of SCUSD may serve on the Board; this position is currently filled by Dr. Chiem-Seng Yaangh. To prevent any real or perceived conflict of interest or incompatibility of office, the SCUSD representative shall not be a District staff person or board member. Please refer to Appendix D for a summary of Board member expertise and a copy of each board member's bio or resume, other than the student board member.

### Selection Of New Board Members

A stable, strong, committed, and mission aligned Board of Directors is critical to the success of the Charter School. Therefore, all potential and new Board members will undergo a careful and deliberate vetting process and will require the vote of the current Board membership in accordance with the bylaws. Requirements of new members to the Board of Directors include:

- Deep and unwavering commitment to the mission of SHPS
- Belief that the Charter School will be able to achieve its mission and should take all reasonable steps necessary in order to do so
- Regular attendance at all board meetings
- Expertise in one or more area that proves to be valuable to the governance of the Charter School, including but certainly not limited to educational program, data and assessment, management and leadership, financial management, legal, community and public relations, district relations, parent relations, student relations, human capital, charter school models, organizational development, facilities and real estate, fundraising, grant writing and development, and higher education.
- Experience with and interest in working with a committed, driven, diverse group of people
- Willingness to leverage personal and professional networks on behalf of SHPS and/or the Charter School
- Availability and willingness to participate in the governance of SHPS

New members will be elected to the SHPS Board of Directors when a previous member's term expires at an annual meeting occurring during the last quarter of the fiscal year. If vacancies occur mid-year or the Board wishes to grow in size between annual meetings, new members may be added at any Board meeting held for this purpose (if the maximum number of directors is to be increased above the current number of 15, then a full board vote amending the bylaws must occur before doing so).

## **SHPS Superintendent and Home Office Team**

The SHPS Superintendent and Home Office Team are responsible for the day-to-day operations of SHPS, and perform such tasks, among others, as approving all major contracts, developing the annual budget, and overseeing the fiscal affairs. The Superintendent, with assistance from the Board of Directors when needed, is also responsible for selecting and evaluating the Sac High Principal. The Superintendent and Home Office Team also facilitate Sac High's annual performance audit, help craft and maintain policies and procedures, and participate in the dispute resolution procedures of the Charter School as necessary. Finally, the SHPS Home Office Team provides critical accounting, human resources, marketing, information technology, accountability oversight, and contracts out legal services for Sac High. The SHPS Special Education department, along with the Director of Special Education, is also housed within the home office. The Home Office Team is comprised of experienced and successful professionals from the educational and business communities. The resumes of the Superintendent and the directors on the Home Office Team may be found in the Appendix D.

## **Principal**

While Sac High has had up to six principals in the past, currently, the Charter School has been placed under the direction of a single principal. The principal is responsible for day-to-day instruction, culture, and operations of Sac High, directly reports to the Superintendent, and presents regularly to the SHPS Board of Directors. The principal manages teachers, staff, and students, maintains relationships with families; and oversees the instructional program, school culture and school operations. A resume and job description for the principal are contained in Appendix D and E respectively.

As Sac High is projecting a growth in student population over the next five years additional principals may be added as the Board and Superintendent deem necessary. Sac High may also hire additional school leaders (assistant principals and/or teacher leaders) as the Charter School grows.

## **Dean of Culture and Operations**

The Dean of Culture and Operations, a position created following the consolidation of leadership from six to one principal, reports to the principal and is responsible for ensuring the campus runs smoothly in order to allow the principal and teachers to focus their efforts and energies on student achievement. Specifically, the Dean of Culture and Operations supervises school culture, campus maintenance and cleanliness, security, the front office staff, student activities, PE, athletics and a team of deans who oversee student discipline.

## **Parent, Teacher and Student Involvement**

The input of all stakeholders will be valued by the Board as well as the Charter School. As such, stakeholders will be given the opportunity to address issues on the agenda at all Board meetings. Further commentary on issues regarding the Charter School can be given to the school's Principal as needed.

Sac High remains committed to parent involvement at the school level. SHPS established a Parent Involvement Policy, located in Appendix D, outlining the expectations for parent involvement across all SHPS schools. Sac High has a School Site Council which meets on a regular basis. This group meets with the Principal to discuss issues involving the Charter School's academics, culture, and community. The School Site Council is an important voice at the Charter School and one that will help to ensure a comprehensive understanding of how the Charter School is performing. The School Site Council roster, calendar, roles and responsibilities may be found in Appendix D.

In addition, Sac High will form an English Language Advisory Committee as needed based on the number of English Learners enrolled. The Charter School will provide documents translated into other languages, as necessary and feasible, to allow greater communication with parents of EL students. Similarly, to allow more parents to participate, the Charter School will offer, when feasible, multiple times/days for a variety of meetings (i.e., parent conferences, general meetings, Annual Title I Meeting) and home visits to accommodate families.

Sac High will comply with all requirements for parental notification regarding Program Improvement status and non-Highly Qualified Teachers, as well as provide opportunities for parents to request records and teacher and/or paraprofessional requirements. In addition, the Charter School will disseminate school-wide information through multiple means (i.e., onsite postings, mail, email, phone calls, notices sent home through students, school website). This includes the Single Plan for Student Achievement, Parent Involvement Policy, the School Accountability Report Card (SARC), and other required notices, policies, and documents. SHPS has established a written complaint procedure that is available to all parents and provides parents with the opportunity to make suggestions, as well as voice dissenting views, of school-wide program through formal and informal means.

In order to inform parents of their individual student's progress, the Charter School will regularly report academic and non-academic (i.e., behavior) progress to parents through regular grading periods, reporting of test score results (i.e. STAR), and parent conferences. Parents will also have direct access to their child's attendance and academic progress through Powerschool. Currently all Sac High staff are issued cell phones and SHPS email addresses to allow for ongoing parent-teacher-school communication.

### **Student Senate**

Comprised of a student representative from each theme (Arts, Business and Communications, Law and Public Service, Math Engineering and Health Sciences) for each grade level, the Small School Senate is the student governance organization on campus. There are also officers elected on a school wide basis. Small School Senate meets regularly at 6:45 a.m. on school days and oversees student body funds, campus clubs and organizations, and coordinates dances and spirit events. The Small School Senate is also responsible for serving as the voice for students on campus, which requires regular communication with constituents about student and school issues as well as gathering feedback and input. For further information on the Small School Senate's roster, handbook, profile, and to see a sample weekly schedule, refer to Appendix D.

### **Conflict Of Interest Policy**

Sac High has adopted the SHPS Board's Conflict of Interest policy that complies with Government Code Section 1090 – 1090.1. The Conflict of Interest Policy can be found in Appendix D.

### **Complaint Policy**

Sac High has designated an employee, currently the Dean of Culture and Operations, to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with the Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws.

Sac High has adopted SHPS's Complaint Resolution Policy providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504. The SHPS Complaint Resolution Policy is in Appendix N.

## **Element E: EMPLOYEE QUALIFICATIONS**

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

### **Equal Opportunity Employer**

St. HOPE Public Schools is an equal opportunity employer and does not discriminate on the basis of race, color, gender, religion, age, sexual orientation, national or ethnic origin, disability, marital status, veteran status, or any other occupationally irrelevant criteria.

### **No Child Left Behind**

Sac High consists of committed professionals who provide all children an excellent educational program. All staff members will be committed to the mission and vision of Sac High and will work diligently to assure they are accomplished. All staff members will be actively involved in the planning, performance, administration, and evaluation of the instructional program and the operation of the Charter School.

### **Administrator Qualifications**

Administrators at Sac High possess a comprehensive educational vision that is consistent with the mission and vision of the Charter School, skill in hiring and supervising excellent teachers, a familiarity with charter schools and the target student population and relevant experience.

The minimum criteria for administration candidates includes, but is not limited to:

- Bachelor's degree (M.A. or Doctorate preferred)
- Positive references
- Administrative credentials preferred
- Background Clearance from FBI/DOJ
- TB clearance

### **Teacher Qualifications**

Pursuant to Education Code section 47605 (l) core, college prep teachers at Sac High will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility in credentialing will be granted only in accordance with Education Code Section 47605(l) for teachers in non-core, non-college preparatory courses.

A teacher of core, college prep academic subjects must have:

- Bachelor's degree
- CA teaching credential, highly qualified according to NCLB, and demonstrated expertise
- Demonstrated classroom and subject matter competence
- Background Clearance from FBI/DOJ
- TB clearance

### **Employee Qualifications**

All Sac High employees will have a wide range of skills and leadership qualities, experience in the education field, cultural and ethnic backgrounds, and be as reflective of the Sacramento community and the student body as possible. General qualifications for all employees will include:

- Ability to work with others in a team
- Flexibility
- Experience with technology
- Strong written and verbal communication skills
- Administrative skills
- Interest in seeking out productive, collegial interaction and professional growth
- Exemplification and embodiment of the Charter School's core values of integrity, perseverance, dignity, pride, respect and compassion
- Ability to successfully work with target population

Hiring Protocol:

- The SHPS Superintendent will hire the Principal.
- All other staffing decisions will be made by the Principal or the Principal's designee.

### **Job Descriptions For Key Personnel**

Job descriptions for the positions listed below are provided in Appendix E and outline the key positions at the Charter School, including the position's qualifications and responsibilities. Job descriptions will be revised as necessary to reflect the needs of the school.

- Principal
- Counselor
- College Counselor
- High School Teacher
- Parent Liaison
- Director of Operations
- Administrative Assistant
- Director of Special Education
- Education Specialist
- Special Education Instructional Aide

### **Recordkeeping and Minimization of Use of Emergency Credentialed Teachers**

The SHPS Home Office will maintain current copies of all teacher credentials and ensure that they are readily available for inspection. Sac High will take all steps necessary to minimize the use of teachers holding emergency credentials, including active recruitment of duly credentialed teachers through EdJoin, the California Charter Schools Association, the Charter School Development Center, local newspapers and other recruitment methods. Sac High will seek to maintain a potential list of credentialed teachers from which to draw in the case of a teacher vacancy during the school year.

The Sac High Principal or designee, in conjunction with the SHPS Home Office, will ensure that credentials are processed and maintained in accordance with requirements as set forth by the law, for the purposes of compliance with No Child Left Behind. Credentials will be reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. All credential materials will be kept at the SHPS Home Office.

### **Additional Information**

Sac High has included the following documents in Appendix E to provide additional references regarding employee qualifications:

- Materials for Sac High's Summer 2011 employee orientation and summer staff training
- An overview of the SHPS Teacher Evaluation System
- SHPS Hiring Policy

## **Element F: HEALTH AND SAFETY PROCEDURES**

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

### **School Safety Plan**

Sac High takes great pride in providing its students, parents and staff with a safe, secure and healthy campus. To that end, Sac High has established and implemented health, safety and risk management policies and procedures governing operations on campus. The below policies meet the standards as described in Sac High's initial charter petition and comply with all state and federal education laws. These policies can be found in Appendix F:

- Staff Handbook
- Emergency Preparedness Guide
- Facility Use Agreement
- Anti Harassment and Discrimination Policy

Sac High and its administration are committed to providing a safe and secure campus and ensuring the health of its students and staff. Sac High works closely with staff, students and parents to ensure the safety of all members of the school community and will also review all materials on an ongoing basis and adjust them as necessary.

Furthermore, the below policies are in place at Sac High:

### **Compliance with Safety Requirements Assurance**

Sac High assures that the Charter School's facilities and any modifications made to its facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

### **Emergency Preparedness**

Sac High adheres to an Emergency Preparedness Handbook drafted specifically to the needs of its school sites in conjunction with law enforcement and the Fire Marshall. This handbook includes the following responses: fire, flood, earthquake, terrorist threats and hostage situations. All Sac High staff are trained on emergency preparedness procedures. The Charter School conducts fire drills as required in Education Code Section 32001.

