



Sacramento High School

A Public Charter School Proposal

Presented to the governing Board of the Sacramento City Unified School District and prepared in compliance with the terms, conditions, and requirements of A.B. 544 (California Education Code 47605) – The Charter School Act.

Submitted by St. HOPE Public Schools.

TABLE OF CONTENTS

<u>Introduction and Affirmations</u>	2
<u>ELEMENT “A” - The Educational Program</u>	3
<u>ELEMENT “B” - Measurable Pupil Outcomes</u>	11
<u>ELEMENT “C” - Methods to Assess Pupil Progress towards Meeting Outcomes</u>	15
<u>ELEMENT “D” - Governance Structure of School</u>	17
<u>ELEMENT “E” - Employee Qualifications</u>	19
<u>ELEMENT “F” - Health and Safety Procedures</u>	21
<u>ELEMENT “G” - Means to Achieve Racial/Ethnic Balance Reflective of District</u>	22
<u>ELEMENT “H” - Admissions Requirements</u>	22
<u>ELEMENT “I” - Financial Audit</u>	23
<u>ELEMENT “J” - Pupil Suspension and Expulsion</u>	25
<u>ELEMENT “K” - Retirement System</u>	25
<u>ELEMENT “L” - Attendance Alternatives</u>	26
<u>ELEMENT “M” - Description of Employee Rights</u>	26
<u>ELEMENT “N” - Dispute Resolution</u>	26
<u>ELEMENT “O” - Labor Relations</u>	28
<u>ELEMENT “P” - School Closing</u>	28

Introduction and Affirmations

St. HOPE is a nonprofit public benefit organization designed to expand educational, economic, and community development in underserved communities, starting with the Oak Park neighborhood in Sacramento. St. HOPE originated in 1989 as a youth development center called St. HOPE Academy in a portable classroom at Sacramento High School and has since worked to provide education and character development for young people. Over the last 13 years, St. HOPE has positively impacted the educational outcomes for hundreds of youth. In 2002, St. HOPE determined that it would be beneficial to the Sacramento community if a public charter school system was created to provide youth in Sacramento with a seamless quality educational experience, in grades K-12. St. HOPE plans to create a public charter school system that provides students with quality education comparable to that of private schools—only free. To accomplish this mission, St. HOPE has created a nonprofit public benefit organization, St. HOPE Public Schools (hereafter “St. HOPE”, “SHPS”). SHPS is the chartering agency for Public School 7 (“PS7”), an elementary school that is scheduled to open in August of 2003 for students in kindergarten through fourth grades. SHPS is also working in affiliation with the KIPP Foundation to establish a 5-8 middle school. Specifically, SHPS and KIPP plan to operate two separate charters on the same campus in a collaborative form.

SHPS wants to ensure that students completing PS7 and other area elementary and middle schools continue to receive a high quality of education at the high school level. Thus, in accordance with Charter Schools Act of 1992, SHPS hereby petitions the Sacramento City Unified School District (“SCUSD”, “the District”) to grant a charter for a new, innovative 9-12 grade high school. The design of the new high school is unique to the District as it is managed by an independent public benefit corporation and distinct from other high school models in SCUSD in its structure, governance, and significant focus on quality instruction. To accomplish its goals on a comprehensive level, SHPS seeks a single charter school, “Sacramento Charter High School,” (hereinafter “Charter High School”, “the School”) that will operate within the boundaries of the SCUSD. Should SHPS find that a single site is not available, it will seek an amendment to this charter as specified by Education Code Section 47605(a)(4). SHPS also proposes to bring to the School an additional \$2.7 to \$3 million in funding from the Bill and Melinda Gates Foundation.

St. HOPE provides SCUSD and the Sacramento community with the following affirmations regarding Charter High School:

1. The School 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. The School shall admit all pupils who wish to attend the School subject to capacity. Admission to the School shall not be determined according to the 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). For additional detail, see Element “H” below.
3. The School shall comply with all applicable federal and state laws related to serving students with exceptional needs.

4. The School shall comply with the provisions of the Brown Act.
5. The 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.
6. The School will comply with all applicable state and federal laws.

The Charter Schools Act of 1992 requires a petitioner to provide a reasonably comprehensive description of each of the 16 elements identified in California Education Code Sections 47605(b)(5)(A-P). The petition addresses each of the required elements with sufficient detail.

ELEMENT "A" - The Educational Program

According to the Charters School Act, the description of the educational program must speak to three 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); and (3) how learning best occurs (core design strategies).

Target Population

St. HOPE Public Schools plans to open Charter High School in September 2003 serving approximately 1800-2000 students in grades 9-12.

St. HOPE will strive to ensure that Charter High School students are diverse in culture, language, ethnicity, and socio-economic background so as to reflect the demographics of the District. Approximately 13,000 students are currently enrolled in Sacramento's high schools. Of these students, 61% qualify for subsidized lunches, 10% are special needs students, and 30% are English Language Learners from 23 different language groups. Ethnic ratios District-wide are distributed relatively evenly: 27% Asian, 23% Hispanic, 22% African American, and 27% White. The School will be inclusive of students with a wide range of talents and achievement levels including those with special education needs and those who are English Language Learners.

All students who enroll in Charter High School will possess a strong desire to attend a school that emphasizes high academic achievement, promotes community involvement, and encourages youth leadership.

Vision

The world has changed dramatically over the last 100 years. The new millennium is typified by constant change, the exponential creation of new information, and a growing global interdependency. Low skilled jobs of the past are disappearing—80% of today's jobs are high skilled as compared to 20% just fifty years ago. This means the gap between the requirements for higher education and entry-level work is closing. Today's kindergarteners will change jobs an average of 7 times throughout their careers and a significant number of these jobs do not even exist today. These challenges mean students must learn how to learn in order to participate in the dynamic world that is the 21st Century. Students must master the ability to

access, analyze and apply information, effectively utilize technology, think critically, create new knowledge, and apply their thinking to real world problems.

The vision of Charter High School is to graduate students who are educated for the 21st Century, students who are self-motivated, industrious, competent, and critically thinking individuals who are passionate about life-long learning and committed to service. In so doing, Charter High School will be one of the finest urban high schools in America.

Mission

The mission of Charter High School is to graduate self-motivated, industrious, and critically thinking leaders who are passionate about life-long learning and committed to serving others. To this end, Charter High School will provide students in ninth through twelfth grades with the skills, knowledge, and training necessary to become contributing members of their school, family, and community. Charter High School students will be well prepared for higher education, employment, and acceptance of their rights and responsibilities as citizens in a democratic society.

