



# **ST. HOPE PUBLIC SCHOOLS Sacramento Charter High School**

Charter School Renewal Petition

Submitted September 26<sup>th</sup>, 2016

Revised version submitted November 6<sup>th</sup>, 2016

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 Schools Act.

**Submitted by St. HOPE Public Schools in cooperation with parents, teachers, staff, community leaders and other citizens.**

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## SUMMARY OF REVISIONS

### Summary of Revisions to the Petition

CATEGORY	SUMMARY OF CHANGE(S)	PAGE(S)
Cover page	Edited to reflect submission of a revised petition	1
Table of contents	Edited to reflect addition of a new section listing a summary of changes (this section) and page numbers for each section were updated as they shifted with the addition of a new section	2
Summary of Revisions	Provide a summary of all revisions made to the petition and list the additions to the appendices	3-4
Results to Date	Updated data to reflect results of 2016- science CST	12
Special Education	Provided updates and clarification for Sac High's Special Education program	37-38, 42
English Learner Instruction	Provided updates and clarification for Sac High's English Learner Instruction and adjusted language regarding the EL Literacy Development program	52-53
Curriculum/Materials/Resources	Noted that sample 9 <sup>th</sup> grade ELA curriculum was provided in the appendices	22
Curriculum/Materials/Resources	Provided list of materials and resources available to students, including technology resources	35
Transferability of Courses	Added information regarding the manner in which Sac High will inform parents about the transferability of Sac High courses	54
LCAP	Provided updates and clarification for Sac High's annual goals	55
LCAP	Added a note referencing items added to the petition describing teacher modification of instruction	58
Assessment Results	Provided assessment results, including those for science, for 2015-16 broken down by subgroup	57-58
Method for Measuring Pupil Outcomes for State Priorities	Provided updates and clarification for Sac High's method for measuring pupil outcomes for the state priorities and how this is consistent with how information is reported on the SARC and aligned with exit outcomes	57
Board Membership	Clarified membership categories and terms for the SHPS board of directors	60
District Representative on SHPS Board	Provided clarification around the appointment of the District representative to the SHPS board of directors	60
Employee qualifications	Addressed core versus non-core teaching positions	63
Employee qualifications	Described how teacher qualifications will be verified according the their assignment	64
School Safety Plan	Adjusted language in Element F	66
Staff Safety Trainings	Described staff safety trainings and how records of attendance are kept	66, 69
Emergency Drills	Expanded the list of emergency drills listed	67
Mandated Reporter Training	Describe the training and how records are kept	68

Racial and Ethnic Balance	Updated sections to address concerns around practices to achieve appropriate racial and ethnic balance at the Charter School	70-71
Admissions Requirements	Explained reason for difference between petition and policy provided in appendices	77
Suspension and Expulsion Procedures	Clarified the difference between suspension and expulsion in regards to offenses	80, 83, 85
Notification of Expulsions	Updated the notification process for when a student is expelled from the Charter School	92
Notification of Student Exit	Updated the notification process for when a student exits the Charter School prior to completing the last grade of the school	97
Miscellaneous, Enrollment	Updated petition to provide context on enrollment projections for term of charter	104
Miscellaneous, Facilities	Clarified the future facility needs for the Charter School in the upcoming term of the petition	106
Miscellaneous, Budget for Legal Services	Clarified the Charter School's budgeting process and how funding for legal services is included	104

#### Summary of Additional Appendix Items Submitted with Revised Petition

CATEGORY	SUMMARY OF APPENDIX ITEMS	ITEM No.
Instructional Minutes	Calculation of Annual Instructional Minutes for 2016-17	1
Curriculum/Materials/Resources	Sample 9 <sup>th</sup> grade ELA curriculum resources	2
Measurable Student Outcomes	Provided a benchmark analysis form	3
Measurable Student Outcomes	Provided a benchmark analysis explanation form to give an overview of modifying instruction	4
District Representative	Redline version of proposed new SHPS board bylaws to be put before the SHPS board at their next regular meeting on January 24 <sup>th</sup> , 2017	5
Emergency Drills	Provided a schedule for emergency drills	6
Suspension and Expulsion Procedures	Redline version of a proposed new SHPS suspension and expulsion policy to be put before the board at their next executive committee meeting or, should it occur earlier, at their next regular meeting on January 24 <sup>th</sup> , 2017	7
Miscellaneous	Sac High's cash flow has been included with the revised budget	8

## AFFIRMATIONS AND ASSURANCES

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

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Sacramento Charter High School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

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*Signature*

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*Date*

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*Print Name*

## INTRODUCTION

Sacramento Charter High School (Sac High or SCHS) is a public, college preparatory, independent charter school that serves students in grades 9-12. Sac High was authorized by the Sacramento City Unified School District (“SCUSD” or the “District”) in 2003 and is currently in its fourteenth year of operation. Sac High is operated by St. HOPE Public Schools (SHPS), a nonprofit public benefit corporation. SHPS operates four schools in Oak Park, serving approximately 1,700 students in a PreK-12 education pipeline focused on empowering students to obtain a four-year college degree and to serve as leaders in their communities. The mission of St. HOPE Public Schools is to graduate self-motivated, industrious, critically thinking leaders who are committed to serving others, passionate about life-long learning and prepared to earn a degree from a four-year college.

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

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

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

As required by the Charter Schools Act of 1992, the petition contains a reasonably comprehensive description of each of the 15 elements identified in California Education Code Sections 47605(b)(5)(A)-(O). In addition to the required elements, the petition includes the appropriate assurances and supplemental materials (referred to as Appendices).



