

INTRODUCTION AND ASSURANCES

Sacramento Charter High School (Sac High, the School) is a high performing, college preparatory charter school that serves students in grades 9-12. Authorized by the Sacramento City Unified School District (SCUSD) Board of Trustees in 2003, Sac High is currently in its fifth year of operation. Sac High is part of St. HOPE Public Schools (SHPS), a preK-12 independent charter school system serving nearly 2,000 students, which operates within the context of a broader organization whose mission is to revitalize urban communities through public education, civic leadership, economic development and the arts.

Sac High's diverse and inclusive student body is comprised predominantly of low-income, minority students; students who are traditionally underserved and often denied access to high quality education options. In collaboration with SCUSD, Sac High is committed to serve the underserved and address the need to provide all students with the opportunity to attend high-quality, college preparatory schools.

Over the last four years, Sac High has made a significant, positive impact on student outcomes; documenting a value-added benefit to students. The 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 while disciplinary issues have steadily decreased. 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 parent and community 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 Sacramento Charter High School charter. Enclosed please find a petition provides clear evidence that Sac High has far exceeded the charter renewal criteria set forth in Education Code Section 47607, offers a strong educational program and is making considerable progress towards the outcomes outlined in the original charter. The petition also demonstrates 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). Prior to addressing these elements, however, an overview of school performance and accomplishments along with the requisite assurances is provided. Supplemental materials (referred to as Appendices) have also been made available. These supplemental materials provide supporting information, but are not incorporated into nor considered an official part of the petition expect as noted below:

- Five Pillars, Graduation Policy, Grading Policy, the Dress Code and Methods of Special Education Delivery found in Appendix A;
- Appendix B;
- Qualifications section of the job descriptions found in Appendix E; and
- Student Demographics section of Appendix G.

SHPS and Sacramento Charter High School reserve the right to amend all policies, procedures and practices articulated in the Appendices, whether explicitly incorporated into the petition or not, based on what is in the best interest of students. Amendments to these documents shall be deemed a non-material change provided that they are done in accordance with all applicable laws.

Results to Date

As stated above, Sac High has made significant academic strides since opening in 2003. Most notably, the 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 three of the four:

1. Academic Performance Index (API) growth;
2. Similar schools ranking; and
3. Performance at least equal to comparable high schools in SCUSD.

Sac High has also demonstrated unprecedented success in college preparation and acceptance rates. A summary of the results in each area is provided below. These results show definitively that traditionally low-performing students can achieve at high levels and meet aggressive goals if the bar and expectations are set high, if students and adults work relentlessly toward these goals, and if students, families and staff are provided with necessary support mechanisms. For further information on Sac High's academic achievement results please refer to Appendix C.

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, the Education Code requires that a school 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

2004	2005	2006	2007	2006-07 Growth	4-Year Growth
576	614	612	631	+19	+65

Sac High's API score is currently the highest in the School's history. As illustrated in Table 1 above, Sac High has posted an 65-point increase over the last four-years, exceeding growth targets by 24 points.

Similar Schools Rankings. Education Code requires a 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 criteria as shown in Table 2 below.

Table 2: Similar Schools Ranking

2004	2005	2006	2007
5	3	5	NA

While similar school rankings have yet to be released for 2007, Sac High anticipates scoring a 5 or better given the 19 point API increase in 2007.

Equal Performance to Comparable SCUSD High Schools. In order to meet this criterion, Education Code 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. Sac High's student performance data clearly demonstrates equal, and often higher, academic achievement than comparable SCUSD high schools. Example data points supporting this assertion are provided below and illustrated in Table 3. Further comparison data is provided in Appendix B.

Table 3: SCUSD Comparable Schools Data

School	2007 Growth	2007 AYP	2006 A-G
Sac High	+19	Yes	55%*
Luther Burbank	+12	No	75%
Hiram Johnson	+15	No	15.1%
John F. Kennedy	+27	No	41.5%
CK McClatchy	-2	No	57.4%
Rosemont	-13	Yes	NA

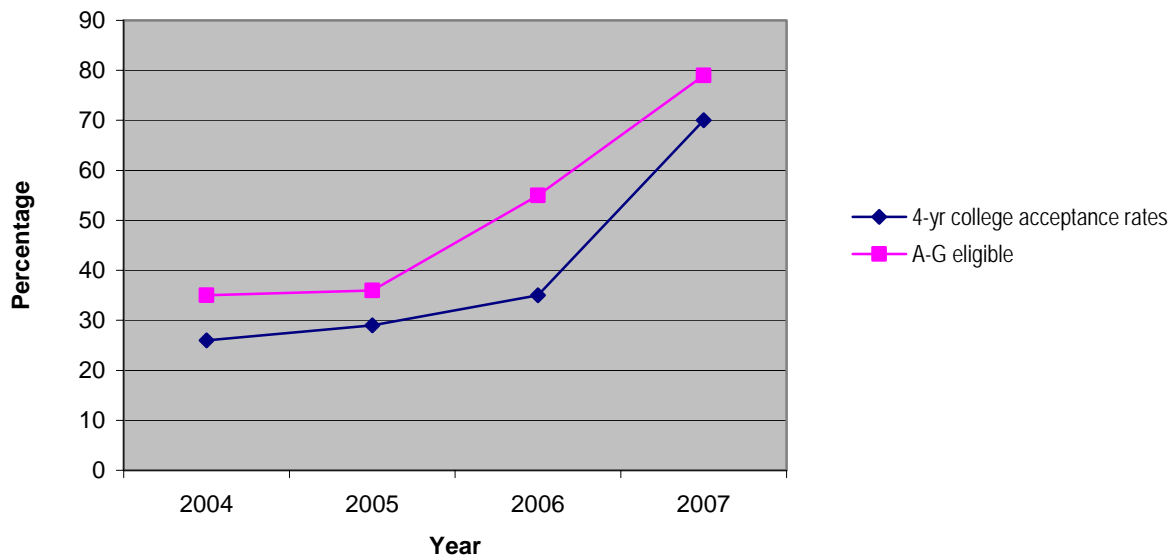
*The "a-g" rate in 2007 was 79%, an increase of 24 percentage points.

- Sac High's 19 point API gain in 2007 was the second largest growth seen across comparable high schools within SCUSD.
- Sac High was one of only two comparable high schools within SCUSD to meet its Adequate Yearly Progress (AYP) in 2007.
- Sac High's "a-g" course completion rate was better than the majority of SCUSD high schools in 2006 and is on track to be the highest in the District in 2007.
- Sac High's subgroup data for the 2007 California Standards Tests (CST) show the School outperformed SCUSD in a number of areas. Specifically, African American students outperformed the District average by 5% in Algebra 1 and 11% in ELA. English Language Learners outperformed the District average by 9% in Algebra 1 and 25% in ELA. Socially Economically Disadvantaged students outperformed the District average by 6% in Algebra 1 and 8% in chemistry.

College Preparation and Acceptance. Perhaps the School's greatest accomplishment over the last four 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 2007, the first cadre of students to attend Sacramento Charter High School from 9th through 12th grades. 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 the University system. Prior to St. HOPE opening Sac High as a charter school (class of 2003), only 38% of seniors were "a-g" eligible. This year (class of 2007) 79% of seniors were "a-g" eligible.

Similarly, prior to opening Sac High as a charter school about 20% of students were getting accepted to a 4 year college whereas in 2007 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, UCLA, and West Point. Table 4 below shows the steady increase in college acceptance and "a-g" eligibility over the last four years.

Table 4: 4-Year College Acceptance and A-G Eligibility



At a time when schools like University of California, Davis (UCD) are sending fewer acceptance letters, Sac High has increased its acceptance rate at UCD from 4 seniors in 2004 to more than 40 seniors in 2007. At UCLA, where admission rates for African-American students dipped to 2.1 percent in 2006 (249 students) compared with 6.6 percent in the fall of 1995, four Sac High seniors from the class of 2007 received acceptance letters. One of these students, Frances Harris, was recently featured in a New York Times article on diversity in higher education. Sac High students also received scholarship money in record amounts, earning nearly \$2 million for college. A few highlights are below:

- Stanford accepted two Sac High students, both of who received full-ride scholarships.
- Cal Berkeley awarded a full-ride scholarship to a Sac High senior as did UC Merced.
- A number of seniors received athletic scholarships; one young woman was recruited by Pat Summit and given a full basketball scholarship to University of Tennessee.
- A student was awarded a Navy Scholarship worth \$80,000.

These results were attained by a senior class of 229, many of whom were first generation college attendees and most of whom are low-income, minority students. Across the nation there are few, if any, schools that are producing college ready, low-income students of color on the same scale as Sac High.

Summary. The above accomplishments are even more profound given the context in which the School opened. Specifically, Sac High opened as a charter school in a very compressed timeframe (two weeks prior to school starting), fully enrolled grades 9 – 12, serving a student body the majority of whom had attended the low-performing school that occupied the campus the year before. Given these circumstances, the primary focus during the first three years of operation was on creating the conditions necessary for effective teaching and learning to occur; establishing structure, order and a culture of high expectations for behavior and academic achievement. Having overcome these initial challenges, the School is now able to direct its full attention to the instructional program and expects student achievement gains to grow even more rapidly over the next five years.