We believe learning best occurs in an environment where students, faculty, and parents embrace a standard of excellence in academic achievement, ethics, and citizenship. Charter High School students will participate in a rigorous college preparatory curriculum in student-centered, personalized learning environments.

Pillars for Success

Charter High School has identified five pillars¹ to provide the foundation for achieving the above vision and mission:

1. High Expectations

Charter High School will have high expectations for academic achievement and conduct that are clearly defined, measurable, and will make no excuses based on the background of students. Students, parents, teachers, and staff will create and reinforce a culture of achievement and support, through a range of formal and informal rewards and consequences for academic performance and behavior.

2. Choice and Commitment

Students, their parents, and the staff of Charter High School will choose to participate in the program. No one will be assigned or forced to attend. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

3. More Time

SHPS knows that there are no shortcuts when it comes to success in academics and life. With an extended school day, week, and year, students at Charter High School will have more time in the classroom to acquire the academic knowledge and skills that prepare them for competitive colleges, as well as more opportunities to engage in diverse extracurricular experiences.

¹ The five pillars were adapted with permission from KIPP.

4. Focus on Results

Charter High School will focus relentlessly on high student performance through standardized tests and other objective measures. Just as there are no shortcuts, there are not exceptions. Students will be expected to achieve a level of academic performance that will enable them to succeed in the nation's best colleges and the world beyond.

5. Service for Others

SHPS strongly believes the measure of a person's success is in what he/she gives to others. Through community service, students of Charter High School will develop a strong sense of civic responsibility and establish the foundation for a lifetime of meaningful community involvement. Students also deepen and demonstrate their learning, are empowered to become leaders, and, thereby benefiting the community in which they live.

Core Design Strategies

In order to achieve the above vision and mission, Charter High School will be structured into 4-6 small liberal arts schools that share a common set of research-based design strategies. The small school structure and the core design strategies reflect current research and St. HOPE's beliefs about how learning best occurs. Educational researchers have found that when compared to large comprehensive schools, small schools have better attendance, stronger academic achievement, lower dropout rates, higher grades, fewer failed courses, greater participation in activities, less vandalism and violence, and fewer behavioral incidents.² Perhaps most compelling is that small schools generate especially strong academic results for low-income students and students of color.

Each small school will enroll approximately 300-500 students in grades 9-12 and have an academic and/or career focus. The following is a list of the proposed small schools:

- School of the Arts;
- School of Business;
- School of Math Engineering Science;
- School of Health;
- School of Journalism; and
- School of Public Service.

Students will take their core academic courses as well as their elective courses within their chosen school. Each small school will have an identifiable space on campus where students will take the majority of their courses. Partnerships with local businesses will provide each school with technical expertise, service learning, and internship opportunities for students.

The primary leadership structure of Charter High School will be a President-Principal model. The President will be responsible for the overall management of the School as well as school wide services and activities.

² Cotton, K. (1996). *School size, school climate, and student performance*. Close-up #20. Portland OR: Northeast Regional Laboratory. Cotton, K. (1996). *Affective and social benefits of small-scale schooling*. ERIC Digest. Charleston, WV: Clearinghouse on Rural Education and Small Schools. Gladden, R. (1998). The small school movement: A review of the literature. In M. Fine & J. I. Somerville, (Eds.), *Small schools, big imaginations: A creative look at urban public schools* (pp. 113-137). Chicago: Corss City Campaign for Urban School Reform. Klonsky, M. & Ford, P. (1994, May). One urban solution: Small schools. *Educational Leadership*, pp. 64-66. Raywid, M.A. (1998). Synthesis of research: Small schools: A reform that works. *Educational Leadership*, pp. 34-39.

A principal will oversee each small school and be accountable for student learning and mastery of the California K-12 academic content standards. A more detailed description of the school's governance structure is provided under Element D of this petition.

As stated above, the small schools are founded on a common set of core design strategies. The strategies are as follows:

- Personalization and Sense of Community;
- Challenging and Supportive Learning Environment;
- Rigorous Curriculum;
- Diverse Pedagogy;
- Extended Time for Learning;
- High Quality Staff;
- Parent and Community Involvement; and
- Student Activities.

When combined, these research-based strategies will create a culture of high expectations and high achievement for students and staff. The school and the community will become centers for learning and inquiry, and students and parents will be active participants in the educational process. A description of each strategy is provided below.

Personalization and Sense of Community. A high-quality education rests on stable and trustworthy relationships. Education and youth development research indicates that small schools facilitate the development of long-term, meaningful relationships between staff, students, and families. This ensures that all students are well known by a group of adults and cared for academically and personally. This allows for individualization of curriculum and instruction and creates a sense of belonging and community.

The small schools at Charter High School will also employ a number of other structures to personalize the learning environment and create a sense of community. These structures include:

- Small Class Sizes and Reduced Pupil Load. The small schools will create smaller classes when appropriate and seek to ensure that teachers have a manageable pupil load.
- Advisory Groups. Beginning in the 9th grade, each student will be assigned to an advisory group of ideally no more than 15 students. The School will seek to ensure that the group meets regularly with the same adult staff member throughout the group's four years at Charter High School. 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 Personalized Learning Plans described below.
- Personalized Learning Plans. Upon entering Charter High School, students will discuss academic and career interests, strengths, and goals with their advisor and parents in order to develop a Personalized Learning Plan (PLP). A PLP provides a map for students through high school. For example, a PLP guides course selection and tracks community service, work-based learning, extra supports such as tutoring, and extracurricular activities. A PLP is a tool to ensure students are on track to completing graduation and A-G requirements. Assessments (standardized tests, diagnostic/criterion referenced tests, portfolios, rubrics, etc.) will also inform the PLPs. The plans

will be revisited and revised at least once per semester during advisory. A framework for development and maintenance of the PLPs will be developed prior to opening the School.

Supportive Learning Environments. Small schools and personalization are key contributors to student success, but alone are not sufficient to attain high levels of academic achievement. Successful small schools provide students with high standards, challenging curriculum, and support structures that facilitate learning. Students enrolled at Charter High School will experience a learning environment that provides the safety and support needed to promote thinking, the practice and perfection of skills, and a deep understanding of core knowledge.