## RESULTS TO DATE

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

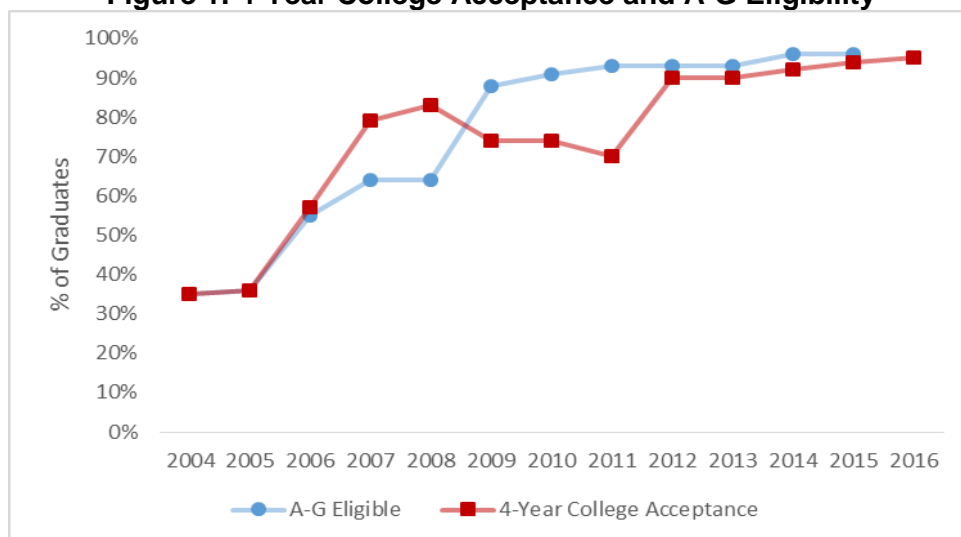
Sac High has also demonstrated unprecedented success in college preparation and acceptance rates. A summary of the results in each area is provided below. The results show definitively that all students, even traditionally low-performing subgroups, can achieve at the highest levels and meet ambitious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

### **College Acceptance and A-G Eligibility**

Perhaps the Charter School's greatest accomplishment in its first thirteen years of operation is the establishment of a college-going culture, which is readily apparent in "A-G" course completion rates and college acceptance rates of the past several classes of graduating seniors. In order to be considered for acceptance to the University of California or California State University institutions of higher learning, students are required to successfully complete a set of college preparatory courses, termed "A-G requirements," certified by California's public university systems. Prior to St. HOPE opening Sac High as a charter school, only 39% of seniors were "A-G" eligible in the Sacramento High School Class of 2003. Sac High's class of 2015 had 96% of seniors meet this requirement.

Similarly, 4-year college acceptance rates have increased since Sac High opened as a charter school. Prior to being closed in the spring of 2003 Sacramento High School had few students being accepted to a 4 year colleges, whereas in 2016 95% of seniors were accepted to at least one 4-year college with students being accepted into elite schools such as all nine UC campuses and Cal Poly San Luis Obispo. Figure 1 below shows the college acceptance and "A-G" eligibility over the last 13 years.

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



At a time when schools like University of California, Los Angeles (UCLA) are sending fewer acceptance letters, Sac High has had twenty-one seniors accepted to UCLA from the five most recent graduating classes (2012-2016). Sac High students have also received prestigious scholarships over the past five years, including multiple Gates Millennium Scholarship winners. A few highlights for the class of 2016 are below:

- Out of 158 seniors, 150 were accepted into Historically Black Colleges and Universities (HBCUs), 108 into California State University (CSU) campuses, and 48 into University of California campuses.
- Once all of the admissions and financial aid offers came in and tough decisions were made, 67% of seniors committed to attend four-year colleges or universities, 28% will be attending community colleges, and 5% will enter the military or are currently undecided.
- In the fall of 2016, twelve students will be heading to HBCU campuses in the south, including one who earned a full ride scholarship to attend Virginia State University (VSU) through a presidential scholarship for top students who are interested in science, technology, mathematics, or engineering. She will join two other Sacramento Charter High School alumni who are currently attending VSU, one of the most vibrant and academic HBCUs in the network.
- Fifty-four seniors will head off to CSU campuses, including the class of 2016 valedictorian who turned down offers from UC Berkeley, Pratt Institute, and UCLA to attend the prestigious architecture and engineering program at Cal Poly San Luis Obispo. She will be the second of our students to attend this campus in the last five years
- Thirty-one students will be attending eight different UC campuses in the fall, including a member of PS7 Elementary School's founding kindergarten class, who will be attending UCLA.
- For the Class of 2016 nine seniors earned athletic scholarships and over the past decade years a high number of Sac High seniors have received full athletic scholarships to schools including UC Santa Barbara, UC Davis, CSU Sacramento, CSU Bakersfield, CSU San Diego, CSU Stanislaus, University of Florida, Baylor University, University of Tennessee, Rice, University of Pittsburg, Santa Clara University, UNLV, Idaho State, University of San Diego and others.

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

### Academic Performance Index

Sac High's Academic Performance Index scores from 2004 to 2013 indicate strong student achievement.

**Table 1: API Scores**

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	04-13 growth
<b>Base API</b>	n/a	582	615	613	636	719	731	778	786	785	<b>203</b>
<b>Growth Target</b>	n/a	11	9	9	8	5	5	5	5	5	
<b>Growth API</b>	576	614	612	636	719	731	778	786	785	780	
<b>Growth</b>	n/a	32	-3	23	83	12	47	8	-1	-5	<b>204</b>
<b>Met Target Growth</b>	n/a	Y	N	Y	Y	Y	Y	Y	N	N	

Sac High's final base API score was 785, within one point of the highest base API in the Charter School's history. In addition, the 2013 API of 785 made Sac High the 2<sup>nd</sup> highest performing comprehensive high school in the District, behind only West Campus. When looking at all open enrollment comprehensive high schools across the city of Sacramento, Sac High had the highest API in the city. As illustrated in Table 1 above, Sac High posted a 204-point API increase since the school's first.