Assurances

Sacramento Charter High School and St. HOPE Public Schools provide Sacramento City Unified School District and the Sacramento community with the following affirmations regarding the School:

1. Sacramento Charter High School and St. HOPE Public Schools shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of race, ethnicity, national origin, gender or disability.
2. Sacramento Charter High School shall admit all pupils who wish to attend the School subject to capacity. Admission to the School shall not be determined according to residence of the pupil or of his/her parent or guardian within the state except as required or allowed under Education Code Section 47605(d)(2).
3. Sacramento Charter High School shall notify the superintendent of the school district of a pupil's last known address within 30 days, if a pupil is expelled or leaves the School without graduating or completing the school year for any reason, 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.
4. Sacramento Charter High School shall comply with all federal and state laws related to serving students with exceptional needs.
5. All meetings of the St. HOPE Public Schools Board of Directors shall be conducted in accordance with the Brown Act.
6. Sacramento Charter High School shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

The Sacramento Charter High School community looks forward to continuing to work in partnership with Sacramento City Unified School District and thanks the Board of Trustees, District leadership and District staff for its ongoing commitment to educational equity and closing the achievement gap through the provision of high-quality public education options for all students.

Element A: EDUCATIONAL PROGRAM

According to the Charter Schools Act of 1992, the description of the educational program must speak to four key items: (1) whom the school is attempting to educate (target population); (2) what it means to be an educated person in the 21st Century (vision and mission); (3) how learning best occurs (school design); and (4) the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (course transferability and eligibility). The following section describes Sac High's school model while addressing each of these items.

Target Population

Sac High currently serves students in grades 9 – 12 who are diverse in culture, language, ethnicity and socio-economic background. 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 talents and abilities, including those with Special Education needs and those who are English Language Learners.

Table 5: Student Demographics

Ethnicity	Percentage
African American	50.8%
American Indian	1.2%
Hispanic	24.2%
Asian	8%
Caucasian	6%
Other	9.8%

Program Participation	Percentage
National School Lunch Program	68%
English Language Learners	11.8%
Special Education Students	9.2%

While open to all students in the state of California, Sac High primarily targets students and families living within the Sacramento City Unified School District (SCUSD, the "District") with 78% of the current student body residing within the District's boundaries. More specifically, Sac High desires to be a community school, providing the youth of Oak Park, the neighborhood in which the School is located, with a high-quality educational option. Thirty-four percent of students live in the geographic area immediately surrounding the campus. Appendix G provides a detailed comparison of Sac High's student population to SCUSD, Oak Park, and the broader Sacramento community.

Moving forward, Sac High seeks to serve a growing student body of approximately 1,200 – 1,800 students in grades 9 - 12 that maintains the diversity of the current student population and continues to be representative of the surrounding community and SCUSD.

Vision and Mission

Sac High's vision is to become one of the finest urban high schools in America and, by doing so, prove that low-income and minority youth can and will achieve at the same level, if not higher, than their more affluent peers given access to a high quality education. By working in partnership with parents, teachers, staff, community members and local businesses, Sac High will provide 9th – 12th grade students in the greater Sacramento area with a college preparatory education that readies them for success in the 21st century. Specifically, the School will provide students with the skills, knowledge and abilities needed to excel in the nation's most rigorous colleges and universities and compete for selective employment opportunities. Students will also receive an education that empowers them to be community leaders and instills within them a sense of civic responsibility.

Profile of a Sac High Graduate. Sac High believes the School's product will be a unique individual; a student who is industrious, critically thinking and motivated to catalyze 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 and enroll in a 4-year university;
- have met the University of California and California State University "a-g" college entrance requirements;
- be reading and doing math at grade level;
- have taken and scored well on a battery of national and state standardized tests (SAT, ACT, Advanced Placement Exams, the California High School Exit Exam and the California Standards Tests);
- have played two sports and/or participated in two extracurricular activities;
- have been engaged in meaningful summer experiences (e.g. internships, Outward Bound, summer school, traveling abroad, etc);
- have visited at least 16 colleges;
- have completed at least 160 hours of community service;
- have taken and passed a college course; and
- have participated in an internship with a business or external organization.

Mission. To this end, 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 and critically thinking leaders who are prepared to attend a four-year college, committed to serving others and passionate about lifelong learning.

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, Power to Lead and Focus on Results) guide the operation of Sac High; functioning as the values by which the School serves and interacts with students and their families. A more detailed description of the Five Pillars may be found in Appendix A.

School Design Elements

In order to attain the vision and mission described above, Sac High has developed a school model that is reflective of research-based best practices from high performing, excellent schools across the country as well as lessons learned over the last four 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. Sac High is one school that is organized into small learning communities (SLCs). Currently, Sac High has four SLCs, two housed in the East Wing of the campus and two housed in the West Wing of the campus. Each SLC is theme-based and serves less than 600 students. Sac High expects that as the student population grows and evolves, the structure and number of SLCs may grow and evolve as well.

The primary purpose of SLCs is to ensure all students are well-known by a group of adults on campus and cared for academically and personally. Therefore, students take the majority of their courses within their SLC and wing. This facilitates the development of long-term, meaningful relationships between students, families and staff and creates a sense of belonging. The continuity from year to year also allows teachers to better identify students' strengths and needs and individualize instruction and support accordingly.

While embracing the benefits of SLCs, Sac High is also cognizant of the potential limitations, particularly as it relates to academic and behavioral inconsistency. Therefore, Sac High has identified a core set of school design elements which unify the school and serve as the foundation for the 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;
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 common rules and behavioral expectations. Curriculum and the instructional program are aligned campus wide and supported by the education services team. Discipline, attendance, facilities and operations are also handled campus-wide as are student activities such as athletics and student government.

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

- Small Class Sizes and Reduced Pupil Load. Sac High strives to maintain a low student-teacher ratio, particularly in the core classes, and seeks to ensure that teachers have a manageable pupil load.
- Advisory Groups. Each student will be assigned to a grade level advisory group of ideally no more than 15 students. Advisories meet on a daily basis with the same adult staff member throughout the group's tenure at Sac High. The focus of advisory will be study skill development, college preparation, academic guidance and character development through leadership and service. Advisors will be advocates for their students and the primary contact for parents. A key component of the advisory group is the development and maintenance of the Individualized Learning Plans described below.
- Individual Learning Plans (ILP). In order to empower students with the knowledge and skills needed to take responsibility for their own education, all students at Sac High will have an ILP that serves as their roadmap to graduation. The ILP is based on an assessment of a student's strengths and growth areas and includes academic, college, career, social and personal goals along with specific strategies and activities that will be used to reach these goals. The ILP tracks progress towards meeting graduation requires and college entrance and also serves as a resource to inform academic planning, intervention and support. The ILP is designed by the student, advisor and parent and reviewed at least once per semester (four times yearly).

2. College-Going Culture. Sac High believes that all students should be prepared and have the opportunity to attend a four-year college. College acceptance and enrollment does not happen by chance, however. As such, the School 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. All schools' graduation requirements will be aligned with the University of California and California State University "a-g" college entrance requirements. Additionally, acceptance to at least one four-year college will be a requirement for graduation.
- College Visits. As part of the advisory curriculum, students will have the opportunity to visit at least four colleges yearly.
- College Entrance Tests. All students will take the PSAT as well as the SAT and/or the ACT.
- College Counselor. Sac High has a counselor whose primary 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 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.
- Advisory Lessons. Sac High has developed a comprehensive curriculum for 11th and 12th grade advisory 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.

3. Structured, Orderly Learning Environment. St. HOPE 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. 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.
- 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 adopted a uniform dress code that takes into consideration free speech rights under state and federal case law and includes exceptions for religious purposes.
- 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.

4. Rigorous, Standards-Based Curriculum. 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 state standards and requires all students successfully complete a course of study that meets the University of California and California State University college entrance requirements. An intensive focus is placed on reading, writing and mathematics. The following are key aspects of this component of the model:

- Standards-Based. The California State Board of Education has established “rigorous world-class” content and performance standards (1997-1999). Sac High utilizes a curriculum that is aligned to these standards in order to ensure students master the requisite skills and knowledge.
- Research-Based. Sac High uses a research-based rubric (provided by No Child Left Behind and the California Department of Education) to evaluate all potential curricula. The School has adopted and is implementing a balanced and comprehensive curriculum that provides teachers with instructional resources including assessments, skill development methods, intervention plans, re-teaching strategies, hands-on-learning and strategies to support English Language Learners and special needs students. The School will continue to evaluate curricula and improve as needed to best serve students.
- Focus on ELA and Math. ELA and math are the foundation of academic success. With the majority of students entering the School reading and doing math well below grade level, Sac High has made reading, writing and math a central focus. Specifically, all Sac High students take a double-block of English and math yearly to allow additional instructional time.
- Opportunities for Acceleration. Sac High offers a full range of Advanced Placement courses to ensure students are academically challenged. Additionally, Sac High students have the opportunity to take college courses at area community colleges and four-year universities.
- Teaching and Learning Protocols. All schools will be expected to use specific teaching and learning protocols. The protocols include basic frameworks for lesson planning, board configuration and assessments.