The small schools at Charter High School will utilize the following means to create supportive learning environments:

- Scaffolding and Explicit Teaching of Academic Skills. Students at Charter High School will be taught explicitly how to study, approach academic tasks, read and write at a college level, and evaluate their own and others' work.
- Culture of Revision. Charter High School classrooms will provide students with opportunities to continually practice and revise their work to ensure skill and knowledge mastery.
- Support for English Learners. It is estimated that approximately 30% of Charter High School students will be English Language Learners ("ELL"). No child will be excluded from the School because of his/her language acquisition needs. Charter High School will comply with applicable federal laws in regards to the education of ELL. Charter High School shall develop, implement, and maintain policies and procedures for the provision of services to ELL students in accordance with the Office of Civil Rights of the U.S. Department of Education. Until these policies are fully developed, Charter High School shall, at the recommendation of SCUSD, plan to adopt and implement, as applicable, SCUSD's ELL policies.

Charter High School intends to provide ELL with significant support above and beyond compliance with the federal laws described above. This includes a heavy focus on enriched English, literacy, and writing. It also includes a needs assessment to diagnose barriers to learning and targeted support strategies. English language development support will also be a central offering as part of extended learning time (e.g. after-school, Saturday school, and summer school). The School intends that all core teachers will possess a CLAD certificate or receive CLAD training.

- Support for Special Needs Students. Charter High School is well aware of the importance of special education to SCUSD and the community at large. No child will be excluded from the School because of his/her special education needs. For purposes of Education Code Section 47641, the School initially anticipates being a public school of the District for special education services. This does not preclude exploring other options in the future. The School will work with SCUSD staff to provide any required special education services to pupils and to identify and refer students as needed for such services using an agreed upon protocol approved by the School and the District. Charter High School is committed to securing such services as may be required by the

individualized education program (“IEP”). Charter High School will seek to finalize an Agreement Regarding Special Education Services as part of a Memorandum of Understanding with SCUSD.

- Academic Support for Underperforming Students. Charter High School will hold all students to high standards and is committed to providing students who are not meeting the standards with assistance. Additional learning opportunities will be available for students, which may include tutoring, extra classes before and after school, accelerated classes during the school day, Saturday school, and summer school.
- Social and Psychological Supports. In order to increase academic success, many students need help in coping with health, social, and psychological challenges. Subject to resources, Charter High School will seek to create a team of counselors, psychologists, and social workers to provide a support system for students, staff, and families.

Charter High School will also provide support services to students achieving substantially above grade level expectations.

Challenging Curriculum. Charter High School’s small schools are committed to establishing high behavioral and academic standards for all students. All standards will be clearly articulated and posted in all classrooms. Every student, teacher, and parent associated with Charter High School will become intimately familiar with these standards. Charter High School will make deliberate choices about what is most essential for students to know and be able to do upon graduation. Our goal is to allow students to master key concepts and factual knowledge as well as learn how to apply the material critically and creatively.

The California State Board of Education has established content and performance standards. Charter High School students and teachers will be accountable for reaching these standards in the core disciplines (English/language arts, mathematics, history/social science, and science). In addition, students and teachers will be accountable for acquiring life skills that will provide a meaningful connection to their world outside of the classroom.

Students will fulfill the majority of their course requirements through classes at the School as is legally required. However, students will have the option to fulfill some course requirements through approved on-line coursework or approved coursework at a local college or community college. All students in grades 9-12 will have the opportunity to enroll in courses that fulfill the University of California/California State University (“UC/CSU”) A-G requirements.

Charter High School will provide students and parents with a course catalog or its equivalent, notifying parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

All curricula at Charter High School will be informed by core California state content standards and designed to develop a foundation of basic skills as well as cultivate higher-order thinking and problem-solving skills. The curriculum will be intellectually challenging and linked to students’ lives and interests. Students achieving substantially above grade level expectations will have access to rigorous curricula.

Interdisciplinary curriculum will also be utilized. Currently, St. HOPE is working with Dr. Bill Daggett and a team from the International Center for Leadership in Education to develop the course of study and curriculum for each of the six small schools at Charter High School.

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, the small schools at Charter High School 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. Although each small school will use a repertoire of instructional strategies, the emphasis may differ among the small schools.

In addition to the above strategies, the following approaches will be an integral part of the learning experiences of all Charter High School students:

- Project-Based Learning. Students at Charter High School will have opportunities to apply learning to complex problems as well as to develop products that require written and oral communication, extended research, analysis and synthesis of information, planning, and organization. Projects will link curriculum content with students’ real world experiences.
- Service Learning. Students at Charter High School will have opportunities to apply learning in real world settings through community service. Students will develop relationships with adults and make tangible contributions to the community. Service learning will be aligned with student interests and goals.
- Work-Based Learning. Students at Charter High School will have opportunities to explore career interests through industry speakers, work site tours, job shadows, mentors, and internships. Students will learn about their career interests and strengths, develop relationships with adults, and apply classroom learning to real world projects. Work-based learning will be aligned with students’ interests and goals.

Extended Time for Learning. The small schools at Charter High School will create more time for student learning to occur by implementing the following structures:

- After-School Tutoring and Support. More learning occurs when more time is dedicated to learning. Charter High School will provide students in need of extra assistance with after-school tutoring and support classes. Numerous studies have found that after-school programs can effectively address students’ academic, recreational, and cultural needs, especially when the programs insist on structure.
- Flexible Schedule. Charter High School’s small schools will adopt a schedule that maximizes instructional time and provides increased opportunities for in-depth learning. The goal is for students to have more time to delve into subjects, for teachers to have time to work together to integrate curriculum, and to reduce teachers’ pupil load. Different forms of block scheduling are being explored.

- Summer School. Charter High School will offer a summer school program for students who need academic assistance or who wish to accelerate their learning.

High Quality Staff. The quality of school staff, in particular teachers, is a primary determinant of student achievement. St. HOPE is committed to hiring and retaining highly qualified individuals with a passion for education and a belief that all students can and will be successful.

- Qualified Teachers. In accordance with Education Code Section 47605(1), teachers in the School shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in any other public school would be required to hold. These documents shall be maintained on file at the School and shall be subject to periodic inspection by the chartering authority. The goal is for all core teachers at the School to possess a CLAD certificate or receive CLAD training. Teachers at Charter High School will be well prepared, certified teachers whose expertise and interests align with the needs of the small school in which they teach. Teachers will be diagnosticians, planners, and leaders. They will know a great deal about the learning process and have a wide repertoire of tools including the use of educational technology. They will be experts in their subject matter, the needs of diverse learners, and the learning process. This means teachers need to know about child and adolescent development, young people's cultures, learning styles, and motivation. They also need to understand language learning and literacy development.
- Collaborative Planning Time. Staff within the small schools will work together to develop curriculum and lesson plans, review student work, and refine lessons and instructional practices.
- Ongoing Professional Development. A commitment to continuous learning and improvement will be expected of all Charter High School staff. To support this commitment, professional development is critical. Professional development will be devised by the school in response to staff and student needs and ensure that staff have opportunities to develop and practice a repertoire of instructional strategies, create innovative units and lessons, and have access to the latest research on teacher, learning, and youth development. Examples of key professional development areas include, but are not limited to, understanding and use of content standards, the use of technology as an instructional tool, literacy and writing across the curriculum, and English language development.