### Overall Schools (State) Rankings

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

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
<b>Rank</b>	2	2	2	3	6	6	7	7	7	6

### Similar Schools Rankings

**Table 3: Similar Schools Ranking**

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
<b>Rank</b>	5	3	5	8	10	10	10	10	10	10

Some additional data points are provided below, continuing to demonstrate the Charter School's strong student achievement. Further comparison data is provided in Appendix B.

- Sac High was the only one, amongst comparable high schools within SCUSD, to meet Adequate Yearly Progress (AYP) in 2015.
- Sac High's "A-G" course completion rate was the highest of all the District's high schools in the District in 2015 (last year of published data - 2016 pending).
- Sac High continues to outperform other local SCUSD high schools when it comes to graduating students, with a graduation rate of 94% for the class of 2015.
- Sac High's subgroup data for the 2016 Smarter Balanced assessments in English Language Arts and math and the 2016 Life Science CST show the Charter School outperformed comparable high schools in a number of areas. Some highlights are below:
  - African American students outperformed the District average for all African American students by 25% in ELA, 4% in math and 22% in science.
  - Hispanic students outperformed the district average for all Hispanic students by 11% in ELA, 10% in math and 7% in science.
  - Economically disadvantaged students outperformed the district average for all economically disadvantaged students by 6% in ELA and 9% in science.

## SACRAMENTO CHARTER HIGH SCHOOL RENEWAL REQUIREMENTS

### Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is 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 the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

Sac High meets criteria of Section 47607(b)(2) because it ranked in decile 6 in the most recent year (2013) and meets the criteria of Section 47607(b)(3) because it ranked in decile 10 in the most recent year (2013). See the report based on publically available data in Appendix B.

Sac High meets the criteria of Section 47607(b)(4) because the academic performance of the charter school is 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 the academic performance of the schools in the school district in which the charter school is located.

### **Public Schools That Sac High Pupils Would Otherwise Attend, Outside of SCUSD**

The following table shows the percentage of Sac High students who met or exceeded standards and the percentage of Sac High students who did not meet standards on the 2016 CAASPP, compared with the percentage of students in those categories at public schools outside of SCUSD that Sac High pupils would otherwise attend. Sac High outperformed all the schools listed below in ELA.

**Table 4**

	Met or Exceeded ELA Standards	Did Not Meet ELA Standards	Met or Exceeded Mathematics Standards	Did Not Meet Mathematics Standards
Sac High	56%	19%	24%	46%
Valley High School	55%	18%	27%	52%
Florin High School	38%	29%	15%	60%
Inderkum High School	55%	18%	31%	40%
Natomas High School	40%	28%	21%	60%

**Schools in the School District in Which the Charter School is Located**

The following table shows the percentage of Sac High students who met or exceeded standards and the percentage of Sac High students who did not meet standards on the 2016 CAASPP, compared to the percentage of students in those categories at other schools in the District. Sac High outperformed all but one of the schools in ELA and outperformed the two most similar schools (Hiram Johnson and Luther Burbank) in ELA and math.

**Table 5**

	Met or Exceeded ELA Standards	Did Not Meet ELA Standards	Met or Exceeded Mathematics Standards	Did Not Meet Mathematics Standards
Sac High	56%	19%	24%	46%
CK McClatchy	57%	19%	31%	45%
Hiram Johnson	41%	25%	15%	59%
John F. Kennedy	51%	19%	34%	38%
Luther Burbank	34%	27%	9%	68%
Rosemont	45%	27%	23%	47%

**Note on Testing Data**

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

In addition to the data presented above, the Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “alternative measures” that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant subgroups as allowed by Education Code Section 52052(e)(4)(C) and presented below.

The following data also satisfies Education Code Section 47607(a)(3), which requires the authorizer to consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.

As shown in the below table, Sac High’s API in 2013 was 80 points higher than Hiram Johnson and 102 points higher than Luther Burbank. Sac High also had a higher graduation rate than other the high schools listed below in 2015, and far exceeded other high schools in the percent of students who meet the A-G course requirements upon graduation in 2015.

**Table 6: Most Recent School Performance**

School	2013 Growth API	2015 AYP	Class of 2015 Graduation Rate	2015 Grads - % A-G
<b>Sac High</b>	<b>780</b>	<b>Met</b>	<b>94%</b>	<b>96%</b>
CK McClatchy	753	Met	91%	48%
Hiram Johnson	700	Not met	74%	22%
John F. Kennedy	745	Not met	88%	48%
Luther Burbank	678	Not met	86%	54%
Rosemont	745	Met	89%	34%

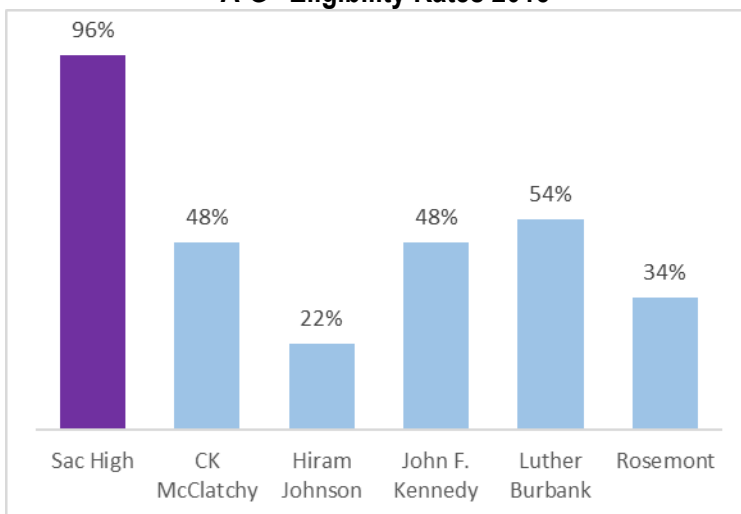
Sac High’s pass rates on both the math and ELA sections of the CAHSEE were higher than all other SCUSD open enrollment comprehensive high schools.