5. Data-Driven Instruction and System of Accountability. Equally important to the curriculum (what is taught) is instruction (how material is taught). Sac High’s instructional methods and philosophy are not revolutionary. Much of students’ academic success can be attributed to the dogged determination, tireless work ethic, 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 implementation of the following core components:

- Diverse Pedagogy. St. HOPE 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, multimedia, “hands-on”) and use multiple instructional strategies. Examples of these strategies include: (1) direct instruction; (2) teacher as coach and facilitator; (3) cooperative learning and group work; (4) technology; (5) Socratic questioning; (6) inquiry-based instruction; and (7) 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 disadvantages 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 will be delivered through a variety of modalities as described above, but flexible grouping strategies (whole class, cooperative groups, project-based learning) 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 year based on students' changing needs in each group. While students are grouped to better meet their needs, standards and expectations are consistent across classrooms.

- Benchmark Assessments. The use of diagnostic and ongoing, standards-aligned assessments allows school leaders and teachers to constantly and consistently gauge 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. Additionally, Diagnostic assessments are given to all incoming students in ELA and math prior to the start of school.

6. *Extended Time for Learning.* With an extended school day, week and year students have more instructional time to acquire 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 get ahead.

- Extended Day. Sac High's instructional day runs from 8:00 AM to 4:00 PM. Academic support, enrichment and extracurricular activities are offered before school from 7:00 to 8:00 AM and after school from 4:15 – 6:00 PM. Additionally, students should be expected to do approximately two hours of homework nightly.
- Extended School Year. Sac High operates on a modified traditional schedule, starting school in August and ending in early June. A summer session is also provided.
- Flexible Schedule. Sac High has implemented a modified four-by-four block schedule. Specifically, the schedule includes four – 90 minutes periods plus a mandatory 45-minute fifth period. The 90 minute block provides increased opportunities for in-depth learning. The school year is divided into two terms (fall and spring). Students take four courses fall term (plus fifth period) and four different courses spring term (plus fifth period). As stated above, students take English and math yearlong for a full block. Additionally, science and social studies are on an "AB" block such that students take science and social studies every other day all year.

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.

- Fifth Period. Sac High offers a number of academic support and enrichment courses during fifth period. Students who have not passed high stakes tests (e.g. California High School Exit Exam), who are failing one or more classes or are below grade level may be enrolled in an academic support class during fifth period such as CAHSEE Prep. Also offered during fifth period are classes to prepare students for the SAT and ACT.
- After School Homework Center. Students who are not meeting academic standards may also be required to attend the homework center from 4:15 to 5:15pm for tutoring and additional academic support.
- Friday Night Blues. Students who are missing any homework or class work for the week may be assigned to "Friday Night Blues" for that week. The session begins at 4:00pm on Fridays. Students are required to stay at the session until all missing assignments are satisfactorily completed. We believe strongly that this system ensures that students take responsibility for their work in a timely manner, with all students starting the following school week completely up to date with their assignments.
- Special Populations (Special Education and English Learners). 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 language learners. No child will be excluded from the School because of his/her particular special education or language development needs.

Special Education. Sac High abides by the federal IDEA legislation, the State of California regulations for implementation (Solis Bill) including Part 30 of the California Education Code relative to Special Education programs, and relevant parts of Chapters 3 and 5.1 Division 1 of Title 5 of the California Code of Regulations relative to the special education of students and youth with disabilities and uniform complaint procedures. Sac High also complies with any specific and necessary directives and procedures in place for the District and does, at a minimum, comply with all applicable SCUSD Board policies for special education.

Please refer to Appendix A for a complete description of Sac High's methods of delivery of Special Education services.

As Sac High currently partners with SCUSD in Special Education, persons hired by SCUSD to provide special education services will be credentialed by the State of California and will receive the specialized training to provide the appropriate services to Special Education students. SHPS may seek to negotiate an agreement with the District for the provision of Special Education Services within the MOU.

English Learners. English Learners (EL) at Sac High will be given the appropriate instructional services and support to become proficient in the English language as quickly as possible and to become proficient in the skills and content of the general curriculum. Please refer to Appendix A for a complete description of Sac High's English Language Development program.

Sac High complies with all applicable federal law in regard to services to and the education of EL students. Sac High has developed, implemented and maintained policies and procedures for the provision of services to EL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. At a minimum these policies and procedures:

- Identify students who need assistance.
- Develop in compliance with state criteria and regulations, a program that, in the view of experts in the field, has a reasonable chance of success.
- Ensure that necessary staff, curricular materials, and facilities are in place and used properly.
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students.
- Assess the success of the program in terms of student outcomes and modify the program where needed.

Sac High may elect to have SCUSD's Multilingual Education Department or an outside consultant conduct an annual audit to comply with federal and state guidelines.

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.
- 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 government (called Small School Senate).

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. Several structures have been built into the school calendar and master schedule to allow for teachers to access the above:

- Orientation. All staff will be required to participate in orientation during the weeks preceding the start of school. Specifically, new and developing teachers will attend three weeks of training and orientation and returning staff will attend two weeks. When possible, this will overlap with summer school so that new and developing teachers can continue to hone their craft while teaching in real environments.
- Common Planning Time. In order to ensure that there is alignment of curriculum across classroom and grade levels as well as opportunities to share best practices, common planning time for teachers is incorporated into the school day. Specifically, a common prep time has been built into the master schedule by subject area.
- Research & Development Days. Twice monthly, students have a late start day. This time will be used for subject area and/or grade level planning as well as workshops and trainings.
- Bi-Monthly Professional Development Days. Every other week school leaders, teachers and staff dedicate an hour and a half after school to professional growth.

- Instructional Coaches. 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, Sac High has instructional coaches making regular visits to classrooms, co-planning, and co-teaching. Additionally, opportunities are provided on a regular basis for teachers to observe skilled, master teachers delivering a lesson.

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

- Parent Liaison. Sac High has hired a parent liaison that is responsible for managing parent outreach and involvement. The role of the parent liaison will be to make sure that parents have a point person on campus to communicate their thoughts, questions and concerns.
- Two-Way Communication System. The parent liaison is also responsible for establishing a two-way, home-school communication system that includes, but is not limited to: a monthly newsletter, monthly parent meetings, a parent communication tree and parent satisfaction surveys. 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.
- 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 School's goals, expectations, policies and procedures.
- Involvement Hours. Research shows that parent involvement helps student achievement. As such, Sac High plans to implement parent involvement hours moving forward, specifically requesting that parents volunteer 30 hours to support their child's education per year. Parents may meet this expectation 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. The School will be flexible as to how and when parents are involved, providing ample opportunities and means for parents to support the child and the School.
- 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 kiosks have been placed at the School and in the community to allow parents without computers access to the system.

Sac High also relies heavily on community partnerships to support teaching and learning and the overall mission of the School. Local business and community organizations will continue to be called upon to provide resources to the School and its SLCs 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, and jobs.

Course Transferability and Eligibility

In 2004, Sac High earned a six-year accreditation with a mid-term review (6R) 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 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, on the School's website and in the School's profile.

Likewise, 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 66 courses on the "a-g" approved list and continues to expand these offerings yearly. A listing of the 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 beginning with the class of 2009. 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. Approved courses are designated on course selection sheets as well

as transcripts. Additionally, each student has an Individual Learning Plan (ILP), which is updated at least two times yearly and tracks enrollment in "a-g" classes and progress towards meeting the requirements.

Element B: MEASURABLE PUPIL OUTCOMES

Put simply, Sac High has three overarching objectives: (1) ensure all students graduate reading, writing and doing math at grade level; (2) ensure all students graduate accepted to and prepared to attend a four-year college without remediation; and (3) instill in our students a commitment to serving others, particularly in urban communities. Sac High understands that reaching these objectives requires the establishment of clear and measurable outcome goals and a system of accountability to monitor progress. As such, Sac High has identified a set of goals in three areas: (1) Student Academic Outcomes; (2) Student Character Goals; and (3) School Outcome Goals. (overall educational program, fiscally sound business and management structure). The goals and corresponding measures are listed below. Supplemental information is offered in Appendix B.

Student Academic Goals

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. The following measures have been identified for the academic performance and attainment of students.

- Goal One: Sac High students will demonstrate competency in the understanding and application of mathematical computation and problem solving.
- Goal Two: Sac High students will become proficient readers and writers of the English language.
- Goal Three: Sac High students will demonstrate competency and understanding in the application of scientific concepts, principles, reasoning, and theories.
- Goal Four: Sac High students will understand, analyze, and evaluate history, geography, and social studies.
- Goal Five: Sac High graduates will apply to and be accepted into four year colleges.

Goal One:	Sac High students will demonstrate competency in the understanding and application of mathematical computation and problem solving.
Measures:	
40% of all students at Sac High will score "proficient" or "advanced", as measured by the California Standards Test in Mathematics.	
80% of 10 th graders will pass the math portion of the CAHSEE.	
95% of all 12 th graders will have passed the math portion of the CAHSEE.	
Goal Two:	Sac High students will become proficient readers and writers of the English Language.
Measures:	
40% of all students at Sac High will score "proficient" or "advanced", as measured by the California Standards Test in ELA.	
80% of 10 th graders will pass the ELA portion of the CAHSEE.	
95% of all 12 th graders will have passed the ELA portion of the CAHSEE.	
95% of all 12 th graders will complete a senior portfolio.	
Goal Three:	Sac High students will demonstrate competency and understanding in the application of scientific concepts, principles, reasoning and theories.
Measures:	
40% of all students at Sac High will score "proficient" or "advanced", as measured by the California Standards Test in Sciences.	