Parent Involvement. After a student's socio-economic status, parent involvement is often identified as the single most important determinant of student success. Accordingly, St. HOPE will build on its demonstrated success in working with parents and involve them with the School in a meaningful way. Charter High School parents will be communicated with on a regular basis through mail, email, telephone, and parent meetings. Because approximately 30% of the student population will be English Language Learners, Charter High School will also develop outreach approaches for non-English speaking families that are linguistically and culturally sensitive.

Parents will also be expected to actively participate in their child's education. Charter High School proposes to create Adult Support Agreements in which parents will be asked to commit to spend a defined amount of time each year in support of the school and their students. This time may include visiting the classroom, helping students develop their Personalized Learning Plans, attending meetings, volunteering, etc. Involvement options will be diverse as are the times during which opportunities are scheduled. In the

event that no parent is available, the school will work with the student to identify an appropriate adult caregiver to fulfill this role.

The School will have a Parent Liaison who is responsible for managing parent outreach and involvement. As described above, each student will be placed in a student advisory group upon entering the school. The advisor will be a stable, main point of contact for parents throughout the duration of high school.

Community Partnerships. Charter High School will also rely heavily on community partnerships to support teaching and learning and the overall mission of the School. Local business and community organizations will be called upon to provide resources to the small schools ranging from funding, to donating of materials to volunteering and tutoring students. Hands-on experience is central to the mission of Charter High School. Businesses and community organizations will also be asked to provide students with opportunities to apply classroom learning to real world projects, problems, and jobs. St. HOPE has already mobilized hundreds of community volunteers for support and will expand upon this base to bring additional resources to Charter High School.

Student Activities. St. HOPE believes student activities are central to an effective education. Charter High School will offer a variety of activities including athletics, student government, arts, and clubs outside of the academic program. These activities will be offered across the small schools and play a unifying role for Charter High School and the community.

ELEMENT "B" - Measurable Pupil Outcomes

The ultimate goal of Charter High School is to graduate students who are well-equipped to succeed in the world beyond high school. The school environment at Charter High School will foster critical and creative thought, real world application of knowledge and skills, dedication to community service, commitment to lifelong learning, and effective communication. Below is a list of the measurable pupil outcomes at Charter High School. Pupil outcomes, for purposes of this section, means the extent to which all students demonstrate they have attained the skills, knowledge, and attitudes specified as goals in the School's educational program.

Charter High School will adhere to the rigorous content and performance standards for the core subject areas (English/language arts, mathematics, science, and history/social science) as set forth in the California K - 12 Academic Content Standards adopted by the California State Board of Education. Students will be expected to master grade-level skills as outlined by the California content standards for the core subject areas.

In accordance with Charter High Schools Act, Charter High School will meet all statewide standards and conduct the pupil assessments required of other public schools and meet any other statewide standards authorized in statute or conduct pupil assessments applicable to pupils in non-charter public schools. Specifically, students will demonstrate growth in the skills, knowledge, and attitudes established throughout the program by posting gains on widely accepted achievement tests.

Charter High School will continue to refine its pupil outcome goals and school outcome goals. It is intended that students will advance and progress by demonstrating mastery of these pupil outcome goals at designated times to be determined during the school design phase.

Pupil Outcomes

At this time, Charter High School will pursue the following pupil outcome goals:

1. Students will demonstrate a proficiency in reading and writing.
2. Students will demonstrate a mastery of designated outcomes goals in the core academic areas of English Language Arts, social science, mathematics, science, art, and foreign language. Suggested goals, subject to revision, are listed below.
3. Students will demonstrate a mastery of life skills in the areas of communication, cooperation, critical thinking, caring and respect, citizenship, conflict resolution, responsibility, study skills, and technology literacy. Suggested goals, subject to revision, are listed below.
4. Students will demonstrate leadership capacity by planning and implementing significant service-learning projects within the School and the community at large.
5. Students will demonstrate a proficiency in technology skills designated by the school community to be important both for lifelong learning and preparation for a technologically-based workforce. Suggested goals, subject to revision, are listed below.
6. Students will complete coursework and related activities needed to be considered for admission to the University of California and California State Universities.

School Outcome Goals

At this time, Charter High School will pursue the following school outcome goals:

1. The School will demonstrate progress in the aggregated results of the pupil outcomes listed above.
2. The School will demonstrate student improvement on standardized tests (e.g., California Standards Test, CAT/6, Spanish Primary Language Test, Golden State Exam, California English Language Development Test, and California High School Exit Exam).
3. The School will demonstrate an increasing attendance rate and compare favorably with other high schools in the District.
4. The School will demonstrate a decreasing dropout rate, number of student referrals to continuation school, and number of expulsions and compare favorably with other high schools in the District.
5. During the term of the charter the School will meet or exceed any applicable Academic Performance Index ("API") growth targets.

Starting a year after Charter High School opens, specific school wide, subgroup, and individual goals in the above areas will be developed. These goals will be determined once student enrollment has been solidified and students' current levels of achievement diagnosed to establish the baseline. The goals will then be adopted by the School and submitted to the District. Assessment of these goals is described in ELEMENT "C" - Methods to Assess Pupil Progress towards Meeting Outcomes.

Core Academic Skills. Students will demonstrate appropriate age or grade-level mastery of:

English/Language Arts:

- Listening and speaking with an emphasis on the clear and effective expression of ideas in formal and informal presentations.
- Reading at or above grade leveling with the expectation of instilling a life-long productive relationship with books.
- Writing skills, especially in expository form as part of Charter High School's commitment to prepare students for college-level papers.

Mathematics: Students will:

- Develop fluency in basic computational skills;
- Develop an understanding of mathematical concepts;
- Become mathematical problem solvers who can recognize and solve routine problems readily and find ways to reach a solution or goal where no routine path is apparent;
- Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms;
- Reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses; and
- Make connections among mathematical ideas and between mathematics and other disciplines.

Science: Students will develop an understanding of the utility of scientific research and inquiry methods. Students will also understand the major concepts behind the various branches of science.