**Table 7: 2015 10<sup>th</sup> Grade CAHSEE Pass Rate**

School	ELA	Math
<b>Sac High</b>	<b>87%</b>	<b>87%</b>
CK McClatchy	83%	84%
Hiram Johnson	64%	70%
John F. Kennedy	84%	83%
Luther Burbank	70%	76%
Rosemont	75%	76%

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 SHPS opening Sac High as a charter school, only 39% of seniors were “A-G” eligible. In 2015, the latest year with published comparable data, Sac High had 96% of graduates “A-G” eligible. The chart below compares Sac High’s percentage to those of other SCUSD high schools.

### "A-G" Eligibility Rates 2015



In conclusion, the data presented above shows that the Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing "alternative measures" that show increases in pupil academic achievement. Also, as stated, the data provided also satisfies Education Code Section 47607(a)(3).



## ELEMENT A: EDUCATIONAL PROGRAM

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

*The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

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

### **Vision**

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

Sac High’s vision: become one of the finest urban public high schools in America

### **Mission**

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

Sac High’s mission: To graduate self-motivated, industrious, critically thinking leaders who are committed to serving others, passionate about life-long learning and prepared to earn a degree from a four-year college.

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

**Target Population & Whom the Charter School is Attempting to Educate**

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

**Table 8: 2015-16 Student Demographics**

<b>Ethnicity</b>	<b>Percentage</b>
African American	61%
Hispanic	26%
Asian	1%
Caucasian	1%
Multiple	9%

<b>Program Participation</b>	<b>Percentage</b>
National School Lunch	71%
English Learners	6%
Special Education Students	12%

While open to all students in the state of California, Sac High primarily targets students and families living within the District, with sixty two percent of the current student body residing within the District’s boundaries (as of October, 2015). Sac High provides the youth of Oak Park (the neighborhood where the Charter School is located) and surrounding neighborhoods with a high quality educational option. Sac High strives to increase the diversity of its student body to become even more reflective of the surrounding community and the District. More specifically, Sac High desires to provide the youth of Oak Park and surrounding neighborhoods with a high-quality educational option. Approximately 27% of current Sac High students live in the two zip codes immediately surrounding the campus (95817 and 95820). Appendix G provides a detailed description of Sac High’s current student population.

Sac High seeks to serve an expanding population of students and to increase the diversity of the Charter School’s student body so it becomes even more representative of the surrounding community and the District.

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

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

- Have been accepted into a 4-year university;

- Have met the University of California and California State University “A-G” subject requirements;
- Have scored “exempt” on the California State University (“CSU”) Early Assessment Program (“EAP”) in English and math;
- Have taken a battery of national and state standardized tests (SAT, ACT, Advanced Placement exams and demonstrated with their results that they are prepared for success in college;
- Have participated in at least two extracurricular activities (athletics included);
- Have visited at least 2 colleges or universities through Sac High trips;
- Have completed at least 160 hours of community service;
- Have taken and passed an AP or college level course; and
- Have participated in an internship with an external organization.

### **How Learning Best Occurs & Instructional Design**

In order to attain the vision and mission described above, Sac High has developed a school model of how learning best occurs that is reflective of research-based best practices from high performing, excellent schools across the country as well as lessons learned over the last thirteen years of operation. The model melds the best of two worlds: the opportunities, efficiencies and consistency afforded by large, comprehensive schools and the personalization, sense of community and continuity afforded by small schools. Currently, Sac High is one comprehensive high school with seven pathways: Art, Business, Engineering, Health Sciences, Law, Photo and Visual Communication.

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

Sac High has identified a core set of instructional and school design elements that serve as the foundation for Sac High’s model. A description of these elements follows and supplemental information is available in the appendices.

1. Personalization;
2. College-Going Culture;
3. Structured, Orderly Learning Environment;
4. Rigorous, Standards-Based Curriculum and Instruction;
5. Data Driven Instruction;
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 implement this model, Sac High operates with one school culture, one set of academic standards, and one common set of expectations. Curriculum and instructional programs are aligned campus wide and are managed and supported by the principal and administration. 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 where they have meaningful relationships with peers and adults, they are known by name, and where teachers know students' individual strengths and weaknesses and are able to modify instruction accordingly. In addition to the current pathways, Sac High employs a number of other strategies to personalize the learning environment and create a sense of community. These strategies include:

- Advisory Class. Each student is assigned to a grade level advisory group of ideally no more than 25 students. Students attending daily advisory meetings with their advisor throughout their four years at Sac High. The focus of advisory is academic guidance and character development through leadership and service, college preparation, and preparation for assessments and exams such as the CAASPP and ACT. Advisors are advocates for their students and the primary contact for parents. A key component of the advisory group is the development and maintenance of the individualized learning plan (ILP) for each student, as described below. Additional information regarding Advisory is located in Appendix A.
- Individualized Learning Plans. As part of Sac High's most recent WASC self-study completed by the Charter School, staff developed a set of measurable student outcomes. One of these outcomes was the development of Educational Plans, or Individualized Learning Plans (ILPs), for each student. The main components of the ILP are student-led conferences and academic portfolios. Families partake in a student-led conference at least annually with the student's advisor to evaluate the progress made on the students' four-year ILP. The conference will involve the student leading the advisor and parents through his or her academic portfolio. The portfolio will include the student's college goals, grade and assessment tracking for each subject, coursework quality, college outlook and a self-reflection with stated goals and measurable outcomes for improvement. Combined, the parent conferences and academic portfolio provide an opportunity for students to take ownership of their academic achievement.
- Modified Block Schedule. In 2016-17 all classes are 75 minutes long on full days, with most core subjects taught for the entire year. This extended time in class provides for a greater degree of personalization, allowing the teacher to make deeper connections with students and their families.
- Communication. All teachers are provided cell phones or phone numbers and email addresses for teacher-parent-student communication as required. Students and parents are encouraged to contact teachers and are provided each teacher's phone number and email address. This ensures both students and parents have at least two avenues of communication. Students also provide their parents with a "Quick Look Up," a set of grades for all classes, every week. Parents must sign and return the Quick Look Up to the advisory teacher the school after it is received.
- Counseling team. Sac High also employs counselors whose primary focus is to provide academic and social support to students, working closely with advisors to ensure students are on track for graduation and college. Counselors also offer social and psychological support to students as needed. Due to Sac High having a lower student to counselor ratio than can be found in most large high schools, students are able to receive more individualized support.

**2. College-Going Culture.** Sac High believes that all students should graduate prepared to earn a degree from a four-year college, and as such makes a concerted effort to instill within the student body a college-going mindset. The school has developed systems and structures to support students through the college exploration and application process.

- Graduation Requirements. Graduation requirements are aligned with the University of California and California State University “A-G” subject requirements.
- College Visits. As part of the advisory curriculum, students will have the opportunity to visit colleges as often as possible, ideally once per year.
- College Entrance Tests. All students will take the SAT and/or ACT.
- College Counselor. Sac High has a college counselor whose sole responsibility is to support students and their families through the college admissions process.
- Advisory Lessons. Sac High has developed a comprehensive curriculum for 12<sup>th</sup> grade advisory that walks students through the college research, exploration, and application process. A copy of the current version of this curriculum can be found in Appendix A. Advisors, throughout all four years, also help students track their progress in meeting college entrance requirements including “A-G” courses and tests such as the PSAT, SAT and ACT. In addition, the advisory curriculum for grades 9-11 also addresses college and career exploration, leadership development and community building to reinforce the Charter School’s college going mission and culture.
- HBCU College Fair. All Sac High seniors currently attend the annual Historically Black Colleges and Universities (“HBCU”) College Fair. At the 2015 HBCU College Fair approximately 90% of the class of 2016 received on the spot acceptance to at least one college.
- Classroom Culture. All teachers make personal and visible connections to the college going culture in their classroom.
- School-wide Culture. The halls are lined with college acceptance letters, pennants, the names of Sac High alumni who are attending specific colleges, and quotes of encouragement from alumni.

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

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

**4. Rigorous, Standards-Based Curriculum and Instruction.** In order to compete with the most talented and privileged scholars across the nation, students need to have the strongest foundation of academic knowledge and skills possible. Sac High uses a proven, consistent core curriculum that is increasingly aligned with the applicable state standards, including the Common Core State Standards (“CCSS”) and Next Generation Science Standards (“NGSS”), and requires all students to successfully complete a course of study that meets the University of California and California State University “A-G” subject requirements. All students participate in a rigorous, relevant, and coherent standards-driven curriculum. Students have access to Advanced Placement classes, and the graduation requirement of completing the A-G courses sets a high bar for achievement. As part of the Charter School’s A-G offerings, students are also required to take a foreign language and given the opportunity to take elective courses based on their selected pathway, giving students a relevant context for their core classes. These courses are listed in Appendix A on the list of A-G approved courses. In addition, select samples of curriculum materials are provided for Sac High’s 9<sup>th</sup> grade English course. An intensive focus, especially in 9<sup>th</sup> and 10<sup>th</sup> grade, is placed on reading, writing and mathematics.

Another key component of the instructional program is critical thinking, which is assessed through benchmark assessments that align to the subject appropriate standards (i.e. CCSS for ELA and math, NGSS for science, etc…) and gradually include more rigorous ACT, SAT, and EAP level questions as students continue through the school year and grade levels. Sample benchmark assessments are available in Appendix C. This increased rigor ensures students are mastering the skills required for success in college. Sac High’s academic program, in addition to content and skill mastery, emphasizes the higher order thinking skills necessary for success at a four-year university. In addition to rigorous classroom instruction, critical thinking is also developed through inquiry laboratories in science, essays graded on a college level rubric in English, primary document analysis in history, and application based problems in mathematics. The following are key aspects of Sac High’s rigorous, standards-based curriculum and instruction:

- Standards-Based. Sac High utilizes a curriculum that is increasingly aligned to the applicable state standards, including CCSS and NGSS, in order to ensure students master the requisite skills and knowledge, and are successful with state accountability measures.
- Rigorous, Extensive Curriculum. Sac High is implementing a balanced and comprehensive curriculum that provides teachers with instructional resources, materials, assessments, skill development methods, intervention plans, re-teaching strategies, hands-on-learning and strategies to support English Learners and students with special needs.
- Focus on English Language Arts and Math. English Language Arts (“ELA”), in particular reading and writing, and math are the foundation of academic success. With the majority of current students entering ninth grade below grade level in math and language arts, Sac High has made reading, writing and math a central focus. The modified block schedule, where students are in each core class for 75 minutes every full school day for the entire year, provides approximately 20% more time in each class than a traditional schedule. Furthermore, the advisory period allows for additional support to be provided as needed.
- Opportunities for Acceleration. Sac High offers a range of Advanced Placement courses to ensure students are academically challenged. During students’ junior year, all students take the CAASPP for math and language arts and attempt to earn an exemption from remedial classes at all CSU campuses. Additionally, Sac High students

are encouraged to take honors courses, AP courses, college courses at area community colleges, and apply for internships to apply their learning outside of school.