Goal Four:	Sac High students will understand, analyze and evaluate history, geography and social studies.
Measures:	40% of all Sac High students will score "proficient" or "advanced", as measured by the California Standards Test in Social Sciences.
Goal Five:	Sac High graduates will apply to and be accepted into four-year colleges without remediation.
Measures:	95% of all Sac High 12 th graders will apply to a 4 year college. 80% of all Sac High 12 th graders will be accepted into at least one 4 year college or university. 95% of all Sac High 12 th graders will be "a-g" eligible.

Student Character Goals

Sac High strongly believes that character impacts academic achievement and that expectations regarding character must be made explicit and measured accordingly. Sac High's character goals are aligned with the school's mission of graduating self-motivated, industrious, and critically thinking leaders who are passionate about lifelong learning and committed to serving others.

- Goal One: Sac High students will demonstrate community awareness and involvement.
- Goal Two: Sac High students will demonstrate strong study skills and work ethic.
- Goal Three: Sac High students will develop strong life and social skills.
- Goal Four: Sac High students will gain valuable experiences in a variety of learning environments.

Goal One:	Sac High students will demonstrate community awareness and involvement.
Measures:	90% of Sac High students will complete 40 hours of community service. 90% of Sac High students will participate in 10 school pride hours and 10 school events per term. 90% of 12 th graders will have participated in at least 2 sports and/or extra-curricular activities during the course of their high school career.
Goal Two:	Sac High students will demonstrate strong study skills and work ethic.
Measures:	At least 90% of daily homework assignments will be completed and handed in. 90% of Sac High students with lower than a 2.0 GPA will participate in academic support sessions. 70% of Sac High students will have a 2.5 GPA or above.
Goal Three:	Sac High students will develop strong life and social skills.
Measures:	At least 95% of Sac High students will attend school on a daily basis. 95% of all Sac High students will pass advisory. 90% of parents will respond that they agree or strongly agree with the statement, "Sac High provides my child with opportunities to learn and improve his/her life management and social skills."
Goal Four:	Sac High students will gain valuable experiences in a variety of learning environments.
Measures:	95% of students will participate in at least 4 college visits. 70% of 12 th graders will take part in an internship with an external business or entity.

School Outcome Goals

School outcome goals measure performance in three areas: high quality education program, fiscally sound business and management structure and stakeholder relations.

- Goal One: Sac High will provide a high quality educational program for its students.
- Goal Two: Sac High will maintain a safe and secure campus.
- Goal Three: Sac High will maintain a healthy budget and cash flow.
- Goal Four: Sac High parents will be active participants in their children's education.
- Goal Five: Sac High will maintain a strong relationship with SCUSD.

Goal One:	Sac High will provide a high quality educational program for its students.
Measures:	<p>Sac High will meet the growth target for its Academic Performance Index (API) score.</p> <p>Sac High will make Adequate Yearly Progress (AYP), as outlined in <i>No Child Left Behind</i>.</p> <p>Sac High faculty will participate in individualized and team-focused professional development.</p> <p>Sac High teachers will engage in an evaluation process that includes quarterly written performance reviews.</p> <p>80% of parents, students and staff express satisfaction with the School's program, based on Sac High's Annual Survey.</p>
Goal Two:	Sac High will maintain a safe and secure campus.
Measures:	<p>Disciplinary actions, suspension and expulsion rates will be below comparable schools within SCUSD.</p> <p>Sac High's violence, truancy, and drop-out rates will be below those of comparable schools within SCUSD.</p> <p>80% of parents, students and staff express confidence that the School is safe and secure, based on Sac High's Annual Survey.</p>
Goal Three:	Sac High will maintain a healthy budget and cash flow.
Measures:	<p>Sac High will implement sound fiscal policies and controls.</p> <p>Sac High will raise sufficient funds for all programs and operation expenses.</p> <p>Sac High will manage operations and financial reporting to obtain an unqualified audit at the end of each fiscal year.</p>
Goal Four:	Sac High parents will be active participants in their children's education.
Measures:	<p>80% of Sac High parents will respond to the annual Parent Survey.</p> <p>95% of Sac High parents will read, sign and return their child's "Commitment to Excellence" contract.</p> <p>80% of parents will complete their 30 hour parent involvement hours.</p>
Goal Five:	Sac High will maintain a strong relationship with SCUSD.
Measures:	<p>Sac High will exchange best practices with other schools in SCUSD and other St. HOPE network schools.</p> <p>Sac High will complete required reporting in a responsive and timely manner.</p> <p>Sac High representatives will meet regularly with SCUSD representatives.</p>

When tracking progress against the above measures, the impact of numerous variables on pupil outcomes will be considered including student retention. Specifically, Sac High will collect student retention data including transience and transfers, dropouts and expulsions and factor this information into the analysis of student and school performance.

The student population in urban schools is extremely transient and data from urban school districts across the country shows that low-income and minority students are more likely to switch schools during the course of their high

school career. That said, Sac High has put in place a number of structures and processes to minimize attrition and foster student retention including clearly articulating student expectations during the recruitment and orientation process and the personalization of the learning experience through advisory and individual learning plans. Transience also means that students' entry point into the School will vary. The point in time when students enroll at Sac High along with their proficiency levels will impact the measures described above as well. As described in the educational program, Sac High has a structured system of interventions to help students "catch up," accelerate their learning and master the skills needed for graduation. For some students, this may require additional time such as a fifth year of high school. Sac High works with students to develop an individualized plan that meets their needs and provides the supports needed to successfully earn their high school diploma.

Element C – METHODS TO ASSESS PUPIL PROGRESS

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 under Element B and create an environment that maximizes student learning and academic growth, Sac High has established a data and assessment system that allows the 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 School uses EduSoft, a respected data and assessment tool, to house and track all student achievement data. A sample output report from EduSoft may be found in Appendix C. The School also employs a Data and Assessment Coordinator who is responsible for maintaining the database and producing relevant reports for school leader and teacher analysis

As described in the educational program, central to Sac High's data and assessment system is the use of benchmark assessments to regularly gauge student learning. Benchmark assessments, which are aligned to state content standards, are given every four to six weeks in the core subject areas. Data from the assessments is reviewed by school leaders, subject area leads and teachers to identify what standards students learned and did not learn and develop strategies to re-teach materials and move students to mastery. In order to get a comprehensive picture of student progress and measure non-academic outcomes, the School uses a number of additional assessment methods, including but not limited to end of course exams, portfolios, exhibitions, projects, self-evaluations, and community feedback.

The chart below identifies the key measurement tools Sac High will use to monitor performance, assess student achievement and track progress towards the goals stated in Element B.

Student Academic Goals		
Goal		Assessment Tools and Methods
Goal One:	Competency in mathematical computation and problem solving	CST, CAHSEE Diagnostic Assessments Benchmark Assessments Teacher Designed Rubrics & Tests
Goal Two:	Proficiency in reading and writing	CST, CAHSEE, CELDT Diagnostic Assessments Benchmark Assessments Teacher Designed Rubrics & Tests
Goal Three:	Competency in the application of scientific concepts, principles, reasoning, and theories	CST Benchmark Assessments Teacher Designed Rubrics & Tests
Goal Four:	Ability to understand, analyze, and evaluate history, geography, and social studies	CST Benchmark Assessments Teacher Designed Rubrics & Tests

Student Academic Goals <i>continued</i>	
Goal Five: Prepared for and accepted to a four-year college	A-G Rates College Applications College Acceptance Letters PSAT, SAT, ACT Scores EAP Scores
Student Character Goals	
Goal	Assessment Tools and Methods
Goal One: Community awareness and involvement	Community Service Logs School Pride Logs Athletic and Activities Rosters
Goal Two: Strong study skills and work ethic	PowerSchool (Quick Look-Ups) Friday Night Blues Attendance Homework Center Attendance Student Rewards Transcripts (GPA)
Goal Three: Strong life and social skills	Number of Disciplinary Actions Attendance Parent Surveys Visitor Surveys Transcript (Advisory Grade)
Goal Four: Valuable experiences in a variety of learning environments	Field Lesson Rosters & Evaluations Numbers of Internships & Evaluations Numbers of College Courses, Grades
School Outcome Goals	
Goal	Assessment Tools and Methods
Goal One: High quality education program	API, AYP, School Rankings Parent, Student, Staff Surveys Professional Development Plan Professional Development Log Performance Evaluations
Goal Two: Safe and secure campus	Parent, Student, Staff Surveys Discipline Logs Violence Reports
Goal Three: Healthy budget and cash flow	Financial Audit Yearly & Interim Budgets Attendance Reports Grant Letters & Awards
Goal Four: Active parent participation	Parent Involvement Logs Commitment to Excellence Contracts Meeting and Event Sign-In Sheets Parent, Student, Staff Surveys
Goal Five: Strong relationship with SCUSD	Meeting Schedule & Minutes Written Correspondence