History/Social Science: In addition to mastering a field of factual information that will provide them with a knowledgeable appreciation of the society and the broader world in which they live, students will learn how to analyze historical events and the roles of individuals in history, become familiar with the political and cultural traditions that reflect the diversity of this country's population,

and acquire a critical faculty that will equip them to become active and discerning participants in their communities and in national life.

Art: Whether through visual arts, performance, music, film, or writing, students will acquire a lasting appreciation of various forms of cultural expression through the promotion of their own creativity. Artistic expression will not only allow those especially creative individuals to come forward and be seen, but will give all students the opportunity to experience for themselves the value of cultural life and expression.

Foreign Language: Students will develop an understanding of a language other than English. Students should learn oral and written communication skills as well as an understanding of culture.

Life Skills: Students will demonstrate mastery of:

- **Communication:** the ability to listen, speak, read, and write as appropriate to the intended audience in school, at home, or in the community;
- **Cooperation:** the ability to work productively with school peers, family members, and community members in order to complete assigned projects;
- **Critical thinking:** the ability to form a reasonable opinion on matters requiring the active assessment and comparison of data, such as those contained in newspapers, election material, and other material available and pertinent to socially aware citizens;
- **Caring and respect:** the ability to accept and demonstrate kindness and appreciation for cultural, linguistic, and socio-economic differences among classmates and community members;
- **Citizenship:** the ability to plan and implement a project in service to the School and the larger community;
- **Conflict resolution:** the ability to resolve differences in opinion in a civil and fair manner;
- **Responsibility:** the ability to maintain the highest personal standards in studies, character development, and citizenship;
- **Study skills:** the ability to utilize note-taking strategies, questioning strategies, library research skills, time management, and test-taking strategies; and
- **Technology literacy:** the ability to make effective and responsible use of technology to enhance learning and academic performance.

ELEMENT "C" - Methods to Assess Pupil Progress towards Meeting Outcomes

The pupil outcomes described above will be part of a comprehensive evaluation plan based on the belief that in order to have a complete picture of a student's growth, different types of assessments must be used. Assessments for individual students should focus on a student's growth towards a proficiency standard rather than comparing a student's performance against other students. Charter High School will measure students' progress towards attaining the outcomes described above in a variety of ways including, but not limited to, the following:

- Time on task, as appropriate to the student's individualized plan;
- Authentic assessment (e.g., portfolios, exhibitions);
- Demonstration of skills/knowledge (e.g., essays, oral presentations);
- California sanctioned and/or required testing, including performance-based assessments (CAHSEE, CAT-6, SAB/2, CST, CELDT);
- Parent, teacher, and community observation and feedback;
- Project completion;
- Field experience;
- Use of tutorials;
- Participation in and adherence to individual contracts;
- Unit testing;
- Individual portfolios (work samples);
- Use of numerous resources available;
- Parent conferences;
- Group discussions and analysis;
- School and District performance criteria; and
- Nationally normed standardized achievement testing (STAR program including CAT-6 and California Achievement Tests).

The evaluation plan will assess what students know as well as what they do with knowledge. The plan will also promote and support reflection and self-evaluation on the part of students, staff, and parents. The charts below display a summary of the pupil and school outcomes described in ELEMENT "B" - Measurable Pupil Outcomes and their respective assessment methods. Consistent and calibrated rubrics to measure student performance will be developed as part of the evaluation plan.

Pupil Outcome Goals

OUTCOMES	ASSESSMENT
Proficiency in reading and writing	Standardized tests (CST, CAT/6, CAHSEE, CELDT, SABE2), writing on demand, essay exams, peer review, portfolios, exhibitions, oral examinations
Mastery of core academic areas	Standardized tests (CST, CAT/6, CAHSEE, CELDT, SABE2), essays, exams, portfolios, exhibitions, oral examinations
Mastery of life skills	Essays, journals, portfolios, exhibitions, peer reviews, community reviews, performance examinations
Mastery of leadership skills	Essays, journals, portfolios, exhibitions, peer reviews, community reviews, performance examinations
Proficiency in technology skills	Portfolios, exhibitions, projects, exams

School Outcome Goals

OUTCOMES	ASSESSMENT
Progress in aggregated pupil outcomes	Aggregate individual pupil outcome results
Student improvement on standardized tests	Compare standardized test scores (CST, CAT/6, CAHSEE, CELDT, SABE2) to comparable schools
Higher attendance than District	Compare School and District attendance records
Lower dropout rate, expulsions, and referrals to continuation schools	Compare School and District dropout rates, expulsions, and referrals
Meet or exceed Academic Performance Index (API) growth targets	Overall score (on scale of 200-1000), Annual growth targets, Subgroup scores, Statewide rankings

Charter High School plans to develop an on-site, electronic data system to continually monitor and improve individual, small school, and school-wide achievement. Initially, the School plans to use SASIxp. However, this does not preclude exploring other options in the future. A detailed operational plan will be included in the school design.

ELEMENT "D" - Governance Structure of School

Charter High School will be an independent charter school governed by the 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 Sections 47600 *et seq.* Additionally, SHPS' purpose is to educate students, pursuant to and within the meaning of Internal Revenue Code Section 501(c)(3). Charter High School will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in SHPS' bylaws. SHPS will hold the charter and govern Charter High School's operations.

The SHPS Board of Directors consists of a maximum of 11 regular members, which shall include one representative of the SCUSD. The SHPS Board of Directors respects the SCUSD's discretion to assert its right to a voting position on the SHPS board. Therefore, despite a concern that a real or perceived conflict of interest or incompatibility of office may exist by the granting of a voting right to the SCUSD board representative, SHPS will amend its bylaws to reflect the District's choice. Regardless of the SCUSD's use of discretion, it is assumed the District representative on the board will facilitate communications and mutual understanding between Charter High School and SCUSD.

Governance of Charter High School

St. HOPE Public Schools Board of Directors. The SHPS Board of Directors is responsible for establishing broad policies that affect all St. HOPE charter public schools, but delegates the day-to-day control over the management and operations to staff. This delegation occurs through the development and approval of a comprehensive set of operating policies related, but not limited to: (1) curriculum and instruction; (2) budget development and oversight; (3) staffing and personnel; (4) legal and risk management; (5) benefits and compensation, and (6) conditions for suspension or expulsion. The SHPS Board members will also be expected to participate in raising funds and increasing public awareness of Charter High School.