### **Procedures for Background Checks**

Sac High follows clear procedures to ensure the health and safety of pupils and staff. These procedures include the requirement that each employee and contractor of the Charter School furnish the Charter School with a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. SHPS Human Resources Department monitors compliance with this policy. 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 Sac High non-certificated and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District.

### **TB Testing**

The Sac High faculty and staff are tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

### **Immunizations**

All students enrolled and Sac High staff are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

### **Medication in School**

Sac High adheres to Education Code Section 49423 regarding administration of medication in school.

### **Vision, Hearing/Scoliosis**

Students are screened for vision, hearing and scoliosis. Sac High adheres to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

### **Blood Borne Pathogens**

Sac High meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol for disinfecting procedures.

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

Sac High functions as a drug, alcohol and tobacco free workplace.

### **Comprehensive Sexual Harassment Policies and Procedures**

Sac High is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. SHPS has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Sac High (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and is addressed in SHPS's Employee Handbook located in Appendix F.

### **Food Service Program**

Sac High maintains its own Child Nutrition Program and has obtained its own LEA status from the State and Federal Child Nutrition Program. Eligible students are provided meals for free or at a reduced rate in accordance with the Federal Lunch Act. Sac High is responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State.

## **Element G: MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE**

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

SHPS and Sac High strives to enroll a diverse student body reflective of the District and the Sacramento community. To achieve this goal, the Charter School focuses on both recruitment and accessibility.

### **Recruitment Plan**

SHPS and Sac High will continue to implement a comprehensive recruitment strategy focused on informing as many families as possible about the Charter School's program. SHPS has hired a full time director of student admissions who is bilingual in English and Spanish. This position is complemented by a full time admissions assistant and admissions interns, who often are Sac High juniors and seniors. These additions provide increased capacity for the admissions team and ensure that recruitment efforts will be comprehensive.

As a high school serving grades 9-12, Sac High focuses the majority of its recruitment on rising 9<sup>th</sup> graders. In order to recruit the next year's freshman class, Sac High conducts outreach to various programs serving middle school aged youth, primarily focusing its efforts on District middle schools. Admissions representatives and Sac High Student Ambassadors (a subgroup of Link Crew members discussed in Element A) visit local middle schools at least once per semester during the middle school's lunch period to hand out information, expose students to high school options, and talk to prospective students about Sac High. Admissions representatives also communicate with middle school counselors and other school community leaders (i.e. parent organizations) on a monthly basis to provide admissions materials, updated information, and to ensure a smooth admissions process between middle school and high school for families. All participating district middle schools are provided with informational flyers for every eighth grader to inform them of upcoming admissions information sessions and pending application deadlines, along with any other recruitment events.

Sac High representatives hold admissions information sessions for prospective middle school families at Sac High as often as deemed necessary, and will request that each middle school allow a presentation to be given to a group of the schools parents at least once per semester on the school site. Sac High realizes that for many families, transportation may be an obstacle and, by hosting information sessions at middle school sites, parents can obtain the necessary information regarding the Charter School's program at a location convenient to them. These sessions are provided in multiple languages as needed. Sac High's outreach efforts have proven extremely effective in the first year of full implementation, yielding a record number of students interested in enrolling in the program.

Furthermore, Sac High has formed a strong relationship with other charter schools in the District serving middle school students, including PS7, another SHPS school. PS7 is expanding its program in the middle school grades and will gradually have more 8<sup>th</sup> graders who have the option of selecting Sac High for high school. In addition, Oak Park Prep, also a SHPS school, opens in fall 2012 and will have 8<sup>th</sup> graders matriculating to high school in fall 2014. This provides another middle school for student recruitment to be located in the Oak Park community.

In addition to recruiting through area middle schools, outreach efforts include providing every household with a middle school or high school aged child in the Oak Park neighborhood and surrounding communities with recruitment materials through direct mail, provided it is economically feasible. Recruitment materials will be published in English, Spanish and other languages as needed to communicate the mission and educational program of Sac High. A sample of recruitment materials in multiple languages is provided in Appendix G. In addition,



marketing materials will be delivered to businesses, community centers and other public locations in the targeted community, and presentations and flyer distribution will be conducted at community meetings and events, also in multiple languages if needed.

The Charter School also recruits through advertising in the media, such as newspaper and radio ads, websites, social media and other methods by which potential students and families can be contacted. As feasible and necessary, the Charter School will also place billboards in the surrounding neighborhoods and advertisements on public transportation routes serving the area around Sac High to advertise the program along with any admissions events or deadlines. Examples of specific student recruitment efforts and organizations SHPS will reach out to for recruitment purposes include, but are not limited to the list below.

**Table 7: Student Recruitment Opportunities**

<b>Recruitment Efforts</b>	
<b>Location</b>	<b>Efforts</b>
Targeted Mailings	Postcards sent to families residing in Oak Park and the neighboring communities on mailing lists with children ages 12 to 17.
Targeted Outreach to Families with EL students	Neighborhood canvassing, flyers in Spanish and Hmong, flyer distribution and presentations at cultural centers (ie: La Familia)
Program Locations (ex. Boys and Girls Club, Salvation Army, Community Centers, Sacramento Food Bank, Libraries, YMCA)	Information session and flyer distribution, placing student interns with like-minded organizations serving youth to serve as mentors and tutors.
Having a presence at...	Juneteenth Festival, Cultural festivals, neighborhood block parties and community fairs such as: Sacramento Jazz Festival, California State Fair, Sacramento County Fair, Festival de la Familia, Sacramento Jazz Jubilee, Meadowview Jazz and Cultural Festival, Music Circus, Gold Rush Days, Sacramento Heritage Festival Sacramento Arts Festival, Sacramento World Music and Dance Festival
Community Resources (including but not limited to): <ul style="list-style-type: none"> <li>- Oak Park Neighborhood Association</li> <li>- Oak Park Business Association</li> <li>- Little Saigon community groups</li> <li>- Stockton Blvd. Community groups</li> <li>- Franklin Blvd. community groups</li> <li>- Oak Park Farmer's Market</li> <li>- Sacramento Area Congregations Together -ACT</li> <li>- California Hispanic Resource Council</li> <li>- Latino Coalition for a Healthy California</li> <li>- Sacramento Hispanic Chamber of Congress</li> <li>- Hmong/Mien/Lao Community Action Network – HMLCAN</li> <li>- The Sacramento Chinese</li> </ul>	Information session (if feasible), flyer distribution

<ul style="list-style-type: none"> <li>- Community Service Center</li> <li>- Hmong Women's Heritage Association</li> <li>- My Sister's House</li> <li>- Sacramento Asian-Pacific Chamber of Commerce</li> <li>- The United Lu-Mien Community, Inc.</li> </ul>	
Faith based organizations	Information session, flyer distribution
PS7 Elementary and Middle School campuses	Information session for students and families, shadow days for students
Sacramento HUD Housing Corporation	Information session, flyer distribution
SHPS Events	Information session, flyer distribution, Family Nights, Activities for middle school students
Sacramento Local Events (ex. State Fair)	Information session, flyer distribution
Libraries, stores and other local businesses.	Information session, flyer distribution
Program Locations (ex. Boys and Girls Club)	Information session and flyer distribution
Supermarkets and Shopping Centers	Flyer distribution, Ad placement
Community Resources (ex. Oak Park Community Groups)	Flyer distribution
Sacramento Community and Recreation Centers	Information session, flyer distribution
Advertisements	Advertisements on billboards, buses, and via other media
Press Releases	Press releases to newspapers, radio, and television stations

### Accessibility

Attracting and maintaining a diverse student body does not depend solely on outreach efforts, but also on accessibility. Sac High is taking strides to ensure that enrollment in the Charter School is available to all who are interested.

One step to in this process, which promotes informed decision-making, is to invite all interested students to shadow a current Sac High student. Families are able to tour the school as schedules permit as well. Additionally, Sac High also hosts mandatory orientations prior to school starting for all students. Orientations provide students with a clear outline of the Charter School's goals, expectations and structures, and ensure students are clear on how to succeed at Sac High from the first day of school through graduation. Parents are encouraged to attend these sessions with their child to ensure a smooth transition and clear expectations for all stakeholders.

Sac High has also revised its enrollment policy, included in Appendix G, and published it in English and Spanish. The policy can also be made available in other languages as needed. This policy is available on the Charter School's website as well as at each of the SHPS schools. In addition, Sac High will, starting with enrollment for 2013-14, divide the admissions process into two steps to allow all families the opportunity to enroll:

1. Admission Drawing. The first step consists of an admissions drawing (lottery) application similar to what is currently used by PS7 and Oak Park Prep, two other SHPS schools. This admissions lottery application is a single page and requires no supporting documentation, thus allowing any interested student or family to fill one out wherever they may be, such as at an enrollment fair, a community event or any other activity where SHPS may be recruiting students. Completing this form ensures that a student

will have a place in the admissions lottery based on the admissions preferences, which are located on the enrollment policy, and listed in Element H of this petition.

Once students are accepted, through a drawing if needed, they complete the second step of the admissions process by submitting a completed enrollment packet and all required documentation. Families, if they choose, may also submit the enrollment packet and supporting documents prior to the admissions lottery.

2. Open Enrollment Period. The final step taken to increase accessibility to the Sac High program is the open enrollment period. Sac High's open enrollment period, while it will conclude in general alignment with the District beginning with enrollment for the 2013-14 school year, begins in the late fall of the prior year, giving interested families a wide window of time to have access to the admissions lottery. For example, the open enrollment period for the upcoming 2012-13 school year provided families with an application window of more than three months (December 2011 – March 15<sup>th</sup> 2012).

## **Element H: ADMISSIONS REQUIREMENTS**

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

### **Admissions**

#### **Admission Policy**

Sac High will admit all pupils who wish to attend the Charter School as outlined in Education Code Section 47605(d)(2)(A).

#### **Admissions Requirements and Assurances**

There are no specific admission requirements for Sac High aside from residence in the state of California. The Charter School will not admit, nor deny admission to students based on the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Sac High will be non-sectarian in its programs, curriculum, and operations and will not charge tuition. Sac High will adhere to all state and federal laws regarding the minimum and maximum age of students.

#### **Recruitment of academically low-achieving and economically disadvantaged students**

Sac High is open to all students residing in California but will continue to focus student recruitment in the immediate and surrounding neighborhoods of Oak Park. Student recruitment will occur in the surrounding neighborhood to ensure recruitment of traditionally low-achieving and economically disadvantaged students.

#### **Public Random Drawing**

Should the number of students who wish to attend Sac High exceed the Charter School's capacity, a public random drawing ("lottery") will take place to determine admission to the Charter School per Education Code Section 47605(d)(2)(B)-(C). Preference will be given to students as listed in this section. Existing students will be exempt from the public random drawing and will be guaranteed admission for the following year.

The lottery, if needed, will be held at the Charter School. Beginning in the 2012-13 school year, the open enrollment timeline period will generally align with the timeline established by the District, and the exact dates will be published annually as they are subject to change. Families have three weeks to submit enrollment packets, if selected in the lottery. All students will be drawn in the lottery, and a waiting list will be created once capacity is reached. The Charter School will contact the parents/guardians of students who have been promoted off the waiting list by mail and telephone. All lottery procedures and waiting list priorities will be posted in the Charter School to ensure all interested parties are informed of procedures. Sac High will keep a file documenting the fair execution of lottery procedures.

#### **Lottery Process Communication**

The Charter School will designate an open enrollment period, and only applications received prior to the deadline will be considered for the public random drawing. Public notice will be posted in a public location and on the Charter School's website regarding the date and time of the public drawing once the deadline has passed. The lottery will be conducted in the evening so interested parties will be able to attend. A waiting list will be developed from the new

applications that do not receive admission each year and students on the waitlist will be considered in the order they were drawn and placed on the waiting list, should a vacancy occur during the year. On the application, parents/guardians will explicitly have the opportunity to indicate any Admissions Preference that applies to their child as indicated below, such as being a sibling of a Sac High student or residing within the SCUSD boundaries.