Element D – GOVERNANCE STRUCTURE

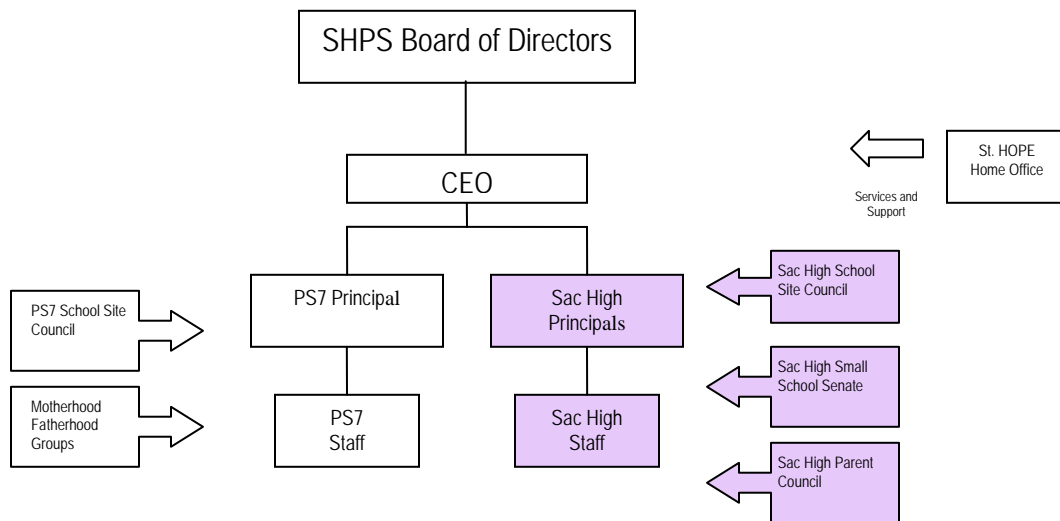
Sac High is an independent charter school governed by the St. HOPE Public Schools (SHPS) Board of Directors. SHPS is a 501(c)(3) California Public Benefit Corporation created for the specific purpose of managing, operating, guiding, directing and promoting California public charter schools formed and organized pursuant to Education Code Section 47600 *et seq.* Additionally, SHPS' purpose is to educate students, pursuant to and within the meaning of Internal Revenue Code Section 501(c)(3). SHPS is duly incorporated in the state of California, and is governed pursuant to the bylaws adopted by the incorporators. Please refer to Appendix D for a copy of the SHPS Bylaws and Articles of Incorporation.

The SHPS Board of Directors consists of a maximum of 11 regular members with expertise in the following fields: education, data and assessment, legal, accounting, marketing, and business. SHPS may increase or decrease the size of its Board as needs dictate throughout the course of the Sac High charter. The bylaws require that one Board member be a current student or their parent; at present SHPS has two Board members that fit this criteria, Lisa Serna-Mayorga (a PS7 parent) and Shenise McKnight (student body president at Sac High). The bylaws also permit one representative of SCUSD to serve on the Board, a position currently filled by Nancy Wai. 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 member resumes.

SHPS will continue to hold quarterly meetings in accordance with the Brown Act. Members of the Sac High community frequently address the Board, and the Board will continue to provide a means by which the Sac High community can have input in identifying problems and suggesting solutions to better meet the School's goals. SHPS holds general liability and Board of Directors and Officers insurance policies.

The governance and organizational structure of SHPS and Sac High is shown in Figure 1 below. As illustrated, the SHPS Board of Directors serves as the governing authority of SHPS and the charter schools (currently Sac High and PS7) and is therefore the body is ultimately responsible to the authorizer for meeting the agreed upon goals for academic achievement and organizational viability set forth in the charter. As the governing authority, the Board takes on the general oversight, policy-making, and fiduciary obligations associated with operating the School in an efficient and ethical manner, but delegates the day-to-day control of school management and operations to the SHPS Chief Executive Office (CEO), or designee (e.g. Chief Academic Officer), and principals as described below.

Figure 1: Sac High Governance Structure



SHPS CEO

The SHPS CEO, or designee, is responsible for the day-to-day operations of SHPS, and performs such tasks as approving all major contracts, developing the annual budget, overseeing the fiscal affairs, and selecting and evaluating the Sac High principals. The CEO also facilitates the annual performance audits of the School, helps craft and maintain policies and procedures, and participates in the dispute resolution procedures of the School as necessary.

Principals

Sac High currently has two principals, one leading the two SLCs (Arts; Business and Communications) in the East Wing and one leading the two SLCs (Law and Public Service; Math, Engineering and Health Sciences) in the West Wing. The principals are responsible for the day-to-day operations of Sac High, reporting directly to the CEO and presenting regularly to the Board of Directors. Each principal manages the teachers, staff and students in the two SLCs in their respective wings. Additionally, the principals share responsibility for the oversight of centralized services, one overseeing the instructional program and one overseeing operations. A job description and resumes for the principals is contained in Appendix D and E respectively. The current principals have both been with Sac High since the School's first year of operations and have a proven record of success. They are also well-respected by students, teachers, parents, and the Sacramento educational community.

Sac High may hire additional school leaders (principals, assistant principals and/or teacher leaders) as the School grows.

Director of Student Achievement

The Director of Student Achievement serves as the academic administrator for the campus and reports to the principal in charge of instruction. The Director of Student Achievement is responsible for curriculum and instruction campus wide, ensuring vertical and horizontal alignment by grade level and subject area. The Director of Student Achievement coordinates professional development and directs the education services team, which includes the data and assessment coordinator, the PowerSchool administrator, the registrar, the special education coordinator, the EL coordinator and the instructional coaches.

Director of Facility and Operations

The Director of Facility and Operations reports to the principal in charge of operations and is responsible for ensuring the campus runs smoothly in order to allow the principals and teachers to focus their efforts and energies on student achievement. Specifically, the Director of Facilities and Operations oversees campus maintenance and cleanliness, security, the front office, student activities, and athletics.

School Site Council

Sac High's School Site Council (SSC) is comprised of Sac High parents, educators, and community leaders. The SSC provides input to the Board through the principals on the operations of the School, staff, teachers and students. It reviews and provides input on policies and procedures for expulsions, curriculum, fundraising and governance. The SSC is made up of 2 representatives of the staff, 2 representatives of the teaching faculty, 4 elected parents, and nominated student leaders. The School Site Council has been effective in undertaking and accomplishing various programs that have improved the educational outcomes and culture of Sac High in the last four years. The policies and bylaws of the School Site Council may be found in Appendix D.

Advisory Councils

Sac High encourages all groups to participate in and share responsibility for the educational process and results. To this end, Sac High has established a number of councils, which afford students, parents, educators and community leaders an opportunity to provide input and advice on school operations. These advisory councils include, but are not limited to, the following:

- Small School Senate. Comprised of a student representative from each SLC for each grade level, the Small School Senate is the student governance organization on campus. Small School Senate 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 roles and responsibilities refer to Appendix D.
- Parent Association. All parents and guardians of Sac High students will be members of the Parent Association, whose purpose is to support the vision and mission of the School. The Parent Association will meet on a monthly basis in order to provide parents with a means to share issues, participate in the continuous improvement of the School and learn about key initiatives and activities. The Parent Association will also identify ways to engage more parents in supporting the School.
- Parent Council. In order to garner significant parent involvement at Sac High, the Parent Association will have a standing committee responsible for recruiting and coordinating parent participation in activities for

the purpose of strengthening the school community. The Parent Council will be coordinated and staffed by the parent liaison.

St. HOPE Home Office

St. HOPE Academy (SHA), a separately incorporated 501(c)(3) that is located in Sacramento, provides a variety of support services and programs that help to ensure the success of Sac High. In particular, SHA manages a leadership training and volunteer program that is separately funded but is a strong contributor to the success of Sac High. For example, over the summer nearly 50 Sac High students participated in community service internships organized by SHA. Additionally, SHA hosts a neighborhood clean-up through which students can earn community service hours. SHA's 40 Acres Art Gallery provides students with a view into artistic endeavors with a strong community theme, including hosting the annual Best of Sac High art exhibition, an artist-in-residence program and various art workshops led by acclaimed and accomplished artists. Finally, SHA provides accounting, human resources, marketing, information technology, fundraising and legal services to SHPS (including Sac High), which are critical to the success of the School.

Element E – EMPLOYEE QUALIFICATIONS

Human resources are Sac High's most valuable asset. Therefore, the School believes that it is essential to find the right people, bring them on board, and place them in a professional and collaborative work environment where their contributions are respected and recognized. Sac High is looking to bring individuals on board who are interested in working in accountable, innovative and collaborative environments; individuals that meet challenges head on, refuse to take shortcuts and are committed to excellence. The general qualities the School seeks are presented below.

- Belief in All Children. An individual who not only believes that all children can and will excel academically, but can clearly articulate this belief and is willing to take personal responsibility for ensuring high academic achievement for every child.
- Relentless Achiever. An individual who has high expectations for his/her own achievement and the achievement of students and colleagues. An individual who demonstrates a persistence, determination and unyielding drive to achieve goals and results. An individual who will do what it takes to get the job done no matter what challenges and difficulties arise.
- Constant Learner. An individual who seeks feedback, reflects on his/her own practice and takes action to enhance his/her personal and professional development (e.g. attending seminars, workshops and conferences; or earning a credential, certificate or advanced degree). An individual who demonstrates humility and a desire to continuously improve oneself as well as support the learning of colleagues.
- Critical Thinker. An individual who is perceptive about how others regard him/her and knows how to treat students, parents, colleagues and others. An individual who reflects deeply and honestly about his/her own strengths and weaknesses. An individual who takes the initiative to diagnose and solve problems creatively.
- Effective Communicator. An individual who possesses excellent oral and written communication skills. An educator who demonstrates strong interpersonal skills by actively listening and engaging when interacting with students, parents, colleagues and others.
- Problem-Solver. An individual who is solution-oriented and has a can-do attitude. An individual who understands the challenges associated with underserved student populations and possesses an unwavering determination to do whatever it takes to help children succeed. An individual who can identify and diagnose issues, prioritize and develop concrete plans that lead to effective solutions.
- People Person with Excellent Interpersonal Skills. An individual who listens carefully and learns from others, values each person's perspective, and seeks to empower others. An individual who has sincere respect for students, families, community and colleagues. An educator who is able to work effectively in a team environment.