The SHPS Board of Directors will have regular meetings held in accordance with the Brown Act and, furthermore, SHPS and its Board of Directors and Charter High School as a whole will fully comply with the Brown Act, the Public Records Act, the laws related to Conflicts of Interest, and any other law of general applicability in all of its operations. Since no formal relationship exists between SHPS and St. HOPE Corporation, or any other St. HOPE entity, it is not anticipated that those entities would be subject to the above mentioned laws.

An integral role of the SHPS Board of Directors shall be to provide a means by which everyone in the Charter High School community can have input in identifying problems and inventing solutions to meet the School's goals. The SHPS Board of Directors shall also facilitate the annual performance audits of the

School. The due date and extent of the performance audit will be addressed in the Memorandum of Understanding.

Superintendent. The Superintendent is the Chief Executive Officer of the School and will be hired by the Board of Directors to accomplish the adopted school mission. The Superintendent has general supervision, direction, and control of the school and will primarily be responsible for business affairs and public relations. The Superintendent will be held accountable by the Board of Directors and will report directly to that body.

President. The President is the Chief Academic Officer of the School and serves as the academic administrator of the School. The President is appointed by the SHPS Board of Directors and is in charge of school operations. The President sets the tone and direction for the School by means of the policies, structure, and oversight exercised during the course of day-to-day operations. Furthermore, the President provides direction to the faculty in their work and fosters an atmosphere of learning, achievement, and cooperation. The President manages academic and extracurricular programs and operations to ensure their success and encourage the unity and involvement of the entire School community.

Small School Principals. Each small school will be autonomous and led by a principal, who will be held accountable by the President for complying with the policies and procedures established by both the SHPS Board of Directors and the School Council. The Principal has the authority or autonomy to manage the day-to-day operations, program of study, curriculum and instruction in a manner he/she chooses. Each school will be accountable for student learning and mastery of the California K- 12 academic content standards. Principals will be responsible for working closely with their faculties to ensure the well-being of their respective schools, their staffs, and students.

School Council. Charter High School encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the School plans to appoint a School Council comprised of staff, administrators, parents, students, and community representatives. Bylaws are currently being established for the School Council, which will address its composition and its policies and procedures. Essentially, the School Council will be primarily responsible for developing a school-wide single plan for improving student achievement. The Council will be comprised of approximately ten members, with each individual small school having one representative. Each small school representative will be a principal, staff member, parent or student. The School Council will submit its plan to the SHPS Board of Directors for approval. Upon approval, it will be the Principals' responsibility to see that the plan for improving student achievement is followed in each small school while the Principal is responsible for ensuring the plan is followed school-wide. The School Council will also make recommendations about issues related to the School and participate in reviewing parental and community concerns.

Advisory Councils. SHPS encourages all groups to participate in and share the responsibility for the educational process and educational results. Furthermore, SHPS recognizes that children learn best when parents are engaged in their education. As a result, Charter High School will have in place certain councils, which will afford students, parents, educators, and community leaders an opportunity to provide input and advice on school operations. These advisory councils shall include the following:

- Youth Congress: Comprised of student leaders representing each individual small school.
- Parent Association: All parents or guardians of Charter High School students will be members of the Parent Association, whose sole purpose is to support the vision and mission of Charter High School. One goal of Charter High School is to empower parents as educational partners. Parents should feel that their voice and participation at the School influences the development of the School and its components. Parents will have the opportunity to participate in a variety of meaningful ways at the School and their presence on campus and assisting teachers in the classroom will be most important.
- Parent Council: In order to ensure significant parent involvement, the School will have a standing Parent Council within the Parent Association. The Parent Council will be the organization responsible for recruiting parents in the activities of the School for the purpose of strengthening the community. It will also be responsible for coordinating parent activities and strategies in support of the School.

Bylaws defining policies and procedures of each advisory council are in the process of being developed by SHPS.

ELEMENT "E" - Employee Qualifications

Employees

All employees will be teachers and role models. Because of their dedication to students, employees will be not only innovative individuals with a passion for life-long learning, but also coaches and facilitators of learning. They will be committed to developing the social, civic, character, and academic potential of each student. It is the intent of Charter High School to hire employees who are dedicated to providing instruction for children according to the academic content standards adopted by the California State Board of Education.

Selection and appointment of employees at the School will be the exclusive prerogative of SHPS. As such, those who work at Charter High School shall be selected, employed, and released by the Superintendent, the President, and/or the SHPS Board of Directors, which will set the terms and conditions of employment by establishing personnel policies and/or through negotiated agreements.

Charter High School 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. Decisions relative to the selection of the Superintendent and President of the School rest with the SHPS Board of Directors. Decisions relative to the selection of all remaining employees rest jointly with the Superintendent, President, and the SHPS Board of Directors. The School shall comply with all applicable criminal background check laws, including Education Code Sections 45125.1 (vendors) and 44237.

Administrators

The Superintendent, President, and Principals should possess leadership abilities and a comprehensive educational vision consistent with the School's mission and educational program, as well as experience related to their areas of responsibility. In addition, the Superintendent, President, and Principals should have strong knowledge of the academic content standards adopted by the California State Board of Education.

Teachers

Charter High School will comply with all applicable laws in regards to employee qualifications. Teachers will be required to hold a valid teaching credential or certificate issued by the California Commission on Teacher Credentialing. 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." A list of non-core, non-college preparatory classes will be submitted to the District prior to beginning instruction.

Teachers will provide instruction in core subjects, including English/language arts, mathematics, history/social science, and science. They will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. The most important qualifications for our teachers are: (1) commitment to developing the academic potential of all Charter High School students; (2) demonstrated competency in subject matter they will be teaching; (3) proficiency in instructional practices relevant to diverse populations; (4) familiarity with or willingness to be trained in learning styles and the School's curriculum sequence; and (5) willingness to work hard, take responsibility, and exercise leadership for the School as a whole.

Specific teacher qualifications include:

- Possession of a valid teaching credential or certificate issued by the California Commission on Teacher Credentialing;
- Strong knowledge of state-adopted academic content standards;
- Willingness to devote time, energy, and effort towards developing the School's program;
- Commitment to working with parents as educational partners;
- Willingness to become learners as well as teachers/coaches in the School;
- Knowledge of or willingness to become knowledgeable about the developmental needs of the students;
- Sensitivity to social as well as academic needs of the students;
- Willingness and ability to plan cooperatively with other teachers;
- Willingness to be trained in the use of different curricula and learning styles in the classroom;
- Willingness to be an active participant in staff meetings;
- Willingness to work closely with the administration by providing any information regarding a student's behavior change, attitude and/or classroom performance;

- Willingness to take a leadership role in some aspect of the School's development;
- Strong knowledge of their personal strengths and weaknesses;
- Willingness to continue education through additional courses and training, workshops, seminars, and professional development; and
- Willingness to work collaboratively with Charter High School's university, college, business, and community partners.