### **Fair Lottery Procedures**

Sac High will use a neutral proctor to ensure the lottery procedures are fairly executed.

### **Admission Preferences**

Admission preference for new students is granted in the following order (existing students are exempt from any public random drawing):

1. Siblings (defined as sharing at least one biological, foster, or adoptive parent) of existing students.
2. Children of St. HOPE Public School employees and children of members of the Board (this preference is limited to 10% of the total school enrollment).
3. Students placed on the waiting list the previous year who were not admitted.
4. Students who attended PS7 the previous year (applies to incoming 9<sup>th</sup> graders only). Starting in the fall of 2014 this preference will also be extended to students who attended Oak Park Prep the previous year and will only apply to incoming 9<sup>th</sup> graders.
5. Students who reside within the boundaries of the Sacramento City Unified School District (“in-district students”).
6. All other students residing within the State of California.

A copy of Sac High’s Admission’s Policy can be found in Appendix H along with an application packet. All documents are provided in English and Spanish.

### **Waiting List**

#### **Waiting List Communication**

Sac High will contact the parents/guardians by phone and in writing of students who have been promoted off the waiting list and inform parents/guardians of timeline in which they must respond by mail.

## **Element I: FINANCIAL AUDIT**

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

### **Financial Audits**

An annual independent financial audit of the books and records of the Charter School, will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. That audit will cover each of SHPS's schools. Because St. HOPE Public Schools is one legal entity, only one set of audited financial statements will be produced for SHPS, but those financial statements will include supplementary information showing school-by-school results.

SHPS's Board, in conjunction with SHPS's Chief Business Officer, is responsible for contracting with an independent auditor. SHPS's Chief Business Officer is responsible for overseeing the independent audit. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

SHPS shall transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District, the State Controller, and the CDE as required by law and by December 15 of each year. Audit exceptions and deficiencies will be resolved in conference with the auditor to the satisfaction of the District. In addition, SHPS has established a strong working relationship with the District's Administrative Services team. SHPS is confident this relationship with the district will be maintained and resolve any audit exceptions and deficiencies, if they so arise, to the satisfaction of the District. Should a dispute arise regarding the resolution of audit exceptions and deficiencies that cannot be resolved informally, it will be referred to the dispute resolution process contained in this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of Sac High is public record to be provided to the public upon request.

### **Reporting Requirements**

Sac High will promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, and will consult with the District regarding any inquiries.

### **Supporting Documents**

Additional documents have been included in Appendix I to provide further information regarding the past financial performance of Sac High and SHPS. These documents include:

- Audits for the following fiscal years:
  - o 08-09

- 09-10
  - 10-11
- Declaration of Insurance

## **Element J – PUPIL SUSPENSION AND EXPULSION**

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

SHPS has high standards for academic achievement and student conduct that are clearly defined, quantitatively measurable, and do not allow for excuses based on the background of students. All adults and students on the Sac High campus share the responsibility for creating and preserving a school environment that is safe, orderly, and exemplifies St. HOPE's five pillars. Students are expected to be responsible for their own behavior where appropriate clear and consistent consequences are strictly applied and enforced. This includes disciplinary action up to and including suspension and expulsion. The purposes of discipline at Sac High are as follows:

- Promote genuine pupil development;
- Increase respect for authority;
- Assist in the growth of self-discipline; and
- Provide an orderly atmosphere conducive to learning and to promote character training.

Students who do not embrace these principles and who, through their actions, violate Sac High's code of conduct will be subject to disciplinary measures. Following the approval of an expulsion recommendation by the SHPS Board of Directors for an in-district student, all expulsion documents for the student, along with the student's cumulative file, will be forwarded to the District Director of Student Hearing and Placement.

Effective July 1, 2012, the suspension and expulsion policy below will be utilized at the Charter School. The Charter School's current suspension and expulsion policy, which is effective until June 30, 2012, located in Appendix J.

### **Suspension and Expulsion Policy and Procedure**

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified upon enrollment, in writing, of all discipline policies and procedures. The notice shall state that Sac High's suspension and expulsion policy and procedures are available on request



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

### **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 for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 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.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil, pupils, or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold 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.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection

of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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 his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. 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. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

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

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

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

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or Principal’s designee, 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 Principal or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

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

A student may be expelled either by the Charter School's Board following a hearing before it or by the Charter School's Board upon the recommendation of an Administrative Panel, to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

### **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 Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing at least three (3) days prior to the hearing.

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

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

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

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

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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person 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 person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
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 pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
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 person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

## **G. Record of Hearing**



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

## **H. Presentation of Evidence**

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

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

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

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

## **I. Written Notice to Expel**

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or 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 the Charter School.

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

## **J. Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

## **K. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

## **L. Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

### **M. Rehabilitation Plans**

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

### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and 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 Principal or designee shall make a recommendation to the Board 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.

### **O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

#### 1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability

#### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

#### 3. Procedural Safeguards/Manifestation Determination

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

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

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

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

#### 4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### 5. Special Circumstances

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

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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 USC 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 USC 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 IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

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

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

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

### **Additional Supporting Documents**

Appendix J contains the following documents regarding Sac High's suspension and expulsion procedures:

- SHPS' current suspension and expulsion policy
- Sample expulsion letter to the District
- Sac High's Con App showing suspension and expulsion data

## **ELEMENT K: RETIREMENT SYSTEM**

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

### **Assurances**

Sac High will make any contribution that is legally required of the employer, which may include STRS, Social Security, and unemployment insurance. The SHPS Human Resources Director and the Chief Business Officer are responsible for ensuring that all mandatory contributions and deductions are made.

### **Public Employees Retirement System**

All non-certificated employees shall not be eligible to participate in the Public Employees Retirement System (PERS).

### **State Teachers' Retirement System**

Sac High certificated teachers and eligible administrators shall be a part of the State Teachers' Retirement System (STRS). Employees will accumulate service credit years in the same manner as all other members of STRS. The District shall cooperate as necessary to forward any required payroll deduction reports as required by Education Code Section 47611.3(a).

The staff of Sac High participates in STRS and/or a 401k retirement program. Employee participation in these programs is shown in Appendix K.

### **Social Security**

All non-certificated employees will contribute to federal social security.

## **Element L: ATTENDANCE ALTERNATIVES**

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

Sac High is a school of choice and, as such, no student may be required to attend the Charter School. Pupils who choose not to attend Sac High may choose to attend school within their district of residence or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of the district. If a student decides to transfer from Sac High, the Charter School will provide that student with a copy of their most recent report card and current grades at the time of disenrollment.

The parent or guardian of each student enrolled in the Charter School will be notified on admissions forms that their student shall have no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

## **Element M: DESCRIPTION OF EMPLOYEE RIGHTS**

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

Employees of the District, or other LEAs, who choose to leave their place of employment to work at Sac High shall have no automatic rights of return after employment at the Charter School unless specifically granted by the District or LEA they left through a leave of absence or other agreement or policy. Sac High employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the school that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Sac High is an independent charter school and as such employees are not under district collective bargaining contract and sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. SHPS has its own sick and vacation policy for employees which can be found in the SHPS Employee Handbook located in Appendix E. Employees of SHPS are considered "at will" employees. Exempt employees are paid a salary and non-exempt employees are paid on an hourly basis. SHPS offers employees a complete and comprehensive benefit package which includes medical, dental, vision, and retirement benefits. Furthermore, SHPS is responsible for the payment of social security and other applicable taxes for Sac High employees.

Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

## Element N: DISPUTE RESOLUTION

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

### **Dispute Resolution Procedure**

California Education Code Section 47605(b)(5)(N) requires that a charter designate the procedures to be followed by the charter school and the entity creating the charter in the event of a dispute relating to the provisions of the charter. In the case of Sac High's petition, the entity creating the charter shall be SCUSD.

The staff and governing board members of SHPS agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. SHPS and Sac High also acknowledge the right of the District to revoke this charter without utilizing the dispute resolution process if the Charter is found to have failed to meet statutory criteria and fails to provide ongoing programmatic or fiscal oversight.

During its more than eight years of operation, SHPS has not been faced with a dispute relating to the provisions of its existing charters with the District that could not be resolved informally. SHPS and its staff appreciate the relationship they share with the District and desire that all disputes, if any, in regards to Sac High be resolved in a similar informal manner. With that said, however, should a dispute arise between Sac High and the District over the provisions of the charter that cannot be resolved informally, the following modified and streamlined procedure are suggested until resolution is reached:

1. Any controversy, claim, or dispute arising out of or relating to the charter agreement, or the breach thereof, must be submitted in writing ("Written Notification"). The Written Notification must identify the nature of the dispute. The Written Notification may be tendered by personal delivery, by facsimile, or 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 notice 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 Charter School:*

*2315 34<sup>th</sup> Street  
Sacramento, CA 95817  
Facsimile: (916) 277-7105*

*To Entity Granting Charter:*

Superintendent  
Sacramento City Unified School District  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824  
Facsimile: (916) 643-9480

2. A written response ("Written Response") shall be tendered to the other party within ten (10) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue ("Issue Conference"). The Issue Conference shall take place within ten (10) business days from the date the Written Response is received by the other party. The



Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice 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.

3. If the Issue Conference is not successful, then the parties agree to settle the controversy claim, or dispute by mediation conducted by a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The mediation session shall be held within thirty (30) days of the issue conference date. If both parties are in agreement of mediation, the costs shall be equally split between the District and Charter School. If mediation does not resolve the dispute, then either party may pursue any other remedy available under the law.
4. Any party who fails or refuses to submit to mediation shall bear all costs and expenses incurred by such other party in compelling mediation of any controversy, claim, or dispute.
5. All language in this section may be revised upon mutual written agreement of the District and Charter School.

### **Other Disputes**

Should a dispute arise between Sac High and an entity other than the District, SHPS has established policies for how these disputes are to be addressed and resolved. These policies can be found in Appendix N.

## **Element O: LABOR RELATIONS**

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

SHPS will be the exclusive public employer of employees of the Charter School for purposes of the Educational Employment Relations Act ("EERA"). SHPS will comply with the EERA.

## **Element P: SCHOOL CLOSURE PROCEDURES**

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

### **Closure Procedure**

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

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

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

The Board 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 they will provide to the entity responsible for closure-related activities.

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

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

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

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

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

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

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

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

## MISCELLANEOUS PROVISIONS

### **Budget and Financial Reporting**

*Governing Law:* “The petitioner or petitioners shall also 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(g).

### **Budget**

The Sac High budget was designed to identify the costs associated with the operation of a charter school serving a population of students in grades 9-12. This budget was completed based on published information on the state direct funding model and a school design that maximizes the revenue that is generated.

### **Expenditures and Revenue Narrative**

The five year budget summary, located in Appendix I, details the expenditures and revenue for the renewal term. The annual budget includes estimated revenues and expenditures with ample reserves to accommodate cash flow. An additional reserve is projected for each year. Sac High projections include revenue that exceeds expenditures during the first five years following renewal of the Charter.

### **District Oversight Costs**

The District may charge for the actual costs of supervisory oversight of Sac High not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight of Sac High not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District.

### **Reporting**

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

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

### **Insurance**

The Charter School has acquired and financed general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar

purpose and circumstance. Coverage amounts are based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Evidence of the above insurance coverage is on file at the Charter School and available in Appendix I.