- Teaching and Learning Protocols. All teachers are expected to use specific teaching and learning protocols. The protocols include basic, suggested frameworks for lesson planning, including deconstruction of standards and the development of measurable objectives, board configuration, rubrics, common assessments, and data analysis. All teachers are undergo intensive training to deconstruct standards, use measurable objectives, continuously check for understanding, and use structured student interaction in every classroom. Professional development for all teachers includes a heavy emphasis on the daily use of strategies and protocols from a variety of literature including "The Skillfull Teacher", Saphier, et al., (2008); "Classroom Instruction that Works", Marzano, et al., (2001); "Pre-Referral Intervention Manual", McCarney, et al. (2006); "Driven by Data", Bambrick-Santoyo (2010); "Teaching as Leadership", Farr (2010); and "Teach Like a Champion", Lemov (2010).
- Diverse Pedagogy. Sac High recognizes that students learn in different ways and no one teaching method will work for all students. Pedagogy needs to be adaptive and culturally responsive as well as provide students with a wide range of ways to succeed. To ensure that all students are actively engaged in learning, Sac High will deliver instruction through a variety of modalities (e.g. auditory, visual, kinesthetic) and use multiple instructional strategies. Examples of these strategies include: direct instruction, teacher as coach and facilitator, cooperative learning and group work, use of classroom technology, Socratic questioning, inquiry-based instruction, project-based learning, and experiential learning.
- Flexible Grouping. Too often, teachers "teach to the middle," meaning instruction is geared toward the mid-range of academic levels in the classroom. This is a disadvantage for both students who are struggling and those who are excelling. In order to maximize the learning opportunities and achievement for all students, not only will instruction be delivered through a variety of modalities as described above, but flexible grouping strategies (whole class, adjusted seating arrangements, learning centers, cooperative groups, small group, partner work, independent work, project-based learning, and one-on-one tutoring, just to name a few) will be used to ensure students are receiving support and enrichment based on their specific areas of need, as determined by State mandated assessments, benchmark assessments and performance on teacher-created assessments. Student groups may change throughout the day, week or year based on students' changing needs and/or optimal instructional mode . While students are grouped to better meet their needs, standards and expectations are consistent across classrooms.

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

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

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

- Extended Day. Sac High's instructional day in 2016-17 runs from 7:55 a.m. to 3:35 p.m. Academic support, enrichment and extracurricular activities are offered before school, starting as early as 7:00 a.m., and after school. Additionally, students are expected to complete homework nightly with variances depending on the time of year.
- Extended School Year. Sac High operates on a modified traditional schedule, starting school in late July or early August and ending in late May or early June. A summer session is also provided for students who need remediation in courses outside the normal school year.
- Modified Block Schedules. For the past several years Sac High has implemented a modified five period block schedule. Specifically, the current schedule includes five 75 minute periods plus a 30 minute advisory period. The 75 minute block for all classes provides increased opportunities for in-depth learning, with bell-to-bell instruction as the expectation. The school year is divided into two terms (fall and spring). The five period block schedule also allows students to take core courses for an entire year to provide more time to master the content and to better prepare themselves for the rigor of college.
- Office Hours: All teachers have office hours outside of class to provide students additional opportunities and more time for support. Office hours, which are posted, are before school, during lunch or after school to ensure students have access to teachers.
- Two-Way Communication: All Sac High teachers currently have cell phones or phone numbers, along with email addresses, provided by SHPS. Students and families have access to the phone numbers and email addresses for their teachers. As needed, students can contact their teachers for additional support.
- After School Homework Center. The Charter School has partnered with the Sacramento Chinese Community Service Center and SCUSD to lead the after school program where students who are enrolled receive academic support. All Sac High students are able to enroll in this free after school program should they desire and attend on days students are available.

**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 the furthest behind grade level. This is done without lowering academic expectations for any child. Examples of these structures are listed below.

- Advisory. One responsibility of all advisors is to monitor the progress and performance of all their advisory students. If needed, advisors are tasked to provide extra support for students in need. Through the use of Academic Intervention Conferences (AICs), advisors bring together teachers, family members and student to develop a personalized support plan to get students back on track to be prepared for college. AICs would be called by an advisor if a student is struggling academically in more than one class, one of which could be advisory, and as such additional resources may be needed to support the student to get back on track. Additionally, through weekly, individual tracking of grades, GPAs and attendance, and the student led conferences, students, advisors and families discuss the need for additional interventions and support. Also, advisory is the mechanism for ACT preparation in 11<sup>th</sup> grade. Twice a week, advisors teach standards based mini-lessons to build endurance and capacity for greater success on these assessments.
- Math Support Classes. Prior to being placed, all 9th graders take a math diagnostic so they can be placed in the appropriate math class, including placement in an additional period of math or in a supported math class as available. Supported classes are often smaller and have additional adults placed in them such as education specialists, instructional aides and, for 9<sup>th</sup> grade classes, City Year corps members.
- Reading Support Classes. Prior to being placed, all 9th graders take a reading diagnostic so they can be placed in the appropriate English class, including placement in an additional period of reading enrichment or in a supported English class as available. Supported classes are often smaller and have additional adults placed in them such as education specialists, instructional aides and, for 9<sup>th</sup> grade classes, City Year corps members.
- After School Homework Center. The Charter School has partnered with the Sacramento Chinese Community Service Center and SCUSD to lead our after school program where students who are enrolled receive academic support. All Sac High students are able to enroll in this free after school program should they desire. City Year corps members also provide support to students in the afterschool program both with homework support and other academic support needs (i.e. reviewing essays, college applications, etc...).
- Summer School. Students who do not earn credit in a core academic course by the end of the school year are given the opportunity to take summer school classes to earn credit for the course.
- City Year. Starting in the 2014-15 school year SHPS entered into a partnership with City Year Sacramento. City Year is a national program designed to support students in the ABCs of attendance, behavior and course work to ensure students graduate from high school. The District also has City Year corps members in several schools and more information can be found here: <https://www.cityyear.org/sacramento>.
- College Track. In 2014-15 College Track Sacramento opened. College Track is a national education non-profit focused on supporting low income and first generation students from the summer before 9<sup>th</sup> grade through the next ten years as students work towards earning a four-year college degree. When fully grown out, approximately 60 Sac High students and alumni per grade level will be experiencing the support of College Track as they climb the mountain to and through college. More information on College Track Sacramento can be found here: <https://collegetrack.org/where-we-work/sacramento/>.