Selection and appointment of Sac High employees will continue to be the exclusive prerogative of SHPS and the Sac High principals. The Sac High principals hold recruit/release authority for all Sac High staff, and set the terms and conditions of employment, within the parameters of SHPS policies and procedures. SHPS and Sac High do not and will not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, disability or any other basis prohibited by law. All candidates must show evidence of compliance with the California criminal clearance process.

SHPS's Hiring Policies are presented in Appendix E.

Qualifications

It is the intent of Sac High to continue to employ highly qualified individuals who are dedicated to providing instruction for children according to the academic content standards adopted by the California State Board of Education. The School will comply with all applicable laws in regards to employee qualifications. A brief summary of administrator, teacher and staff qualifications is provided below. Additionally, sample job descriptions for key positions are provided in Appendix E, which further details employee qualifications.

Administrators. Sac High administrators (e.g. principals, assistant principals, and head of school) shall possess leadership abilities and a comprehensive educational vision that is consistent with the SHPS mission and educational program, as well as proven experience related to their areas of responsibility. In addition, administrators shall have strong knowledge of the academic content standards adopted by the California State Board of Education.

Teachers. Sac High seeks teachers who are not only subject matter experts and effective instructors, but who are also committed to the mission, culture and expectations set forth by the school. All teachers at Sac High are 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 as per the California Education Code covering charter schools. These documents shall be maintained on file at the School and shall be subject to periodic inspection by the District. Under Education Code Section 47605(l), "It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses." Teachers of English learners will hold an appropriate authorization (e.g. Multiple or Single Subject Teaching Credentials with English Learner Authorization Emphasis, CLAD certificate, and BCLAD certificate) for English language development, specially designed academic instruction delivered in English or content instruction delivered in the primary language.

Sac High may employ or retain instructional support staff in any case where a prospective staff member has the appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity.

Staff. All other staff members shall meet the basic criteria for employment as identified by the Board and shall possess those qualities referred to above. In addition, all other staff members will possess experience and expertise appropriate for their position according to the School's adopted personnel policies.

Professional Development

In addition to placing a large emphasis on the hiring process, a significant investment of time and resources will be placed on continuously growing staff capacity. Specifically, the School uses a professional development and performance appraisal framework that has been fine tuned over the last four years and is based on the "California Standards of the Teaching Profession" and other industry best practices. A copy of this performance evaluation system may be found in Appendix E. The performance appraisal system is designed not only to promote accountability for the improvement of student achievement, but also as a tool to inform changes in professional development and practice.

A variety of development and support opportunities are available to teachers as described below:

- **Classroom Observations by Instructional Coaches.** Perhaps the most important development opportunity for a teacher is the chance to have an instructional expert observe their practice and give critical feedback. To that end, instructional coaches make regular visits to classrooms to provide this experience to teachers. Part of the goal of these observations will be to tie instructional practices and their effectiveness to student achievement data.
- **Demonstration Lessons.** Opportunities to observe skilled, master teachers delivering a lesson to the same population of students that the teacher deals with everyday are provided on a regular basis.
- **Subject Specific Trainings and Planning.** Content pedagogy, the strategies and approach that is necessary to teach specific subject areas is crucial. Therefore, the School works with subject area experts (internally and externally) to provide professional development for staff that is subject-specific. Additionally, content area teachers meet regularly to ensure alignment of curriculum, pacing and grading as well as to review standards and benchmark data.
- **Instructional Practice Trainings.** The ability to deliver bell-to-bell instruction that is engaging and meets the diverse needs of students is extremely challenging. Trainings designed to build teachers instructional

repertoire will continue to be provided. General instructional strategies will be addressed as well as methodologies specific to target populations such as Special Education and English language learners. The Special Education Coordinator and the Director of English Language Development have developed trainings on how to differentiate teaching and will be resources for training Sac High staff.

- Data Interpretation and Analysis Trainings. Teachers will participate in workshops on how to best utilize and access Edusoft and data reports.

Faculty and staff will also be encouraged to seek professional development opportunities above and beyond those listed above, whether it is attending conferences, additional course work, etc. Over the last four years, principals have received training through AB 430, visited best practice schools across the country, and been mentored by principals running schools with proven results. Examples of professional development afforded to faculty in recent years includes curriculum specific training from Holt and Prentice Hall, instructional design training from Insight, and coaching in partnership with Action Learning Systems.

Element F – HEALTH AND SAFETY PROCEDURES

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. These 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:

- Health and Safety Handbook
- Staff Handbook
- Emergency Preparedness Guide
- Health and Wellness Policy
- Facility Use Agreement
- Offer Letter of Employment

Specifically, these policies and procedures address the following topics first identified in Sac High's initial charter petition:

- All enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools (Health and Safety Handbook and Offer Letter of Employment);
- Response to natural disasters and emergencies, including fires, floods and earthquakes (Emergency Preparedness Guide)
- Preventing contact with blood-borne pathogens (Health and Safety Handbook);
- Instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent (Health and Safety Handbook and Emergency Preparedness Guide);
- Administration of prescription drugs and other medicines (Health and Safety Handbook);
- Sac High will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a licensed structural engineer who has determined that the facilities present no substantial seismic safety hazard (Facility Use Agreement);
- Sac High functions as a drug, alcohol and tobacco free workplace (Health and Safety Handbook);
- Each employee of the School must furnish a criminal record summary as required by Education Code Section 44237 (Health and Safety Handbook and Offer Letter of Employment);
- A policy that all guest lecturers or volunteers complete a background statement and be under the supervision of the classroom teacher, or designated person at all times (Health and Safety Handbook and Staff Handbook);
- A policy that Sac High utilize security personnel and school monitors (Health and Safety Handbook and Staff Handbook);
- A policy that all visitors be required to sign-in at the reception desk and wear a visitor's badge at all times while on Sac High premises (Health and Safety Handbook and Staff Handbook);
- A policy that Sac High establish a safe place off the grounds to move students in the event of danger (Emergency Preparedness Guide);

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 the staff, students and parents to educate them on the above policies and will also review the handbooks on an ongoing basis in the School's staff development efforts and governing board policies.

Element G – MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE

As illustrated by the demographic data provided in Appendix G, Sac High maintains a diverse student body that is reflective of the racial and ethnic balance of the SCUSD schools in similar neighborhood. To continue to achieve this racial and ethnic balance among its students, Sac High has implemented broad-based, aggressive recruiting methods that include but are not limited to, the following:

- District-wide advertising of the School's program, policies and procedures.
- Distribution of promotional and informational materials in a variety of languages.
- Recruiting efforts to specific populations via neighborhood groups, community organizations, churches and other leadership organizations.

Specific examples of outreach strategies utilized include direct mailing, open houses, information tables at community events, presentations at area churches, radio and bus advertisements and precinct walking. Sample recruitment materials are provided in Appendix G.

Sac High will use similar methods moving forward to reach prospective candidates in order to continue to achieve a racial and ethnic balance that is reflective of the District schools in the neighborhood.

Element H – ADMISSIONS REQUIREMENTS

Students will be considered for admission to Sac High without regard to race, ethnicity, national origin, primary language, gender, disability or achievement level. Admission will not be determined according to the place of residence of the student or parents. Current Sac High demographics and zip codes of residency are presented in Appendix H. The main attribute the School seeks from each student and his/her family is a strong desire to attend a school that emphasizes high academic achievement and college preparation, promotes community involvement and encourages youth leadership.

In order for students to be admitted to Sac High, they first fill out a Student Application in concert with their parents and/or guardians. This Application can be found in Appendix H. Students and their parents and/or guardians are also asked to take part in an orientation session that introduces the School's philosophical and operational underpinnings and policies. At orientation, students, parents and guardians will be asked to sign an annual Commitment to Excellence contract to acknowledge that they understand and support Sac High's mission, academic and behavior expectations, educational program and any other applicable requirements. Though parents are strongly encouraged to attend the orientation and sign the contract, a student will not be punished for the failures of his/her parents and/or guardians whether it is the attending the orientation, signing of the contract or the fulfilling its terms. A student will not be suspended or expelled from Sac High for breaching the contract without due process. A document that presents the details of the orientation program currently in use is presented in Appendix H as is a copy of the Commitment to Excellence Contract.

In the event that the number of students who wish to attend Sac High exceeds the School's capacity, admission preference will be given in the following order: children of St. HOPE staff members, siblings of current students, students that have attended PS7 (SHPS's K-8 charter school), pupils who reside in the District, pupils placed on the waiting list the previous year, and then the general public. A lottery system will be used to determine those selected from whichever category above reaches the capacity limit. The lottery process will continue until all applicants have been assigned a number for admission. Applicants who are not admitted will be placed on a waiting list, in the order in which they were selected in the lottery.