### **Administrative Services**

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

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School may be interested in discussing, where feasible, the possibility of purchasing administrative services from the District. If such an agreement is reached, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

### **Facilities**

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

Sac High's campus is located at 2315 34<sup>th</sup> Street in Sacramento and the facilities are described in the Facility Use Agreement located in Appendix F. As the student population of Sac High expands, the Charter School will utilize additional space on the campus, as available and subject to agreement with the District through the Prop 39 process.

### **Transportation**

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

## POTENTIAL EFFECTS OF THE CHARTER SCHOOL ON THE DISTRICT

### Liability Impact on District

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

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

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the 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 the Charter School.

Further, the Charter School and the District shall renew a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

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

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School'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 the Charter School.

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

## CONCLUSION

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

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

By renewing this charter, the Sacramento City Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 and following the directive of law that encourages the creation of charter schools.

The team at Sac High and St. HOPE Public Schools is honored by the opportunity to apply for a renewal of a five year charter for the term July 1, 2012 through June 30, 2017, and for the opportunity that comes with such a charter to serve families in Sacramento and to work with the District to provide the best possible educational opportunities for all students.



**Exhibit 9**  
**Financially Sound and Sustainable Model**

# Charter School Budget Workbook

## Line Item Description and Methodology

Code	Name	Description	Methodology
8015	Revenues Charter Schools General Purpose Entitlement	State-aid portion of the general purpose entitlement funding for charter schools. Includes both state funded portion of entitlement and local in-lieu property taxes. In the cash flow worksheet, the state and local portions are separated out in Year 1 due to differences in revenue timing. Includes ECIA/ESEA/IASA	Set by state budget and grade specific amount listed in column D, rows 14 - 17 of Planning Budget  LEAs apply through the consolidated funding process. Eligibility is based on percentage of free and reduced lunch qualified students. Calculation is as follows: Schools with greater than 45% of students that qualify for Free/Reduced Lunch, multiply the FRL number by .41 and the resulting product by \$1200.  <a href="http://www.cde.ca.gov/sp/cs/as/">Download RFP from CDE website at www.cde.ca.gov/sp/cs/as/</a>  <a href="http://www.cde.ca.gov/ls/nv/sv/nslp.asp">Information form and funding rates are available at www.cde.ca.gov/ls/nv/sv/nslp.asp</a>  LEAs apply through the consolidated funding process. <a href="http://www.cde.ca.gov/fg/aa/co/">Consolidated funding application is available at www.cde.ca.gov/fg/aa/co</a>
8290	No Child Left Behind Title I		
8110	CDE Public Charter School Grant Program	CDE start-up and implementation grants	
8190	EESA/Math & Science	Education for Economic Security Act (TITLE II)	
8220	Child Nutrition - Federal	Federally subsidy for food programs	
8260-8299	Other Federal Revenues	Include TUPE (tobacco use prevention education), Title III, Title V, EETT, and others	
8480	Charter Schools Categorical Block Grant	State funding received in-lieu of specific categorical aid	For 2009-10 year, schools will receive \$400 per ADA, the amount will increase by COLA in future years.
8321	Special Education - State	If you are an arm of the district for special education purposes, funds flow directly to the district. If you are your own LEA for purposes of special education, your school will receive these funds and pay full cost for special education services.	Funding levels vary widely by Special Education Local Plan Area (SELPA). Schools must consult local SELPA director for funding level. Typical SELPA funding range is between \$380 and \$480 per ADA. There is often encroachment on special education funding. This encroachment is reflected in line 104 of the budget
8556	State Lottery	Revenue received via state lottery funds.	Lottery funds are based on prior year P-2 enrollment. First year schools will begin receiving lottery funds in the second year of operation.
8536	CSR (Class Size Reduction)	Funds received for students in grades K-3 that are in classrooms with a maximum student teacher ratio of 20:1	The Planning Budget will calculate this automatically based on K - 3 enrollment/teachers. Please note that half-day students count as .5 enrollment. More information on CSR is available <a href="http://www.cde.ca.gov/ls/cs/k3/index.asp">http://www.cde.ca.gov/ls/cs/k3/index.asp</a>
8584	Economic Impact Aid	Aid received to provide services to students from low income and/or limited english proficiency.	Enter number of free and reduced lunch students and english language learners on enrollment worksheet. The English Learner (EL) number from the prior year and the FRL number from the current year are multiplied by the current rate. A student who is qualifies both as EL and a FRL recipient counts twice. Beginning in 2007-08, rather than simply use the FRL number, the CDE will rely on a similar formula to count Economically Disadvantage (ED) students. For the purpose of planning, your

8536	Any Other State Revenues	Any state funds that do not fit in the above categories should be placed here.	<a href="http://www.cde.ca.gov/ls/nu/sn/mgmb.asp">For information on eligibility for FRL, go to www.cde.ca.gov/ls/nu/sn/mgmb.asp</a>
8600	Transfers from Sponsoring LEAs to Charter Schools	Funds from authorizing LEA based on MOUs or JPAs to pass through funds.	
8660	Interest	Interest earnings on any balances.	
8699	Fundraising	Earnings from any local fundraising efforts (e.g. bake sales, holiday wrapping paper, auctions)	
8700	Other Grants		
8710	All Other Local Revenues	Any local revenue not included in the above categories should be placed here.	
8979	Charter School Revolving Loan	Loan from CDE for up to \$250,000 for a maximum of 5 years. Please Note: As a loan, it must be repaid. Repayment will be taken directly from your apportionment. It takes several months to receive approval and funds from this program, plan accordingly.	
<b>Expenditures</b>			
1100	Teachers' Salaries	Certificated teachers, including part-time (but not substitute), resource specialists, counselors and others, that are eligible for STRS.	Contact local district to determine average certificated instructor salary. Input this amount into Assumptions Worksheet column C, row 60.
1170	Substitute Teacher Salaries	Estimate in your budget for substitute teacher pay.	This represents 3% - 5% of teachers' salaries on average or estimate absentee rate x local district compensation rate (average \$130/day)
1200	Certificated Pupil Support Salaries	This can include classroom aids and other support staff.	Contact local district to determine average support staff salary. Input this amount into Assumptions Worksheet column F, line 60
1300	Certificated Supervisors' and Administrators' Salaries	Certificated administrative staff only. Please note: Charter school administrative staff are not required to be certificated.	Input this amount into Assumptions Worksheet column I, line 60
1900	Other Certificated Salaries	Any certificated employee not included in the above categories.	
2100	Instructional Aides' Salaries	Classified (non-certificated) instructional aides	Input this amount into Assumptions Worksheet column C, line 79
2200	Non-certificated Support Salaries	Classified (non-certificated) support staff	Input this amount into Assumptions Worksheet column F, line 79
2300	Non-certificated Supervisors' and Administrators' Sal.	Classified (non-certificated) administrators. Non-certificated administrators do not qualify for STRS.	Input this amount into Assumptions Worksheet column C, line 87
2400	Clerical and Office Salaries	Non-administrative clerical salaries	Input this amount into Assumptions Worksheet column F, line 87
2900	Other Non-certificated Salaries (IT support, etc.)	Non-administrative and non-clerical employees such as IT support	Input this amount into Assumptions Worksheet column I, line 87
3101-3102	STRS	Expenditures to provide certificated personnel with retirement benefits under State Teachers' Retirement System, excludes employee contribution	If school opts to use STRS, the current employer contribution rate will likely be 8.75% in 2007-08. Part-time certificated employees may become eligible after reaching a certain level of service hours. More information is available at <a href="http://www.calstrs.com">www.calstrs.com</a>

3201-3202	PERS	Expenditures to provide classified (non-certificated) personnel with retirement benefits under Public Employees' Retirement System, excludes employee contribution. PERS is open to all full-time employees that do not qualify for STRS.	<a href="#">The current employer contribution rate is 9.2% of employee salary. Please note: PERS does not exempt employees or employer from required Social Security payments. More information is available at <a href="http://www.calpers.ca.gov">www.calpers.ca.gov</a></a>
3301-3302	OASDI/Medicare	Includes employer social security and Medicare contributions	Current employer contribution rate is 7.65% of employee salary. The entire amount is required for employees receiving PERS (or no other retirement plan). For certificated employees accessing STRS, the school does not have to make a OASDI (social security) contribution which is currently equal to 6.2%. Contact STRS or your payroll service for additional information.
3401-3402	Health and Welfare Benefits	All health plans (e.g. dental, vision, medical)	Schools can specify a flat level of contribution (e.g. \$6000 per FTE). It is recommended that schools look at surrounding districts' contributions and use those figures to develop flat charter school contribution.
3501-3502	Unemployment Insurance		Tends to be a low percentage (<1%). However, it will increase when school has claims.
3601-3602	Workers' Compensation Insurance		Costs average between 4% and 8% of total salary.
3701-3702	Retiree Benefits	Other retirement benefits not included in the categories above	
3901-3902	Other Employee Benefits	Other benefits not included in the categories above (e.g. severance packages, staff development)	
4100	Approved Textbooks and Core Curricula Materials	Charter schools do not have to purchase from approved list as instructional material funding is now included in the categorical block grant.	Contact Individual Principals and districts - must reflect educational plan and mission. Average per student costs range from \$150-\$400.
4200	Books and Other Reference Materials	This includes library books, instructional manuals, teacher reference books etc.	Average per pupil cost is low, unless new school is creating a library. (<\$10 per student)
4300	Materials and Supplies	Items that do not meet the capital expense thresholds.	This item could be entered as a total cost entry directly on the worksheet if school prefers to itemize these purchases
4400	Noncapitalized Equipment (computers, printers, servers)	this includes classroom equipment such as computers or lab supplies. Should not have a value greater than \$5,000.	individually (\$25K computers and server, for example, where each item cost less than \$5000).
4700	Food	Cost to provide food service for students including those qualifying for Free/Reduced Lunch	
5200	Travel and Conferences	This includes travel reimbursements for interviewing candidates, for school authorized travel, for the Annual Charter School Conference registrations, hotel and other travel related expenses.	Please review the staff development sections in charter petition to ensure adequate budget for travel and conferences if these are included as part of staff development activities.
5300	Dues and Memberships	All subscriptions, dues and membership fees for teachers and administrators.	Please review staff development plan to ensure adequate funding for professional development support through associations and publications.
5400	Insurance	Costs for insurance coverage such as general liability, directors and officers, and worker's compensation. This does not include employee benefits.	<a href="#">Schools should receive quotes for general liability, board insurance, and workers compensation at a minimum. Please visit the <a href="#">Association website for information on our insurance offerings.</a></a>
5500	Operations and Housekeeping Services	Expenses for water, heating, fuel, light, power, waste disposal, pest control laundry, etc.	Schools can request prior tenant records or use estimates based on similar sq. footage of commercial space.