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

Instructional support staff shall be required to hold a valid certification in accordance with the federal No Child Left Behind Act. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses.

ELEMENT "F" - Health and Safety Procedures

Prior to commencing instruction, Charter High School shall develop, adopt, and implement a comprehensive set of health, safety, and risk management policies to be approved by the District prior to opening the School. These policies shall be developed in consultation with Charter High School's insurance carriers and SCUSD. The policies, at a minimum, shall address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools;
- Policies and procedures for response to natural disasters and emergencies, including fires, floods, and earthquakes;
- Policies relating to preventing contact with blood-borne pathogens;
- A policy encouraging that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent;
- Policies relating to the administration of prescription drugs and other medicines;
- A policy that Charter High School will be housed in District facilities and/or facilities that have received state Fire Marshal approval and that have been evaluated by a licensed structural engineer who has determined the facilities present no substantial seismic safety hazard;

- A policy establishing Charter High School's function as a drug, alcohol, and tobacco free workplace;
- A requirement that each employee of the School furnish a criminal record summary as required by Education Code Section 44237;
- 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;
- A policy that Charter High School will utilize security personnel and school monitors;
- 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 Charter High School premises; and
- A policy that Charter High School establishes a safe place off the grounds to move students in the event of danger.

These policies will be incorporated as appropriate into the School's student and staff handbooks and will be reviewed on an ongoing basis in the School's staff development efforts and governing board policies.

ELEMENT "G" - Means to Achieve Racial/Ethnic Balance Reflective of District

To achieve a racial and ethnic balance among its students that is reflective of the District, Charter High School will implement 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; and outreach efforts to specific populations via neighborhood groups, community organizations, churches, mosques, temples, and other leadership organizations.

ELEMENT "H" - Admissions Requirements

Students will be considered for admission without regard to race, ethnicity, national origin, primary language, gender, disability or achievement level. A key attribute that we seek from each student and his/her family is a strong desire to attend a school that emphasizes high academic achievement and promotes community involvement through service-learning projects that focus on improvement of the surrounding community.

As part of the admissions process, students and their parents will be asked to take part in an orientation session that will introduce the School's philosophical and operational underpinnings and policies. A student shall not be denied admission in the case that his or her parent or guardian is unwilling or unable to accompany him or her to the orientation, or in the case where a pupil has reached the age of eighteen (18). At orientation, students, parents, and/or guardians will be asked to sign an annual parent/student contract to acknowledge they understand and support Charter High School's outcomes, philosophy, program, and any other applicable requirements. Though parents will be strongly encouraged to sign the contract, a student will not be punished for the failures of his/her parents, whether it is the signing of the contract or the

fulfilling of its terms. A student will not be suspended or expelled from Charter High School for breach of the contract.

In the event the number of students who wish to attend Charter High School exceeds the School's school-wide, grade level and/or small school level capacity, a lottery system will be used to determine those selected to attend. Preference will be given to District residents as well as children of teachers and staff members. 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

The District and the St. HOPE Public Schools Board will review the fiscal integrity of Charter High School 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 Charter High School. The operational oversight of Charter High School staff through on-going business reviews at the site level will ensure that Charter High School remains financially viable. The adherence to such sound financial practices administered at the site is a condition for continuance of the charter.

Charter High School will annually, at its own expense, contract for the services of an independent and certified public accountant with experience in education finance to conduct financial audits of Charter High School. The audit will be conducted in compliance with GASB standards and submitted to the state by December 15, in accordance with applicable law. The audit shall be submitted to the District at a date agreed upon by the School and SCUSD that allows for enough time to make this submission to the state after resolving any audit exceptions or deficiencies to the satisfaction of the auditor and the District. These audits will, at a minimum, include an audit of the School's financial statements and attendance accounting records and practices. Audit deficiencies will be resolved in accordance with standard accounting practices and laws governing charter schools.

The District shall inspect documents on file at Charter High School that shall verify that all teachers at the School hold a valid teaching credential or certificate issued by the California Commission on Teacher Credentialing.

The Superintendent or designees shall annually examine the audit report of Charter High School, and shall, not less than annually, examine the general operations of Charter High School (e.g., review of the School's curriculum and instructional program and delivery of other major aspects of the charter).

The District shall charge, and Charter High School shall pay the District, for the actual and reasonably documented costs of monitoring and supervision not to exceed one percent (1%) of the revenue of Charter High School. Revenue is defined as charter general-purpose and categorical block grant funding. Revenue excludes other grants and special-purpose sources. Except as otherwise provided by law, the District shall charge, and Charter High School shall pay the District, for the actual and reasonably documented costs, up to 3 percent (3%) of Charter High School's revenue should the District permit Charter High School to utilize District facilities or space for instructional purposes.

Business Practices and Contracting for Services and Goods

It is the intent of Charter High School to negotiate with the District regarding an array of interrelationships, including, but not limited to, the provision of goods, services, and special education.

Charter High School 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 Charter High School from the District. These services may include:

- Accounting, payroll, and fiscal support services;
- Student information, assessment, and other data processing services;
- Facilities maintenance, utilities, and grounds keeping;
- Services related to exceptional needs or English Language Learners;
- Transportation services as needed;
- Legal counsel and insurance services;
- Certain purchasing, delivery, and warehousing services;
- Any categorical program management or grant development or compliance services deemed necessary for the quality of the school program and;
- Special education services at the School site or sites maintained by the District, SELPA, or other appropriate provider.

Except as set forth herein, all SHPS assets will remain the property of the nonprofit in the case of school closure and be audited as part of the corporation's annual audit. Should SHPS as a nonprofit organization disband, all of its property and assets will be liquidated according to its by-laws and state law governing California Public Benefit Corporations. District materials and property donated or loaned to Charter High School will be properly inventoried and returned to the District on withdrawal of charter status. Assets purchased with District funds belong to the District. All District property used by the charter shall be protected by insurance satisfactory to the District.

School Site Rental or Site Purchase

The specifics of district facility usage, if any, will be detailed in a Memorandum of Understanding.

ELEMENT “J” - Pupil Suspension and Expulsion

The purpose of discipline at Charter High School is to:

- 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 development.

If the charter is approved, the charter petitioners will develop comprehensive suspension and expulsion policies and procedures.