Element I – FINANCIAL AUDIT

Fiscal

SHPS will receive funding for Sac High that is available to all public schools through applicable federal, state, and local laws and regulations. It is the intent of SHPS and SCUSD to develop a mutually agreeable Memorandum of Understanding (MOU) that would solidify the School's revenue and specify the process by which specific non-mandated categorical programs would be applied for. This MOU would include, but not be limited to, the following understandings:

- Implementation of the fiscal controls and regulations approved by the State Board of Education;
- Enabling SHPS and the District to address, jointly and cooperatively, students with exceptional needs until such time as SHPS obtains its own SELPA status;
- Compensating the District for the value of any direct services requested by SHPS for Sac High and provided by the District;
- Addressing funds transfer and fiscal overview procedures; and
- Insurance and risk management.

According to the provisions of California Education Code Section 47605(g), SHPS has constructed financial statements for Sac High for the first three years covered by this petition which are available in Appendix I upon request.

Accountability and Annual Audit

The District and the SHPS Board will review the fiscal integrity of Sac High to ensure that sound financial procedures are in place and being followed. The implementation of sound business/financial management practices at the site level will determine the short and long-term financial stability of Sac High. The operational oversight of Sac High staff through on-going business reviews conducted by the SHPS CEO and Senior Management team will ensure that Sac High remains financially viable.

SHPS will annually contract for the services of an independent and certified public accountant to conduct financial audits of Sac High. These audits will be conducted in accord with applicable laws and regulations (such as the Standards and Procedures for Audits of California K12 Local Educational Agencies) that are applicable to Charter Schools. Audit deficiencies will be resolved in accord with standard accounting practices and expectations as may be recommended by the State Department of Finance and the Charter Schools Unit of the State Department of Education or as directed by the District. SHPS currently utilizes Gilbert Associates, Inc., a respected local auditing firm with expertise in non-profit and district/school accounting methods, as its primary auditor. Copies of the audits conducted by SHPS and Gilbert Associates, Inc., for the 3 years that SHPS has been operating Sac High (FY2004, FY2005, FY2006) may be found in Appendix I. SHPS has not yet completed its audit for FY2007, however, unaudited financials are also provided in Appendix I.

SHPS also regularly reports to the public on the status of St. HOPE schools, including Sac High, in the form of an Annual Report. This Report is widely distributed and outlines the educational and fiscal results for the prior year. SHPS strongly believes that open accountability of its programs and offerings in the public forum serves as a positive incentive for growth in student achievement. A sample Annual Report is presented in Appendix I.

Business Practices and Contracting for Services and Goods

SHPS may negotiate with the District regarding an array of interrelationships, including, but not limited to, the provision of goods, services and special education. SHPS may contract with the District for goods or services, which the District, at its discretion, may choose to make available. Such contracts, however, shall not be construed to negate the operational independence of SHPS and Sac High from the District. SHPS has its own accounting, human resources, marketing, information technology, fundraising and legal compliance capabilities and contract relationships that are independent of the District. Historically, SHPS has contracted the following services from the District in the operation of Sac High: special education, facilities usage, custodial, and utilities. SHPS reserves the right to seek and obtain SELPA status in the future so that the student population of Sac High may be best served. A sample Letter of Intent entered into between SHPS and the District from FY2007 is presented in Appendix I. Additionally, a copy of a past MOU between SHPS and SCUSD regarding the contract of Special Education services is also included in Appendix I. SHPS anticipates that future service relationships shall be negotiated in a similar manner on a year-to-year basis with the District.

All goods, materials, capital equipment, or other assets purchased by SHPS will be owned by SHPS, and shall remain so, notwithstanding any withdrawal of charter status by the District or other School Closure, as detailed in Element P below.

District School Site Usage

It is the intention of SHPS to make use of current District facilities and space, specifically the site where Sac High is currently located on at 2315 34th Street, Sacramento, CA 95817. This is the site SHPS requested for Sac High in its latest Proposition 39 response to the District in October 2007. Occupying the current site enables Sac High to serve a student body from the underserved community of Oak Park, a need emphasized throughout this renewal petition and a goal of the entire SHPS organization. This site is currently undergoing a major renovation (the "Modernization") which has required the Sac High program to move repeatedly over the last two years. Disruptions to the Sac High program have been minimized due to positive relations with the District and the contractors working on the site. SHPS seeks the flexibility to house some or all of PS7's program (or other St. HOPE approved charter schools) on the campus as well. The District and SHPS have recently partnered to locate a portion of PS7 on the Sac High campus; this partnership has greatly expanded the educational opportunities for PS7 students while easing over-crowding issues at the Strawberry Lane facility. Final agreement on facilities for the School will adhere to Proposition 39 and will be subject to approval by both entities through a Facilities Use Agreement.

Liability, Insurance and Safety Policy

SHPS will purchase and maintain, as necessary, general liability, automotive liability, directors and officers, property, workers' compensation and unemployment insurance policies with coverage equivalent to coverage for a school of similar size and scope. These policies shall be procured through SHPS's own insurance program (as is current practice) or, by agreement, through the District if a superior package is offered. SHPS shall carry insurance that contains provisions that make it equivalent to similar schools within the District, and/or be specifically negotiated in the MOU. SHPS expects that the potential District Impact of any potential liability issues related to Sac High (including indemnification language for both parties) would be addressed in the MOU. At a minimum, SHPS will provide evidence of the following insurance coverage:

- Liability, property, crime, defense costs for injunctive relief or non-monetary recourse actions, covered party retained limit.
- Workers compensation, educators' liability, and comparable property insurance for non-District sites that are utilized by SHPS at any time during the term of the Charter including, for example, the SHPS Home Office.

SHPS also currently holds Board of Directors and Officers insurance. Sac High will develop health, safety, and risk management guidelines in consultation with its insurance carriers and risk management. Evidence of all insurance will be made available to the designee of the Superintendent upon request. A copy of SHPS's current insurance policy declarations may be found Appendix I; a summary table of coverages is provided below:

Insurance	Coverage
Comprehensive General Liability	\$19,000,000
Automotive Liability	\$1,000,000
Automobile Physical Damage	\$1,000,000
School Board Errors & Omissions	\$1,000,000
Employee Benefits Liability	\$1,000,000
Sexual Harassment	Included in Liability
Sexual Abuse	Included in Liability
Crime	\$300,000
Buildings	\$50,000,000

Insurance	Coverage
Business Personal Property	\$50,000,000
Subject to following exclusions	
Flood and Surface Water	Excluded
Earthquake	Excluded
Builder's Risk	\$2,500,000
Unintentional Errors & Omissions	\$1,000,000
Personal Effects of Officers and Employee of the insured	\$250,000
Property in Transit	\$1,000,000
Newly Constructed or Acquired Property (120 Days):	\$5,000,000
Outdoor Property including Debris Removal	\$1,000,000
Electronic Data Processing Equipment and data media	\$1,000,000
Extra Expense	\$1,000,000
Property at Undescribed Premises	\$500,000
Valuable Papers	\$1,000,000
Debris Removal	\$250,000
Accounts Receivable	\$1,000,000
Pollution Cleanup and Removal	\$100,000
Claim Data Expense	\$25,000
Ordinance or Law	\$2,500,000
Utility Services	\$1,000,000
Boiler and Machinery	\$50,000,000
Subject to the following sublimits/aggregates:	
Hazardous Substance:	
Ammonia Contamination:	\$100,000
Any Other Substance:	\$100,000
Water Damage:	\$100,000
Workers Compensation	\$25,000,000
Employers Liability	
Bodily Injury by disease	\$1,000,000
Bodily Injury by Accident	\$1,000,000
Bodily Injury by disease	\$1,000,000

Personnel Policies

SHPS has a full complement of Personnel Policies in place that have been reviewed by the Board and Sac High's legal counsel for compliance with applicable laws. Please refer to Appendix I for a copy of the SHPS Employee Handbook which outlines SHPS's adherence to best practices in personnel management.

Health and Welfare Benefits

SHPS currently provides health and welfare benefits for its employees, including medical, dental, and life insurance, as well as supplemental plans such as Flexible Spending Accounts and Employee Assistance Programs. SHPS anticipates that substantially similar benefits programs will continue to be offered to staff during the period this Sac High Charter is active.

Salary

SHPS pays wages for all staff (including teachers) that are highly competitive and allow the recruiting of highly qualified staff. Teachers and other employees are paid according to the responsibilities that they assume and their

performance in meeting accountability goals and deliverables. All staff shall be reviewed annually and a recommendation will be made for merit-based and cost-of-living adjustments.

Element J – PUPIL SUSPENSION AND EXPULSION

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 and 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. SHPS categorizes these disciplinary measures into two levels: 1) Lesser Disciplinary Issues; and 2) Major Disciplinary Issues.

Lesser Disciplinary Issues

Sometimes students need more than a verbal reminder. Students who violate the code of conduct or school rules will first receive a verbal warning, which is then followed by parent notification and loss of school privileges. If the behavior persists, discipline may result in a letter of apology, community service, and/or parent meeting. See Appendix H for a listing of issues communicated in the Sac High Parent-Student Handbook.