5600	Rentals, Leases, Repairs, and Noncap. Improvements	Expenditures for rentals, leases, and repairs for maintenance buildings and sites. Include materials for costs of repairs and upgrades.	
5800	Professional/Consulting Services and Operating Expenditures	Expenses for all personnel not on the payroll. Include all contractors and firms on a fee for service basis. Student fees for Community College courses and non-public school costs for exceptional needs students are included in this line item.	Include legal costs, transportation for field trips, IT support, outside business services, etc. Review the school education plan to ensure alignment with described programs and associated costs.
5900	Communications (phones, ISP, Internet)	Costs for pagers, cell phones, beepers, and telephone service. Include fax lines and TV cables, Internet service and postage.	<a href="#">Schools can qualify for significant savings under the federally subsidized E-Rate program.</a>
6100-6170	Land and Land Improvements	Acquisition of land, including expenses associated with acquisition such as appraisal fees, search and title insurance, surveys, and other fees.	This would include sites for portable classrooms. These costs are typically included in the rental or purchase price of the facility.
6200	Buildings and Improvements of Buildings	Construction or purchase of new buildings and additions. Include advertising, architectural and engineering fees, inspections, tests, demo, heating and ventilation installation, etc.	Schools should obtain written estimates (at least three for major work or in accordance with board's fiscal policies).
6300	Books and Media for New Libraries	For new and significantly expanded libraries. Considered a major, capital expenditure.	For schools creating new libraries using new library funds. This will not apply to most charter schools.
6400	Equipment (computers, servers, etc. over \$5,000)	This applies to movable property such as vehicles, machinery, computer systems, playground equipment with an estimated use life over one year and acquisition costs which exceed the capitalization threshold established by the LEA.	Most schools use capital expense thresholds of \$5,000 or \$10,000.
6500	Equipment Replacement	This is replacement costs of equipment listed above.	
7110-7143	Tuition to Other Schools	Any tuition of student fees school will pay to other LEAs, including county or district schools	Some charter schools use county or district programs on a fee for service basis. County programs to handle expelled students, for example, or AP science classes where it is more cost effective to use district programs rather than developing in house programs.
7221-7223SE	Transfers of Apportionments to Other LEAs (except SPED)		Schools may have an MOU agreement with a district or county re. other services covered for the school based on ADA.
7221	Transfers of Apportionment to LEAs (Special education) Encroachment	Special Education encroachment costs to district or county providing services	Schools should check with their local district to determine SPED encroachment percentages. These vary considerably from district to district. 3%-6% is average, although the range is considerable. District business offices will know this information.
7221-7223AO	All Other Transfers of Apportionments to Other LEAs		
7350	District Oversight (1% - 3%)	Oversight fee to chartering entity for oversight services provided. Districts can only charge for actual costs incurred up to the 1% or 3% limit.	1% fee if school is providing its own facilities and no more than 3% if the school is receiving essentially rent free facilities. Most districts do not break down the actual costs of oversight, so we recommend using these figures in the budget. The percentage is taken from the total of the revenue limit funds and the categorical block grant (NOT your total revenues).
7438	Debt Interest	Interest on loans	

# School Assumptions Worksheet

School Name:

Sacramento Charter High

Worksheet Contains the Following Calculators:

- 1) Enrollment
- 2) Certificated Staff
- 3) Classified Staff
- 4) Benefits
- 5) Books & Supplies
- 6) Entitlement Block Grant Funding

Enter Data in Yellow Boxes  
Automatically Generated  
Leave White Boxes Empty

## General School Information

Is this budget for a new charter school (in first year of operations)?	No
Do you plan on offering staff CalPERS?	No
If not PERS, please estimate the % of salary for Employer Matching Contribution Rate for Retirement:	1.50%
Please estimate your District's Oversight Fee (generally 1-3%):	1.00%
Do you plan on applying for Title I funding?	Yes
Are you eligible for Class Size Reduction Funding?	No
Are you eligible for New School Block Grant funding?	No

## For Existing Schools Only

## Enrollment

Enter Target ADA %:	92.00%
Estimate % of Economically Disadvantaged (ED) [i.e. below federal poverty line]	47.56%
Estimate % of Free/Reduced Lunch Students (FRL):	76.42%
District/Authorizer Encroachment Rate:	\$ -

## YEAR ONE

	Enrollment	ADA #	ED#	FRL #
Grades K-3	-	0.00	0	0
Grades 4-6		0.00	0	0
Grades 7-8		0.00	0	0
Grades 9-12	915	841.80	435	699
<b>TOTAL</b>	<b>915</b>	<b>841.80</b>	<b>435</b>	<b>699</b>

Students Per Teacher	0.00	Grades K-3
	24.73	Grades 4-12

## YEAR TWO

	Enrollment	ADA #	ED#	FRL #
Grades K-3		0.00	0	0
Grades 4-6		0.00	0	0
Grades 7-8		0.00	0	0
Grades 9-12	948	872.16	451	724
<b>TOTAL</b>	<b>948</b>	<b>872.16</b>	<b>451</b>	<b>724</b>

Students Per Teacher	0.00	Grades K-3
	24.95	Grades 4-12

**YEAR THREE**

	Enrollment	ADA #	ED#	FRL #
Grades K-3		0.00		0
Grades 4-6		0.00		0
Grades 7-8		0.00		0
Grades 9-12	1,074	988.08		821
<b>TOTAL</b>	<b>1,074</b>	<b>988.08</b>		<b>821</b>

Students Per Teacher	
0.00	Grades K-3
23.35	Grades 4-12

**YEAR FOUR**

	Enrollment	ADA #	ED#	FRL #
Grades K-3	-	0.00		0
Grades 4-6	-	0.00		0
Grades 7-8		0.00		0
Grades 9-12	1,205	1108.60		921
<b>TOTAL</b>	<b>1,205</b>	<b>1108.60</b>		<b>921</b>

Students Per Teacher	
0.00	Grades K-3
23.17	Grades 4-12

**YEAR FIVE**

	Enrollment	ADA #	ED#	FRL #
Grades K-3	-	0.00		0
Grades 4-6	-	0.00		0
Grades 7-8		0.00		0
Grades 9-12	1,325	1219.00		1013
<b>TOTAL</b>	<b>1,325</b>	<b>1219.00</b>		<b>1,013</b>

Students Per Teacher	
0.00	Grades K-3
23.25	Grades 4-12

**Salaries**

**Certificated Staff Salaries**

1000	Teachers			Aides			Counselors			Administrators			Total Certificated
	# Teachers	Avg. Salary	Teacher Total	# Aides	Avg. Salary	Aides Total	# Counselors	Avg. Salary	Counselors Total	# Admin	Avg. Salary	Admin Total	
Year One	37	\$ 46,116	\$ 1,706,292	3.0	\$ 59,304	\$ 174,911				2.7	\$ 90,136	\$ 242,465	\$ 2,123,668
Year Two	38	\$ 47,038	\$ 1,787,456	3.0	\$ 59,470	\$ 178,409				2.7	\$ 91,938	\$ 248,234	\$ 2,214,099
Year Three	46	\$ 47,979	\$ 2,207,038	3.0	\$ 60,659	\$ 181,977				2.7	\$ 93,777	\$ 253,198	\$ 2,642,214
Year Four	52	\$ 48,939	\$ 2,544,811	3.0	\$ 61,872	\$ 185,617				3.7	\$ 95,653	\$ 353,915	\$ 3,084,343
Year Five	57	\$ 49,917	\$ 2,845,294	3.0	\$ 63,110	\$ 189,329				3.7	\$ 97,566	\$ 360,993	\$ 3,395,617

**COLA 2.0%**

**Classified Staff Salaries**

2000	Aides (Classified)			Support		
	# Aides	Avg. Salary	Aides Total	# Support	Avg. Salary	Support Total
Year One	4.0	\$ 22,444	\$ 89,774	3.9	\$ 31,638	\$ 123,388
Year Two	5.0	\$ 22,892	\$ 114,462	3.9	\$ 32,271	\$ 125,856
Year Three	5.0	\$ 23,350	\$ 116,751	4.9	\$ 32,916	\$ 161,289
Year Four	6.0	\$ 23,817	\$ 142,903	4.9	\$ 33,574	\$ 164,515
Year Five	6.0	\$ 24,294	\$ 145,761	5.9	\$ 34,246	\$ 202,051

**2000**

2000	Administrators			Clerical/Office			Other (e.g. IT)			Total Classified
	# Admin	Avg. Salary	Admin Total	# Office	Avg. Salary	Office Total	# Other	Avg. Salary	Other Total	
Year One	2.8	\$ 64,336	\$ 181,750	6.0	\$ 33,043	\$ 196,603	1.0	\$ 42,791	\$ 42,791	\$ 634,306
Year Two	2.9	\$ 65,623	\$ 190,247	6.0	\$ 33,703	\$ 200,535	1.0	\$ 43,647	\$ 43,647	\$ 674,746
Year Three	3.3	\$ 66,935	\$ 219,843	7.0	\$ 34,377	\$ 240,642	1.0	\$ 44,520	\$ 44,520	\$ 783,045
Year Four	3.7	\$ 68,274	\$ 251,591	7.0	\$ 35,065	\$ 245,455	1.0	\$ 45,410	\$ 45,410	\$ 849,875
Year Five	4.1	\$ 69,640	\$ 282,179	8.0	\$ 35,766	\$ 286,130	1.0	\$ 46,318	\$ 46,318	\$ 962,440

**Benefits**

**Staff Benefits and Health Plan**

3000	Benefits	Health Plan Cost (\$/Person)	# employees	Health Plan Total	Total Benefits
Year One	\$ 265,938	\$ 7,967	60	\$ 480,928	\$ 746,866
Year Two	\$ 278,531	\$ 8,604	62	\$ 537,334	\$ 815,865
Year Three	\$ 330,292	\$ 9,293	73	\$ 677,294	\$ 1,007,586
Year Four	\$ 379,494	\$ 10,036	81	\$ 815,787	\$ 1,195,281
Year Five	\$ 420,325	\$ 10,839	89	\$ 960,900	\$ 1,381,226

**Books & Supplies (\$ Per Student)**

4000	Textbooks	Other Books	Supplies	Equipment
Year One	\$ 39.14	\$ 1.52	\$ 277.26	\$ 22.13
Year Two	\$ 39.92	\$ 1.55	\$ 301.72	\$ 22.58
Year Three	\$ 40.88	\$ 1.59	\$ 372.72	\$ 23.12
Year Four	\$ 41.94	\$ 1.63	\$ 441.50	\$ 23.72
Year Five	\$ 43.11	\$ 1.68	\$ 503.08	\$ 24.38

**General Purpose Entitlement Block Grant**

Schools often receive ADA funding from two sources: the state and the local district (also known as "in-lieu of property tax" funding). The total amount is the same regardless of the source, however the timing of the payments varies slightly. Contact your charter authorizer to find out what percentage of the general purpose entitlement they fund. **If unknown, put 100% in the state portion below.**