- Assessing Learning and Differentiating for High and Low Achievers: At the beginning of the year, or term for one term courses, every student diagnosed to assess their incoming knowledge and skills, which may include performance in previous classes. This establishes a baseline for where students are starting and identifies any immediate supports that need to be put in place for students, including any intervention support a student may need to ensure they have mastered the necessary prior knowledge to succeed in their courses. Teachers use this data to identify each student's performance level and plan instruction and support for the students accordingly. This support is in the form of intervention for low achieving students, and challenges for higher performing students. In addition, throughout a course students are regularly assessed to monitor their progress and the effectiveness of instruction. Data is utilized to adjust instructional strategies, such as student grouping or class schedule, instructional strategies, or a variety of other programmatic components.
  - Academically Low-Achieving Students. Sac High has numerous structures in place, many of which have already been described, to support academically low-achieving students. The Charter School will continue to, where necessary and as feasible, add to its programs to support students who are performing below grade level as it has done so already with the examples of the Charter School's partnerships with City Year and with SCUSD for an afterschool program. Current and past practices for supporting low achieving students include the following (divided into categories of school-wide vs. individual support):
    - **School-wide support structures for all students:**
      - Advisory
        - Provides a small class setting and an advocate to monitor student progress (weekly at minimum), provide support through a positive relationship and establish regular communication between school and home.
        - Through advisory, students can receive support for assessments such as the CAASPP and ACT on specific days by grade level. Advisory groups can be adjusted based on the ability level of students for specific days, allowing lower performing students to be placed in smaller groups with support from more experienced teachers.
        - If needed, advisors also facilitate Academic Intervention Conferences for students who are struggling. These conferences bring together all stakeholders (student, family, teachers, and administrators) to develop a plan to support a student and ensure they are successful.
      - ILPs
        - Individualized Learning Plans (ILPs) provide a structure for student-parent conferences so all stakeholders are informed of progress in student achievement
        - Portfolios are also a component of ILPs and are used to individually track goals, progress towards goals, grades, attendance and other key indicators of success.
      - Extended day and year
        - Sac High's extended day provides students with a greater amount of time in a structured environment where the focus is

achievement and succeeding in college. The longer day also provides sufficient time to master the content and skills needed in each class to be college ready at the end of high school.

- Sac High's extended school year provides a shorter summer and thus less time for students to experience the typical loss of learning that occurs when students are out of school for, in traditional school calendars, 2 ½ - 3 months.
- All teachers at Sac High also have set office hours when they are available to support students outside of scheduled class time. Office hours are posted and take place before or after school, or, most often, during lunch. Students know when office hours are and to use office hours to receive help or find answers to their questions. 75 minute classes. A longer class period allows for additional instructional support structures to be in place in each class daily. In addition, teachers are better able to establish relationships with all students and understand how to meet the needs of all students.
- College visits and a college-going culture
  - Visits are used to invest students and have them connect their daily work in class to the goal of attending and earning a degree from a 4-year college.
  - The school-wide culture establishes a clear goal for students to work towards and reinforces that goal with visual reminders of success.
- Counseling team
  - The combination of counselors provides an additional network of support to ensure students are:
    - Supported socially and emotionally
    - On track to graduate
    - On track to be prepared for and accepted to a 4-year college
- School-wide norms and routines, common teaching protocols
  - Consistency in areas such as classroom expectations, board configuration, dress code, and other routines from class to class and year to year create clear expectations for students and ensure students understand how to succeed at Sac High. This consistency is crucial for struggling students as it allows them to focus on meeting the academic expectations in each class and allows them to know how to succeed in the non-academic aspects of school, regardless of the class they are in.
- Diverse instructional methods
  - Within the norms and protocols discussed above, teachers have the flexibility to teach how their students learn best, which varies from class to class and student to student. Teachers are trained to deliver instruction with a variety of modalities and provide multiple opportunities for success.
- Curriculum resources
  - Sac High's curriculum resources provide ancillary material to support students who are below grade level. These supports, in some cases, include intervention materials and materials

specifically designed for students with disabilities or who are designated as ELs.