Major Disciplinary Issues

Any student who engages in repeated violations of Sac High's academic or behavioral expectations may be required to attend a meeting with Sac High staff and the student's parent/guardian. The School may prepare a specific, written remediation agreement outlining future student conduct expectations, timelines and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

The procedures for suspension and expulsion of Sac High's students comply closely with the procedures identified in the California Education Code and those adopted and practiced by SCUSD. Additionally, the School complies with all federal laws regarding student discipline for children with disabilities and stays apprised of any developments in the IDEA legislation. If a student with disabilities has an Individual Education Plan (IEP) that includes disciplinary guidelines, that student is disciplined according to these guidelines. Students whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policies for students with disabilities contained in Appendix J. Rights of return to Sac High following expulsion shall be the same as rights of return for expelled students in any other District non-charter school. The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified if necessary, particularly if Sac High finds practices from other school districts worthy of adopting. During the school year, and before amending existing disciplinary policies, or adopting new ones, the School shall provide students, parents, teachers, and staff all the notices and procedural protections to which they are entitled under state law. Students and parents will have an opportunity to be heard before policies are formally adopted. Once finalized by the School's administration, all disciplinary policies shall be included in a readable and well-designed student handbook that shall be disseminated to each and every student at the beginning of the school year. The detailed descriptions of Sac High's suspension and expulsion policies, as well as policies and procedures governing lesser disciplinary issues, are attached in Appendix J (Suspension and Expulsion Policy) and Appendices H and I (Student/Parent Handbook and Staff Handbook), respectively. These policies and procedures have been modified and tailored to also include students with special needs, where applicable. See Appendix J which identifies the number of students suspended or expelled each year from the SHPS Consolidated Application.

Sac High shall notify SCUSD of any expulsions and will account for suspended or expelled students in its average daily accounting as provided by law. See Appendix J for a Sample Disenrollment Letter.

Element K – RETIREMENT SYSTEM

SHPS staff will participate in the federal Social Security system and will have access to other school-sponsored retirement plans according to policies developed by the Board and adopted as the School's employee policies. SHPS currently offers participation in STRS for all credentialed teaching staff. All staff are currently offered a 401K plan to augment their retirement needs. SHPS currently does not utilize PERS. Sac High staff participation in these retirement offerings is depicted a chart in Appendix K.

SHPS retains the option for its Board to elect to add or delete various components of the retirement system (other than that mandated by law) and coordinate such components, as appropriate, with the social security system or other reciprocal systems in the future, should it find that participation enables the School to attract and retain a higher quality staff.

Element L – ATTENDANCE ALTERNATIVES

Students who opt not to attend Sac High may attend other District schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. SHPS has been supportive of this process over the last 4 years, and has developed formal letters that students and their parents may request to help expedite their transfer. SHPS also maintains a rigorous Cumulative File for each student that contains transcripts and other information that is useful to the staff at the destination school. Samples of both of these items may be found Appendix L.

Element M – DESCRIPTION OF EMPLOYEE RIGHTS

SHPS currently employs approximately 95 staff that devote their full efforts to Sac High, and thus large-scale hiring "from scratch" will not be required if this Charter Petition is granted. If staff positions should become available due to school growth or attrition, all new employees shall be selected, employed and released by SHPS and the Sac High principals. SHPS uses a rigorous staff selection model that includes written applications, writing samples, teaching samples, interviews, and selection rubrics, as shown in Appendix E. All hiring managers are trained in the staff selection model. Selected School staff will be given offers of employment that conform to the standard terms and conditions of SHPS employment. Please refer to the Appendix M for samples of SHPS Employment Offer Letter templates.

In no event shall SHPS require any public school district employee to work at Sac High. Any current District employee who so desires shall be considered for employment through an open application process. If hired, the employee shall sign a valid offer of employment with SHPS, which shall have the authority to hire and terminate the position at will, in accordance with the employment offer extended to the employee by SHPS.

It is understood by SHPS that any SCUSD employee who is offered employment and who chooses to work at Sac High must resign his/her position as a SCUSD employee, and may have no rights of return to the District. In special cases, SHPS may provide the opportunity for a District employee to work at the School in a temporary status position. In those cases, a District employee may seek a leave of absence pursuant to any applicable collective bargaining agreements and SCUSD Board policy.

The School and SHPS is responsible for paying taxes such as social security, SDI, etc. for all employees to applicable agencies such as the Internal Revenue Service, Franchise Tax Board, and the California Employment Development Department. SHPS withholds the employee portion of these contributions from their gross pay, combines the amounts with employer contributions, and forwards all payments on a timely basis to the respective agencies.

Element N – DISPUTE RESOLUTION

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 granting 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.

During its more than four years of operation, Sac High has not been faced with a dispute relating to the provisions of the charter with SCUSD that could not be resolved informally. Sac High and its staff appreciate the relationship they share with SCUSD and desire that all future disputes, if any, with the exception of any dispute concerning the revocation of the charter, which shall be addressed under the Education Code, be resolved in a similar informal manner. With that said, however, should a dispute arise between Sac High and SCUSD over the provisions of the charter that cannot be resolved informally (with the exception of any dispute concerning charter revocation, which shall be addressed under the Education Code), the following modified and streamlined procedure shall be followed 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: PK Diffenbaugh or Ed Manansala
3400 3rd Avenue
Sacramento, CA 95817
Facsimile: (916) 277-7039

To Entity Creating Charter: Ms. M. Magdalena Carillo Mejia, PhD
Superintendent
Sacramento City Unified School District
5735 47th 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 in an effort to improve economy and efficiency, SHPS proposes the parties agree to attempt to settle the controversy, claim, or dispute by engaging in mediation conducted by a mediator mutually agreed upon by the parties. The mediator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each Party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties.

4. If the controversy, claim or dispute is not resolved at the mediation, either party may seek resolution of the dispute in a court of competent jurisdiction in the state of California.

SHPS believes in open and honest communication with stakeholders in the community. SHPS has adopted policies and procedures for addressing community complaints and disputes that may arise from time-to-time related to the operation of Sac High. These procedures can be found in Appendix N.

Element O – LABOR RELATIONS

SHPS shall be deemed the exclusive public school employer of the employees of the School for the purposes of the Education Employment Relations Act.

Element P – SCHOOL CLOSURE PROCEDURES

SHPS has operated Sac High successfully for over 4 years, and does not anticipate that the School would need to be closed in the next 5 years if this Charter Petition is granted. However, in the event of such an occurrence, SHPS would utilize the following process and procedures to close Sac High.

- Prior to notification of a school closure, and updated annually, the St. HOPE Public Schools Board of Directors shall designate a responsible entity to conduct closure-related activities in accordance with Section 11962 of Title 5 of the California Code of Regulations, subdivision (a). This responsible entity may include, but not be limited to, the Board President or his/her designee, SHPS' CFO, or a director.
- Formal, written notification of school closure will be sent to the parents (guardians of pupils), District, the California Department of Education, the County Office of Education, SELPA, and the retirement systems in which the school's employees participate. Such notice shall include the following information: School name, charter number, and CDS code, date of closure action, effective date of the closure, if different, reason for the closure, the name and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure, the pupils' school district 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. Note: If the charter is revoked pursuant to Education Code Sections 47604.5 or revoked or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that the charter school is being closed, but not revoked.
- The School shall also provide to the responsible entity a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence. The School shall also transfer for maintenance all pupil records, all state assessment results, and any special education records to the custody of the responsible entity, except for records and/or assessment results that the charter may require to be transferred to a different party. The transfer and maintenance of personnel records shall also be conducted in accordance with applicable law.
- All students and parents would be notified as soon as possible once School closure became an unavoidable reality. Notification would occur via multiple means, including verbally at meetings and through written correspondence.
- All staff, including teachers, would be likewise notified of the pending closure date. All critical staff would be provided incentives to finish their work and provide an orderly transition. Staff would be provided with letters of recommendation explaining the situation to any future employer, as appropriate.
- In the event that any students reside outside the District, SHPS will notify each school district that is responsible for providing education services so that the receiving district may assist in facilitating student transfers.
- All student records would be secured and transferred to at least one other school, at the individual direction of the parent(s) of each affected student. Parents would explicitly be notified of this service. Parents that failed to make a specific request or provision for the location of their child's records would be further notified through a written communication to their last known address that their child's records had been forwarded to a location specified by SCUSD. Once records arrived at SCUSD, SHPS would cease to be responsible for the student records.
- Within six months of the closure of the School, SHPS shall conduct an independent final audit that may function as the annual audit. This audit shall include the following, at a minimum: 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 liabilities, including accounts payable and any reduction in apportionment 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 School.
- Before the disposal of any net assets, the School shall return: (1) any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports; and (2) any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
- The School shall also complete and file any annual reports required pursuant to the Education Code.

- Any available remaining liquid net assets that are not the sole property of SHPS (after deducting costs/fees for the audit and administrative closure costs) would be donated by SHPS to another California Charter School.
- The School shall include in its "reserve" line item of its annual budget an amount sufficient to fund the above identified activities.
- If SHPS is not operational in its entirety, the corporation will be dissolved and its net assets dissolved according to its Articles of Incorporation and Bylaws.

SHPS would do everything in its power to ensure that students, their parents, and staff are treated with the utmost respect during any School closure. Best efforts would be made to promote education achievement for the students until the day that closure is executed.