8000	% from Source
State Portion	76%
Local District	24%
<b>TOTAL</b>	<b>100%</b>



# CHARTER SCHOOL PLANNING BUDGET

School Name: Sacramento Charter High  
 Operating Years: 2012-13 to 2016-17

COLA	2.4%	2013-14
	2.7%	2014-15
	2.9%	2015-16
	3.1%	2016-17

Object Code	Description	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>REVENUES</b>						
<b>Revenue Limit Sources</b>						
8015	General Purpose Entitlement Block Grant	<b>2012-13</b>				
	Grades K - 3	\$0	\$ -	\$ -	\$ -	\$ -
	Grades 4 - 6	\$0	\$ -	\$ -	\$ -	\$ -
	Grades 7 - 8	\$0	\$ -	\$ -	\$ -	\$ -
	Grades 9 - 12	\$5,727	\$ 4,820,989	\$ 5,114,737	\$ 5,950,996	\$ 6,870,492
	<b>Total, Revenue Limit Sources</b>		<b>\$ 4,820,989</b>	<b>\$ 5,114,737</b>	<b>\$ 5,950,996</b>	<b>\$ 6,870,492</b>
<b>Federal Revenues</b>						
8290	No Child Left Behind (Title I) (assumes school will apply)		\$ 276,900	\$ 276,900	\$ 276,900	\$ 276,900
8110	CDE PCS Grant		\$ -	\$ -	\$ -	\$ -
8190	EESA/Math & Science		\$ -	\$ -	\$ -	\$ -
8220	Child Nutrition - Federal		\$ 264,375	\$ 280,366	\$ 325,921	\$ 376,080
8260-8299	Other Federal Revenues		\$ 181,084	\$ 185,000	\$ 196,600	\$ 208,700
	<b>Total, Federal Revenues</b>		<b>\$ 722,359</b>	<b>\$ 742,266</b>	<b>\$ 799,421</b>	<b>\$ 861,680</b>
<b>Other State Revenue</b>						
8480	Categorical Block Grant	\$410	\$ 345,138	\$ 366,168	\$ 426,036	\$ 491,863
8311	New School Block Grant (Not Eligible)	\$0	\$ -	\$ -	\$ -	\$ -
8321	Special Education	\$ 465.00	\$ 391,437	\$ 415,288	\$ 483,187	\$ 557,845
8556	State Lottery	\$129	\$ 108,382	\$ 112,291	\$ 127,215	\$ 142,732
8520	Child Nutrition- State					
8536	Class Size Reduction (Not Eligible)	\$0	\$ -	\$ -	\$ -	\$ -
8545	SB 740 Facility Grant (see facilities tab)		\$ -	\$ -	\$ -	\$ -
8584	Economic Impact Aid (EIA)	\$318	\$ 138,385	\$ 146,817	\$ 170,323	\$ 195,684
8590	All Other State Revenues		\$ 118,008	\$ 121,667	\$ 128,208	\$ 135,416
	<b>Total, Other State Revenues</b>		<b>\$ 1,101,350</b>	<b>\$ 1,162,231</b>	<b>\$ 1,334,970</b>	<b>\$ 1,523,541</b>
<b>Other Local Revenue</b>						
8600	Transfers from Sponsoring LEA		\$ -	\$ -	\$ -	\$ -
8634	Food Service Sales		\$ 85,638	\$ 90,818	\$ 105,678	\$ 121,942
8660	Interest		\$ -	\$ -	\$ -	\$ -
8699	All Other Local Revenues		\$ 191,778	\$ 203,378	\$ 236,654	\$ 273,075
8982	Grants		\$ -	\$ -	\$ -	\$ -
8983	Contributions		\$ 19,176	\$ 20,335	\$ 23,662	\$ 27,303
	<b>Total, Local Revenues</b>		<b>\$ 296,592</b>	<b>\$ 314,531</b>	<b>\$ 365,994</b>	<b>\$ 422,320</b>
	<b>TOTAL REVENUES</b>		<b>\$ 6,941,290</b>	<b>\$ 7,333,765</b>	<b>\$ 8,451,382</b>	<b>\$ 9,678,033</b>
<b>EXPENDITURES</b>						
<b>Certificated Salaries</b>						
1100	Teacher Salaries		\$ 1,706,292	\$ 1,787,456	\$ 2,207,038	\$ 2,544,811
1110	Substitute Teacher Salaries (4% of Teacher Salaries)		\$ 82,000	\$ 85,901	\$ 106,065	\$ 122,297
1111	Certificated Extra Duty Pay		\$ 95,460	\$ 97,369	\$ 99,317	\$ 101,303
1200	Certificated Pupil Support/Teacher Aide Salaries		\$ 174,911	\$ 178,409	\$ 181,977	\$ 185,617
1300	Certificated Supervisor and Administrator Salaries		\$ 242,465	\$ 248,234	\$ 253,198	\$ 353,915
1900	Other Certificated Salaries		\$ 26,160	\$ 27,217	\$ 27,925	\$ 28,706
	<b>Total, Certificated Salaries</b>		<b>\$ 2,327,288</b>	<b>\$ 2,424,586</b>	<b>\$ 2,875,520</b>	<b>\$ 3,336,649</b>
<b>Classified (non-certificated) Salaries</b>						
2100	Instructional Aide Salaries		\$ 89,774	\$ 114,462	\$ 116,751	\$ 142,903
2200	Non-certificated Support Salaries		\$ 123,388	\$ 125,856	\$ 161,289	\$ 164,515
2210	Stipends		\$ 91,221	\$ 93,045	\$ 94,906	\$ 96,804
2300	Non-certificated Supervisor and Administrator Salaries		\$ 181,750	\$ 190,247	\$ 219,843	\$ 251,591
2400	Clerical and Office Salaries		\$ 196,603	\$ 200,535	\$ 240,642	\$ 245,455
2900	Other Non-certificated Salaries (IT support, etc.)		\$ 42,791	\$ 43,647	\$ 44,520	\$ 45,410
	<b>Total, Non-certificated Salaries</b>		<b>\$ 725,527</b>	<b>\$ 767,791</b>	<b>\$ 877,951</b>	<b>\$ 946,679</b>
<b>Employee Benefits</b>						
3101-3302	STRS/PERS/OASDI/Medicare (8.25%-STRS, 10.71%-PERS)		\$ 265,938	\$ 278,531	\$ 330,292	\$ 379,494
3401-3402	Health and Welfare Benefits		\$ 480,928	\$ 537,334	\$ 677,294	\$ 815,787
3501-3502	Unemployment Insurance	1.61%	\$ 49,150	\$ 51,397	\$ 60,431	\$ 68,962
3601-3602	Workers' Compensation Insurance	1.55%	\$ 47,319	\$ 49,482	\$ 58,179	\$ 66,392
3701-3702	Other Retiree Benefits	1.50%	\$ 10,883	\$ 11,517	\$ 13,169	\$ 14,200
3901-3902	Other Employee Benefits		\$ 33,892	\$ 34,569	\$ 35,261	\$ 35,966
	<b>Total, Employee Benefits</b>		<b>\$ 888,109</b>	<b>\$ 962,831</b>	<b>\$ 1,174,626</b>	<b>\$ 1,380,800</b>

<b>Books and Supplies</b>									
4100	Approved Textbooks and Core Curricula Materials	\$ 35,810	\$ 37,844	\$ 43,903	\$ 50,538	\$ 57,127			
4200	Books and Other Reference Materials	\$ 1,393	\$ 1,472	\$ 1,707	\$ 1,965	\$ 2,222			
4300	Materials and Supplies	\$ 253,692	\$ 286,033	\$ 400,305	\$ 532,005	\$ 666,582			
4400	Non-capitalized Equipment(computers, printers, servers)	\$ 20,252	\$ 21,402	\$ 24,829	\$ 28,581	\$ 32,308			
4700	Food	\$ -	\$ -	\$ -	\$ -	\$ -			
<b>Total, Books and Supplies</b>		<b>\$ 311,147</b>	<b>\$ 346,751</b>	<b>\$ 470,744</b>	<b>\$ 613,090</b>	<b>\$ 758,238</b>			
<b>Services and Other Operating Expenditures</b>									
5200	Travel and Conferences	\$ 53,824	\$ 55,116	\$ 56,549	\$ 58,132	\$ 59,876			
5300	Dues and Memberships	\$ 12,077	\$ 12,367	\$ 12,688	\$ 13,044	\$ 13,435			
5400	Insurance	\$ 45,783	\$ 46,882	\$ 48,101	\$ 49,448	\$ 50,931			
5500	Utilities and Housekeeping Services	\$ 310,740	\$ 318,198	\$ 326,471	\$ 335,612	\$ 345,680			
5600	Rentals, Leases, Repairs, and Noncap. Improvements	\$ 466,284	\$ 477,475	\$ 489,889	\$ 503,606	\$ 518,714			
5800	Professional/Consulting Services and Operating Expend.	\$ 1,311,822	\$ 1,648,061	\$ 1,778,968	\$ 1,914,802	\$ 2,050,867			
5900	Communications (Phones, ISP, Internet)	\$ 21,887	\$ 22,412	\$ 22,995	\$ 23,593	\$ 24,301			
<b>Total, Services/Other Operating</b>		<b>\$ 2,222,417</b>	<b>\$ 2,580,510</b>	<b>\$ 2,735,661</b>	<b>\$ 2,898,236</b>	<b>\$ 3,063,804</b>			
<b>Capital Outlay</b>									
6100-6170	Land and Land Improvements	\$ -	\$ -	\$ -	\$ -	\$ -			
6200	Buildings and Improvements of Buildings	\$ -	\$ -	\$ -	\$ -	\$ -			
6300	Books and Media for New Libraries	\$ -	\$ -	\$ -	\$ -	\$ -			
6400	Equipment (computers, servers, etc. over \$5,000)	\$ -	\$ -	\$ -	\$ -	\$ -			
6490	Furniture	\$ -	\$ -	\$ -	\$ -	\$ -			
6900	Depreciation	\$ 40,734	\$ 42,771	\$ 44,909	\$ 47,155	\$ 49,512			
<b>Total, Capital Outlay</b>		<b>\$ 40,734</b>	<b>\$ 42,771</b>	<b>\$ 44,909</b>	<b>\$ 47,155</b>	<b>\$ 49,512</b>			
<b>Other Outgo</b>									
7110-7143	Tuition to Other Schools	\$ -	\$ -	\$ -	\$ -	\$ -			
7221-7223SE	Transfers of Apportionment to Other LEAs (except SPED)	\$ -	\$ -	\$ -	\$ -	\$ -			
7221	Transfers of Apportionment to LEAs (Special Ed)	\$ -	\$ -	\$ -	\$ -	\$ -			
7221-7223AO	All Other Transfers of Apportionments to Other LEAs	\$ (85,000)	\$ (125,000)	\$ (70,000)	\$ (56,011)	\$ (30,000)			
7281	All Other Transfers	\$ -	\$ -	\$ -	\$ -	\$ -			
7350	District Oversight (currently set to 1.00%)	\$ 51,661	\$ 54,809	\$ 63,770	\$ 73,624	\$ 83,158			
7430	Loan Repayment	\$ -	\$ -	\$ -	\$ -	\$ -			
7438	Debt Interest	\$ 84,252	\$ 84,252	\$ 84,252	\$ 84,252	\$ 84,252			
<b>Total, Other Outgo</b>		<b>\$ 50,913</b>	<b>\$ 14,061</b>	<b>\$ 78,022</b>	<b>\$ 101,865</b>	<b>\$ 137,410</b>			
<b>TOTAL EXPENDITURES</b>		<b>\$ 6,566,135</b>	<b>\$ 7,139,301</b>	<b>\$ 8,257,433</b>	<b>\$ 9,324,474</b>	<b>\$ 10,318,581</b>			
<b>Excess of Revenues over Expenditures and Reserve</b>		<b>\$ 375,155</b>	<b>\$ 194,464</b>	<b>\$ 193,948</b>	<b>\$ 353,560</b>	<b>\$ 550,757</b>			
<b>Net Assets</b>		<b>\$ 1,839,169</b>	<b>\$ 2,033,633</b>	<b>\$ 2,227,581</b>	<b>\$ 2,581,141</b>	<b>\$ 3,131,898</b>			
<b>Reserve for Economic Uncertainty</b>		<b>\$ 196,984</b>	<b>\$ 214,179</b>	<b>\$ 247,723</b>	<b>\$ 279,734</b>	<b>\$ 309,557</b>			

School Name: Sacramento Charter High  
 Operating Years: Year 1 - Year 5  
 Time Period:

Enter Data in Yellow Boxes  
 Automatically Generated  
 Please Leave Gray Boxes Empty

Note: Your Fundraising, Grants, Local Revenue, and Loan Financing has not been automatically entered into this worksheet as each school will expect to receive this revenue at different times of the year. The amount you've allocated in your planning budget is noted in Column A. Please distribute this revenue throughout the year as you see fit. **This model reflects State Aid funding being received in the month that it's due. You may want to delay it by one month during your planning to compensate for potential delays.**