The suspension and expulsion policies will be printed and distributed to the Charter High School community as part of the School's Parent-Student Handbook. The handbook will clearly describe the School's academic and behavioral expectations regarding attendance, work habits, harassment, substance abuse, violence and safety among others. School discipline will be addressed during orientation and all students, parents, and guardians will be asked to verify that they have reviewed and understand the policies and procedures.

Any student who engages in repeated violations of Charter High School's academic or behavioral expectations may be required to attend a meeting with Charter High School 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 Superintendent, President, or principals may discipline and ultimately suspend or expel students who fail to comply with the terms of a remediation agreement. Students who present an immediate threat to health and safety may also be immediately suspended and later expelled by the Board upon recommendation of the Superintendent, President, or principals. The School's policies will provide all students with due process and will be developed to conform to applicable federal laws including federal laws relating to the discipline of students with exceptional needs prior to beginning instruction. Charter High School will finalize an Agreement Regarding Special Education Services as part of a Memorandum of Understanding with SCUSD.

The School will notify the District of any expulsions and will include suspension and expulsion data in its annual performance report.

ELEMENT “K” – Retirement System

Charter High School intends to offer retirement benefits that will be comparable with those provided to staff in similar public schools according to policies and procedures developed by the SHPS Board and adopted as the School's personnel policies. Pending development of the School's budget and personnel policies, Charter High School currently anticipates participating in public retirement systems, including STRS and PERS. Charter High School retains the right to participate in or switch to alternative retirement systems,

including, but not limited to federal social security, 403(b) plans, and other coordinated or alternative systems if it believes that such systems will enable it to attract and retain a higher quality staff.

If the School should opt to participate in the STRS or PERS systems, the District shall cooperate as necessary to forward any required payroll deductions and related data. In accordance with Education Code Section 47611.3, the School shall pay the District for its actual costs for the provision of such services.

ELEMENT "L" - Attendance Alternatives

Students who opt not to attend Charter High School 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. No pupil shall have the right to admission in a particular school of the District as a consequence of enrollment in Charter High School, except to the extent that the District extends such a right.

ELEMENT "M" – Description of Employee Rights

No public school District employee shall be required to work at Charter High School. Any qualified person who so desires may be considered for employment through an open application process. If hired, the employee shall enter into a contractual agreement with SHPS, which shall have the authority to hire and terminate the position, in accordance with the agreement executed between Charter High School and the employee.

For staff employed by a public school district in the prior year and who become employees of Charter High School, they shall (as in the case of all other employees) be selected, employed and released by Charter High School, which shall set the terms and conditions of employment. Such school staff will be considered employees of Charter High School.

It is understood by the School that the SCUSD employee who is offered employment and who chooses to work at Charter High School must resign his/her position as a SCUSD employee, and may have no rights of return to the District.

It is the intent of Charter High School to provide the opportunity for District employees to work at the School in a temporary status position. In these cases, a District employee may seek a leave of absence from the District in accordance with all applicable laws and policies.

It is also the intent of Charter High School to have the ability to hire District staff to work at the School. Charter High School shall reimburse the District for all reasonable costs of employing such staff including salary and benefits.

ELEMENT "N" - Dispute Resolution

Notwithstanding SCUSD's right of revocation for internal disputes, which shall not be impaired by this dispute resolution process, Charter High School operates on the premise that the members of the Charter High School community can resolve issues of dispute in a fair and cooperative manner without resorting to external intervention. For parents, teachers, students, administration, volunteers, support staff, and

community members, the process may include, but not necessarily be limited to, one-on-one direct discussions between disputing parties, peer conflict management, and the use of mutually agreeable third party mediators. If the dispute is not resolved, the parties would then take the matter to the St. HOPE Public Schools Board of Directors. All members of the Charter High School community agree to attempt to resolve disputes by this process, and until completed, shall refrain from commenting to the media on any disputes, subject only to laws regarding public records. All efforts will be made to resolve dispute issues amicably.

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

Should a dispute arise between Charter High School and SCUSD over the provisions of the charter, the following procedure shall be followed until resolution is reached:

- The SHPS designee shall meet with the superintendent or District designee to attempt informal resolution of the dispute.
- The SHPS designee and a member of the Charter High School Board shall meet with the superintendent or District designee to attempt informal resolution of the dispute.
- The SHPS designee and the superintendent or designee shall frame the dispute in writing and submit the issue to the SHPS Board of Directors and the SCUSD Board for a formal written recommendation for resolution by both governing bodies for review and possible acceptance by the other.
- The written framed issue shall be submitted to the SHA Board by the St. HOPE Public Schools designee for a formal written recommendation for resolution by the SHPS Board and possible acceptance by the District Board.
- SCUSD and Charter High School shall submit the matter to a mutually agreed upon mediator, with costs to be split evenly between SCUSD and Charter High School.
- SCUSD and Charter High School shall submit the matter to a mutually agreed upon arbitrator for a non-binding recommendation, with costs to be split evenly between the District and the School.

The staff of Charter High School, the SHPS Board of Directors and SCUSD shall agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary to the media regarding any disputes until the matter has progressed through the dispute process, subject to the laws regarding public records. It should be noted, however, that no language or policies established under the dispute resolution procedure shall impair SCUSD's right of revocation of this Charter.

Charter School agrees that should any provision of this Charter Petition be declared or be determined by any court of competent jurisdiction to be illegal, invalid or unenforceable, the legality, validity and enforceability of the remaining parts, terms and provisions shall not be affected thereby, and said illegal, unenforceable or invalid part, term or provision will be deemed not to be part of this Charter Petition.

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 Closing

All SHPS assets shall remain the property of the nonprofit in the case of school closure and be audited as part of the corporations annual audit. Should SHPS as a nonprofit organization disband, all of its property and assets will be liquidated according to its by-laws and state law governing California Public Benefit Corporations. District materials and property donated or loaned to Charter High School by the District will be properly inventoried and returned to the District on withdrawal of charter status. Assets purchased with District funds belong to the District. All District property used by the charter shall be protected by insurance satisfactory to the District.

Upon graduation or matriculation, parents or guardians of students will be provided with a printed or electronic transcript of their academic progress at the School, along with other relevant information. Thus, in the event of a school closure, parents and students will possess an independent copy of potentially necessary pupil records. The School's governing board may also provide for the transfer of such records to the SCUSD or other qualified entity, if available, at the time the school closes. In the event that no such willing repository is available, the records shall be disposed of or destroyed in a fashion that will ensure confidentiality of the records. No records will be destroyed that the School is required to keep under state and federal law.