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total Received in Current Year	Accrued, but Deferred	Total Earned in Current Year
<b>Year 1 of Operations</b>															
<b>BEGINNING CASH</b>	\$ 2,922,610	\$ 2,596,441	\$ 2,362,281	\$ 2,654,417	\$ 2,213,955	\$ 2,067,798	\$ 2,102,510	\$ 2,624,762	\$ 2,304,727	\$ 2,339,681	\$ 2,118,562	\$ 2,012,694	\$ 1,642,317		
<b>REVENUE</b>															
Revenue Limit Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2000 Classified Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2000 Employee Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4000 Books and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000 Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000 Other Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>FEDERAL REVENUE</b>															
Other Federal Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>OTHER STATE REVENUE</b>															
Special Education Local Plan Area (SELPA)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
California Lottery (Automated)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Economic Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other State Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Other Local Revenue</b>															
All Other Local Revenue (\$296,592.00 in budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL REVENUE</b>	\$ 93,831	\$ 162,945	\$ 96,267	\$ 173,670	\$ 491,123	\$ 597,169	\$ 1,064,720	\$ 242,402	\$ 631,118	\$ 341,139	\$ 456,589	\$ 192,516	\$ 5,263,688	\$ 1,463,210	\$ 6,941,230
<b>DISBURSEMENTS</b>															
2000 Classified Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2000 Employee Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4000 Books and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000 Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000 Other Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>REVENUE LESS EXPENDITURES</b>	\$ 93,831	\$ 162,945	\$ 96,267	\$ 173,670	\$ 491,123	\$ 597,169	\$ 1,064,720	\$ 242,402	\$ 631,118	\$ 341,139	\$ 456,589	\$ 192,516	\$ 5,263,688	\$ 1,463,210	\$ 6,941,230
Reserve Requirement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>NET INCREASE (DECREASE)</b>	\$ 93,831	\$ 162,945	\$ 96,267	\$ 173,670	\$ 491,123	\$ 597,169	\$ 1,064,720	\$ 242,402	\$ 631,118	\$ 341,139	\$ 456,589	\$ 192,516	\$ 5,263,688	\$ 1,463,210	\$ 6,941,230
<b>CASH BALANCE</b>	\$ 2,922,610	\$ 2,362,281	\$ 2,067,798	\$ 2,213,955	\$ 2,102,510	\$ 2,067,798	\$ 2,102,510	\$ 2,624,762	\$ 2,304,727	\$ 2,339,681	\$ 2,118,562	\$ 2,012,694	\$ 1,642,317	\$ 1,127,066	\$ 1,462,317
<b>CASH BALANCE WITH RESERVES</b>	\$ 2,922,610	\$ 2,362,281	\$ 2,067,798	\$ 2,213,955	\$ 2,102,510	\$ 2,067,798	\$ 2,102,510	\$ 2,624,762	\$ 2,304,727	\$ 2,339,681	\$ 2,118,562	\$ 2,012,694	\$ 1,642,317	\$ 1,127,066	\$ 1,462,317

Sacramento-Cheney High

Year 2 of Operations (based on 2009-10 cash flow)

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Year 2 Total Received	Year 2 Account Bill Deferred	Year 2 Total Earned
<b>BEGINNING CASH</b>	\$ 1,642,317	\$ 2,741,225	\$ 2,741,225	\$ 2,929,048	\$ 2,491,913	\$ 2,345,697	\$ 2,299,793	\$ 2,823,594	\$ 2,542,801	\$ 2,619,200	\$ 2,412,454	\$ 2,307,716	\$ 1,927,718		
<b>REVENUE</b>															
<b>Local Sources</b>															
State P. Income Tax	\$ -	\$ -	\$ 429,292	\$ -	\$ 330,217	\$ 300,217	\$ 929,277	\$ 20,829	\$ -	\$ 191,930	\$ 62,488	\$ -	\$ 2,292,944	\$ 1,599,699	\$ 3,892,633
State P. License	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,222,098	\$ -	\$ 1,222,098
General P. License	\$ 69,115	\$ 135,229	\$ 92,153	\$ 92,153	\$ 184,663	\$ 184,663	\$ 92,153	\$ 184,663	\$ 92,332	\$ 92,332	\$ 92,332	\$ 92,332	\$ 1,408,606	\$ -	\$ 1,408,606
General P. License - Local Revenue (in Lieu of Property Tax)	\$ 69,242	\$ 135,229	\$ 92,153	\$ 92,153	\$ 184,663	\$ 184,663	\$ 92,153	\$ 184,663	\$ 92,332	\$ 92,332	\$ 92,332	\$ 92,332	\$ 1,408,606	\$ -	\$ 1,408,606
Revenue (Received from Prior Year Deferrals - State Aid - Property Tax)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Revenue (Received from Prior Year Deferrals - State Aid - Property Tax)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Revenue (Received from Prior Year Deferrals - Local Revenue)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Other Sources</b>															
Child Nutrition	\$ -	\$ -	\$ -	\$ -	\$ 28,037	\$ 28,037	\$ 28,037	\$ 28,037	\$ 28,037	\$ 28,037	\$ 28,037	\$ 28,037	\$ 28,037	\$ 28,037	\$ 28,037
CDE PCS Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
New School Book Grant	\$ -	\$ 203,706	\$ 41,417	\$ 27,611	\$ 27,611	\$ 27,611	\$ 27,611	\$ 27,611	\$ 64,533	\$ 32,246	\$ 32,246	\$ 32,246	\$ 381,512	\$ -	\$ 465,512
Special Education Local Plan Area (SELPA)	\$ -	\$ -	\$ 207,643.85	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 207,643.85	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
California Lottery (Qualifying)	\$ -	\$ -	\$ 28,073	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,073	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
50740 Facility Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Economic Impact Aid	\$ -	\$ 8,303	\$ 16,606	\$ -	\$ 11,071	\$ 11,071	\$ 11,071	\$ 11,071	\$ 26,675	\$ 12,937	\$ 12,937	\$ 12,937	\$ 144,851	\$ 1,987	\$ 146,817
All Other State Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Local Revenues (\$314,531.00 in budget)	\$ 28,211	\$ 28,211	\$ 28,211	\$ 28,211	\$ 28,211	\$ 28,211	\$ 28,211	\$ 28,211	\$ 28,211	\$ 28,211	\$ 28,211	\$ 28,211	\$ 314,531	\$ -	\$ 314,531
<b>TOTAL REVENUE</b>	\$ 924,537	\$ 774,795	\$ 841,395	\$ 216,287	\$ 523,135	\$ 651,207	\$ 1,126,913	\$ 310,418	\$ 710,795	\$ 390,555	\$ 492,353	\$ 247,571	\$ 7,108,434	\$ 1,634,257	\$ 7,333,745
<b>EXPENDITURES</b>															
<b>OPERATING EXPENDITURES</b>															
1000 Certified Salaries	\$ -	\$ 202,049	\$ 202,049	\$ 202,049	\$ 202,049	\$ 202,049	\$ 202,049	\$ 202,049	\$ 202,049	\$ 202,049	\$ 202,049	\$ 202,049	\$ 2,222,537	\$ 202,049	\$ 2,424,586
2000 Classified Salaries	\$ -	\$ 63,983	\$ 63,983	\$ 63,983	\$ 63,983	\$ 63,983	\$ 63,983	\$ 63,983	\$ 63,983	\$ 63,983	\$ 63,983	\$ 63,983	\$ 703,809	\$ 63,983	\$ 767,792
3000 Employee Benefits	\$ -	\$ 80,236	\$ 80,236	\$ 80,236	\$ 80,236	\$ 80,236	\$ 80,236	\$ 80,236	\$ 80,236	\$ 80,236	\$ 80,236	\$ 80,236	\$ 882,695	\$ 80,236	\$ 962,931
4000 Books and Supplies	\$ -	\$ 52,073	\$ 52,073	\$ 52,073	\$ 52,073	\$ 52,073	\$ 52,073	\$ 52,073	\$ 52,073	\$ 52,073	\$ 52,073	\$ 52,073	\$ 568,740	\$ -	\$ 568,740
5000 Other Operating Expenditures	\$ -	\$ 234,592	\$ 234,592	\$ 234,592	\$ 234,592	\$ 234,592	\$ 234,592	\$ 234,592	\$ 234,592	\$ 234,592	\$ 234,592	\$ 234,592	\$ 2,424,771	\$ -	\$ 2,424,771
6000 Capital Outlay	\$ -	\$ 19,324	\$ 19,324	\$ 19,324	\$ 19,324	\$ 19,324	\$ 19,324	\$ 19,324	\$ 19,324	\$ 19,324	\$ 19,324	\$ 19,324	\$ 14,051	\$ -	\$ 14,051
7000 Short Term Loan Repayment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL OPERATING EXPENDITURES</b>	\$ -	\$ 696,795	\$ 696,795	\$ 696,795	\$ 696,795	\$ 696,795	\$ 696,795	\$ 696,795	\$ 696,795	\$ 696,795	\$ 696,795	\$ 696,795	\$ 6,738,033	\$ 344,267	\$ 7,082,299
<b>REVENUE LESS EXPENDITURES</b>	\$ 924,537	\$ 774,795	\$ 841,395	\$ 216,287	\$ 523,135	\$ 651,207	\$ 1,126,913	\$ 310,418	\$ 710,795	\$ 390,555	\$ 492,353	\$ 247,571	\$ 7,108,434	\$ 1,634,257	\$ 7,333,745
<b>NET INCREASE (DECREASE)</b>	\$ 924,537	\$ 174,370	\$ 187,843	\$ (437,150)	\$ (146,217)	\$ (45,504)	\$ 529,801	\$ (286,693)	\$ 76,119	\$ (206,256)	\$ (104,748)	\$ (549,938)	\$ 515,401	\$ 1,297,989	\$ 1,297,989
<b>CASH BALANCE</b>	\$ 2,566,854	\$ 2,741,225	\$ 2,929,048	\$ 2,491,913	\$ 2,345,697	\$ 2,299,793	\$ 2,299,793	\$ 2,619,200	\$ 2,619,200	\$ 2,412,454	\$ 2,307,716	\$ 1,957,716	\$ 1,927,718		
<b>CASH BALANCE WITH RESERVES</b>	\$ 2,566,854	\$ 2,741,225	\$ 2,929,048	\$ 2,491,913	\$ 2,345,697	\$ 2,299,793	\$ 2,299,793	\$ 2,619,200	\$ 2,619,200	\$ 2,412,454	\$ 2,307,716	\$ 1,957,716	\$ 1,927,718		

Sacramento-Chenay High

Year 3 of Operations

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Year 3 Total Received	Year 3 Account Bill Deferred	Year 3 Total Earned
<b>REVENUE</b>															
Beginning Cash	\$ 1,997,718	\$ 3,003,032	\$ 3,186,263	\$ 3,362,649	\$ 2,835,959	\$ 2,626,401	\$ 2,527,419	\$ 3,037,158	\$ 2,726,894	\$ 2,795,246	\$ 2,591,973	\$ 2,466,405	\$ 2,075,897		
General Fund	-	-	465,430	-	390,338	360,338	904,838	26,535	-	244,120	70,604	-	2,103,874		4,529,098
State Pupil Assessment	73,326	146,652	37,768	97,768	97,885	97,885	97,885	237,688	118,849	118,849	118,849	118,849	1,621,911		1,421,911
General Pupil Assessment - Local Revenue (in Lieu of Property Tax)	941,689	658,209	-	-	-	-	-	-	-	-	-	-	1,589,898		-
Revenue Received from Prior Year Deferrals - State Aid Program	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Revenue Received from Prior Year Deferrals - Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-		-
<b>Other Revenue</b>															
Child Nutrition	-	-	-	32,602	32,602	32,602	32,602	32,602	32,602	32,602	32,602	32,602	293,320		326,921
CDE PCS Grant	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Other Federal Revenue	-	-	-	-	-	-	-	-	236,750	-	236,750	-	473,500		473,500
Other State Revenue	-	21,970	43,940	29,293	29,293	29,293	29,293	29,293	80,984	40,492	40,492	40,492	414,837		428,036
New School Book Grant	-	-	-	-	-	-	-	-	241,593.62	-	-	-	483,187		483,187
Special Education Local Plan Area (SELPA)	-	-	241,593.62	-	-	-	-	-	31,804	-	-	-	127,215		127,215
California Lottery (Qualifying)	-	-	31,804	-	-	-	-	-	-	-	-	-	-		-
SB740 Family Grant	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Economic Impact Aid	-	8,809	17,618	11,745	11,745	11,745	11,745	11,745	32,305	16,152	16,152	16,152	165,016		170,323
All Other State Revenue	-	-	32,888	32,888	9,257	9,257	14,282	12,641	7,526	7,526	7,526	29,206	128,208		128,208
General (3525)(2)(01)(3)(5)(94)	\$ 30,500	\$ 30,500	\$ 30,500	\$ 30,500	\$ 30,500	\$ 30,500	\$ 30,500	\$ 30,500	\$ 30,500	\$ 30,500	\$ 30,500	\$ 30,500	\$ 365,994		\$ 365,994
<b>TOTAL REVENUE</b>	\$ 1,045,514	\$ 865,139	\$ 918,662	\$ 224,886	\$ 590,492	\$ 592,296	\$ 1,207,018	\$ 381,006	\$ 812,023	\$ 490,231	\$ 562,485	\$ 299,535	\$ 7,865,008	\$ 2,086,072	\$ 8,491,382
<b>EXPENDITURES</b>															
1000 Certified Salaries	-	239,627	239,627	239,627	239,627	239,627	239,627	239,627	239,627	239,627	239,627	239,627	2,635,893		239,627
2000 Classified Salaries	-	73,163	73,163	73,163	73,163	73,163	73,163	73,163	73,163	73,163	73,163	73,163	864,789		73,163
3000 Employee Benefits	-	97,885	97,885	97,885	97,885	97,885	97,885	97,885	97,885	97,885	97,885	97,885	1,076,740		97,885
4000 Books and Supplies	-	23,537	23,537	23,537	23,537	23,537	23,537	23,537	23,537	23,537	23,537	23,537	270,744		23,537
5000 Other Operating Expenditures	-	246,286	246,286	246,286	246,286	246,286	246,286	246,286	246,286	246,286	246,286	246,286	2,712,444		246,286
6000 Capital Outlay	-	4,491	4,491	4,491	4,491	4,491	4,491	4,491	4,491	4,491	4,491	4,491	44,800		4,491
7000 Other Outlay	-	7,802	7,802	7,802	7,802	7,802	7,802	7,802	7,802	7,802	7,802	7,802	78,022		7,802
7000 Short Term Loan Repayment	-	-	-	-	-	-	-	-	-	-	-	-	-		-
<b>TOTAL EXPENDITURES</b>	\$ -	\$ 682,906	\$ 742,276	\$ 742,276	\$ 768,350	\$ 768,350	\$ 861,279	\$ 861,279	\$ 744,521	\$ 693,524	\$ 688,033	\$ 688,033	\$ 7,844,758	\$ 416,675	\$ 7,844,758
<b>REVENUE LESS EXPENDITURES</b>	\$ 1,045,514	\$ 182,233	\$ 176,386	\$ (507,390)	\$ (177,858)	\$ (176,054)	\$ 345,739	\$ (480,273)	\$ 67,502	\$ (193,293)	\$ (125,548)	\$ (388,498)	\$ 118,250	\$ 1,675,397	\$ 1,675,397
Revenue Requirement Prior Year Carryover	-	-	-	-	(228,656)	(88,982)	509,740	(310,274)	68,381	(203,230)	(126,568)	(389,438)	-	-	-
<b>NET INCREASE (DECREASE)</b>	\$ 1,045,514	\$ 182,233	\$ 176,386	\$ (507,390)	\$ (228,656)	\$ (88,982)	\$ 509,740	\$ (110,274)	\$ 68,381	\$ (203,230)	\$ (126,568)	\$ (389,438)	\$ 118,250	\$ 1,675,397	\$ 1,675,397
<b>CASH BALANCE</b>	\$ 3,003,032	\$ 3,186,263	\$ 3,362,649	\$ 2,835,959	\$ 2,626,401	\$ 2,527,419	\$ 2,527,419	\$ 2,726,894	\$ 2,795,246	\$ 2,891,873	\$ 2,466,405	\$ 2,075,987			
<b>CASH BALANCE WITH RESERVES</b>	\$ 3,003,032	\$ 3,186,263	\$ 3,362,649	\$ 2,835,959	\$ 2,626,401	\$ 2,527,419	\$ 2,527,419	\$ 2,726,894	\$ 2,795,246	\$ 2,891,873	\$ 2,466,405	\$ 2,075,987			

Year 4 of Operations

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Year 4 Total Received	Year 4 Account Bil Deferred	Year 4 Total Earned
<b>BEGINNING CASH</b>	\$ 2,075,897	\$ 3,395,849	\$ 3,705,475	\$ 3,911,985	\$ 3,322,883	\$ 3,074,168	\$ 2,899,162	\$ 3,613,076	\$ 3,278,374	\$ 3,544,762	\$ 3,135,140	\$ 2,979,708	\$ 2,848,291	\$ -	\$ -
<b>REVENUE</b>															
State Income Tax	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State General Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Education Block Grant - State Aid Portion	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Pupil Support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
General Pupil Support - Local Revenue (in Lieu of Property Tax)	\$ 85,315	\$ 170,629	\$ 113,753	\$ 113,753	\$ 113,753	\$ 113,753	\$ 113,753	\$ 113,753	\$ 113,753	\$ 113,753	\$ 113,753	\$ 113,753	\$ 1,641,612	\$ -	\$ 5,229,890
Revenue Received from Prior Year Deferrals - State Aid Portion	\$ 1,199,274	\$ 698,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,037,674	\$ -	\$ 1,641,612
Revenue Received from Prior Year Deferrals - Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Child Nutrition	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
CDE PCS Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Federal Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
New School Book Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Local Plan Area (SELPA)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
California Lottery (Qualifying)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
50740 Family Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Economic Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other State Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Local Revenues (\$42,330.00 in budget)	\$ 35,193	\$ 35,193	\$ 35,193	\$ 35,193	\$ 35,193	\$ 35,193	\$ 35,193	\$ 35,193	\$ 35,193	\$ 35,193	\$ 35,193	\$ 35,193	\$ 422,320	\$ -	\$ 422,320
<b>TOTAL REVENUE</b>	\$ 1,319,882	\$ 1,080,105	\$ 1,065,018	\$ 269,105	\$ 690,011	\$ 686,834	\$ 1,392,207	\$ 438,584	\$ 904,026	\$ 991,688	\$ 615,858	\$ 340,377	\$ 9,324,787	\$ 2,391,121	\$ 9,679,833
<b>EXPENDITURES</b>															
1000 Certified Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2000 Classified Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3000 Employee Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4000 Books and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000 Other Operating Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000 Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000 Other Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000 Short Term Loan Repayment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>REVENUE LESS EXPENDITURES</b>	\$ 1,319,882	\$ 1,080,105	\$ 1,065,018	\$ 269,105	\$ 690,011	\$ 686,834	\$ 1,392,207	\$ 438,584	\$ 904,026	\$ 991,688	\$ 615,858	\$ 340,377	\$ 9,324,787	\$ 2,391,121	\$ 9,679,833
Revenue Requirement/Year Carryover	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>NET INCREASE (DECREASE)</b>	\$ 1,319,882	\$ 1,080,105	\$ 1,065,018	\$ 269,105	\$ 690,011	\$ 686,834	\$ 1,392,207	\$ 438,584	\$ 904,026	\$ 991,688	\$ 615,858	\$ 340,377	\$ 9,324,787	\$ 2,391,121	\$ 9,679,833
<b>CASH BALANCE</b>	\$ 3,395,849	\$ 3,705,475	\$ 3,911,985	\$ 3,322,883	\$ 3,074,168	\$ 2,899,162	\$ 2,613,076	\$ 3,347,374	\$ 3,278,374	\$ 3,544,762	\$ 3,135,140	\$ 2,979,708	\$ 2,848,291	\$ -	\$ -
<b>CASH BALANCE WITH RESERVES</b>	\$ 3,395,849	\$ 3,705,475	\$ 3,911,985	\$ 3,322,883	\$ 3,074,168	\$ 2,899,162	\$ 2,613,076	\$ 3,347,374	\$ 3,278,374	\$ 3,544,762	\$ 3,135,140	\$ 2,979,708	\$ 2,848,291	\$ -	\$ -



## Staff Benefits Percentages

	2010-11	2011-12	2012-13	2013-14	2014-15
STRS	8.250%	8.250%	8.250%	8.250%	8.250%
PERS	10.707%	12.107%	14.207%	14.507%	14.507%

Medicare/OASDI  Rate is set by federal government; constant each year

Social Security  Rate is set by federal government; constant each year

Unemployment Insurance in your area:  of salary expense

Workers Compensation Insurance:  of salary expense

## Other Revenue Assumptions

Title I FRL threshold	<input type="text" value="45%"/>
Title I conversion factor	<input type="text" value="0.33"/>
Title I funding level (per student)	<input type="text" value="\$ 1,200"/>

### General Purpose Entitlement Block Grant

Grades K - 3	<input type="text" value="\$ 0"/>
Grades 4 - 6	<input type="text" value="\$ 0"/>
Grades 7 - 8	<input type="text" value="\$ 0"/>
Grades 9 - 12	<input type="text" value="\$ 5,727"/>

Categorical Block Grant	<input type="text" value="\$ 410"/>
New School Block Grant	<input type="text" value="\$ 127"/>
Special Education	<input type="text" value="n/a"/>

State Lottery	<input type="text" value="\$ 129"/>
Class Size Reduction	<input type="text" value="\$ 1,070"/>
SB 740 - % of eligible lease:	<input type="text" value="75%"/>
Economic Impact Aid (EIA)	<input type="text" value="\$ 318"/>

Include?

or

per ADA



General Purpose Enrollment Block Grant - LOCAL Revenue (in Lieu of Property Tax) Payment Schedule	
Jul	6.0%
Aug	12.0%
Sep	8.0%
Oct	8.0%
Nov	8.0%
Dec	8.0%
Jan	14.0%
Feb	14.0%
Mar	7.0%
Apr	7.0%
May	7.0%
Jun	7.0%
Deferred to following year	
Jul	0.0%
Aug	0.0%
Sep	0.0%
Oct	0.0%
Nov	0.0%
Dec	0.0%
Jan	0.0%
Feb	0.0%
Mar	0.0%
Apr	0.0%
May	0.0%
Jun	0.0%
<b>TOTAL</b>	<b>100.00%</b>

General Purpose Enrollment Block Grant - STATE Aid Portion PERMANENT Deferral Schedule Years 2-5 for all schools	
Jul	0.0%
Aug	0.0%
Sep	11.7%
Oct	0.0%
Nov	9.0%
Dec	9.0%
Jan	2.0%
Feb	0.5%
Mar	0.0%
Apr	4.6%
May	1.5%
Jun	0.0%
Deferred to following year	
Jul	22.6%
Aug	15.8%
Sep	0.0%
Oct	0.0%
Nov	0.0%
Dec	0.0%
Jan	0.0%
Feb	0.0%
Mar	0.0%
Apr	0.0%
May	0.0%
Jun	0.0%
<b>TOTAL</b>	<b>100.00%</b>

General Purpose Enrollment Block Grant - STATE Aid Portion 1ST YEAR Deferral Schedule Year 1 for Existing Schools	
Jul	0.0%
Aug	0.0%
Sep	11.7%
Oct	0.0%
Nov	9.0%
Dec	9.0%
Jan	2.0%
Feb	0.5%
Mar	0.0%
Apr	4.6%
May	1.5%
Jun	0.0%
Deferred to following year	
Jul	22.6%
Aug	15.8%
Sep	0.0%
Oct	0.0%
Nov	0.0%
Dec	0.0%
Jan	0.0%
Feb	0.0%
Mar	0.0%
Apr	0.0%
May	0.0%
Jun	0.0%
<b>TOTAL</b>	<b>100.00%</b>