- ***Individualized support structures based on student need***

- Flexible grouping
  - Both during and outside of class, teachers are able to group students as needed to provide the maximum level of support. For students who are struggling, this may be a small group working with a teacher or another educator during independent practice, student pairs where a high-achieving student supports a student who needs help, or teacher meetings with individual students or groups of students outside of class to review material and ensure student mastery.
  - Students are also given the opportunity to take classes over the summer if they did not pass them during the year. Summer classes involve far fewer students and typically result in smaller class sizes which allow for more individualized attention. In addition, some classes are offered online which allows students to move at their own pace.
  - The Charter School has partnered with the Sacramento Chinese Community Service Center and SCUSD to lead our after school program where students who are enrolled receive academic support.
- Math and Reading support classes
  - The math and reading support classes provide students with an additional period of math or reading during which they review fundamental skills and also receive support on current material being taught in their class.
  - Support classes, when offered, are generally smaller than the core class and frequently have a support teacher or second educator in the room, allowing for students to receive assistance in small groups based on individual need.
- Inclusion classes
  - As discussed later in this petition, in the section on special populations, students, as needed, are placed in full inclusion classrooms to provide additional support. This provides struggling students with daily access to core content and the along with the support of a second teacher in the room to help differentiate instruction.
- After school homework center
  - Students who are enrolled in Dragon Academy receive academic support in subject specific tutoring. Dragon Academy is staffed by team leads and the program's after school director.
- Tutoring
  - Sac High has provided tutoring to students through its Supplemental Educational Services ("SES") funding and will continue to do so as required with applicable law(s). Tutors work with students one-on-one to ensure mastery of current skills and concepts, as well as provide background knowledge if necessary.

- Mentorships
  - Sac High partners with several organizations in Oak Park and around Sacramento. In addition, Sac High is always looking to expand mentorship opportunities and has recently, for example, worked with engineering groups and the Rotary Club to allow more students access to a mentoring relationship. This has resulted in students having the opportunity to attend the Rotary Youth Leadership Academy camp in the summer. A more complete list of partner organizations can be found in Appendix A.
- Link Crew
  - Link Crew is a freshman transition and leadership development program in which interested juniors and seniors are selected, via an application process, to serve as mentors to 9<sup>th</sup> grade students throughout freshman year. Link Crew leaders receive comprehensive training in leadership and mentorship skills during the summer and throughout the year in weekly Link Leader Meetings. Through this training, for example, they are equipped to present a dynamic freshman orientation day in which new students are welcomed and participate in a variety of activities to help them know they have a place at Sac High, and to connect with their peers and Link Crew Leaders.
  - As the school year progresses, Link Crew continues to support freshman students through two main facets: academic follow ups and social check-ins.
    - In academic follow ups, Link Crew Leaders visit select freshmen weekly to discuss goals, grades, college, and personal well-being. Link Crew Leaders work with freshman to identify ways to ensure GPAs are maintained or increased through reinforcing positive habits. In addition, freshmen learn valuable skills such as how to set up meetings with teachers to discuss methods for improving grades. Link Crew Leaders are an integral academic support to freshman and provide consistent, peer-level accountability, ensuring freshman successfully transition into high school and are on track for college. Link Crew members increased the opportunities provided to freshmen by hosting study sessions during midterms and finals (often called coco and cram), where freshmen selected a subject to study and received one-on-one or small group support from a Link Crew Leader.
    - Social check-ins are activities and incentives provided to freshmen for free to give them a sense of belonging and to expose them to the variety of activities available at Sac High. Social activities include events after school, athletic contests, and privileges at dances and other extracurricular activities.
  - Link Crew members, along with student ambassadors, act as Sac High ambassadors and may represent the Charter School at student recruitment events and host potential freshman on shadow day visits.

- Monitoring student progress
  - As discussed, student progress is regularly monitored with multiple forms of assessments. Teachers often use exit tickets to measure student mastery of daily objectives. Benchmark assessments, typically occurring quarterly, monitor student progress and the effectiveness of instruction and support structures. In addition, if students show sufficient improvement, support structures are adjusted or, if deemed appropriate, eliminated, provided students show continued progress. In addition, teachers use other methods, such as portfolios, essays, projects, presentations and others to measure student learning and determine what supports are needed. Advisors monitor student GPAs and attendance weekly, and communicate progress with students and families.
  
- Academically High-Achieving Students. In addition to supporting students who are below grade level, Sac High provides a challenging, rigorous environment to students who are performing above grade level. Many of these features of the Sac High program have already been described, and are highlighted again below. High achieving students are pushed to not just master, but go above and beyond the CCSS or applicable standards in multiple ways. High performing students are identified through diagnostics, benchmark exams and, for students who transfer in, past performance on assessments and in class. Furthermore, the Charter School will continue to, where necessary and as feasible, add to its programs to support high achieving students. Many of the current practices are included in the following list, which is not exhaustive:
  - Flexible math placements
    - Students all complete a math diagnostic prior to or at the beginning of their freshman year, to assess their incoming ability and determine where to place them. 9<sup>th</sup> grade students who are prepared are placed in Honors Algebra, Honors Geometry or Honors Algebra II, putting them in an environment where they will be challenged and stimulated, as well as on track to complete AP Calculus prior to graduation. Students in higher grades who transfer in to Sac High are placed according to their ability and by the classes they have completed on their transcript.
  - Honors courses
    - Beginning in 9<sup>th</sup> grade, students can take honors courses in Math, English, History and Science. Honors level courses continue through all the grades and in some cases, such as 10<sup>th</sup> grade, the honors history course may consist of AP World History.
  - AP courses
    - As early as 10<sup>th</sup> grade, students can take AP courses in Biology and World History, pending availability of the course. This exposes students to college level rigor and effectively prepares them for success at challenging universities. AP course offerings increase as students move into their junior and senior year. Currently, as shown in Appendix A, Sac High offers 6 AP courses and will continue to expand these offerings as feasible, as has been the case in years past and will continue to be an option moving forward.

- College courses
  - Students who have the flexibility in their schedule are encouraged to take courses at the community college level. In addition, Sac High will pursue options such as the early college model where college level courses can be offered on the Charter School's campus.
- ACT prep
  - For the past three years, the Charter School has provided an ACT prep class offered by an external provider for juniors and seniors leading up to their exams. This is in addition to the ACT support all students receive in advisory their 11<sup>th</sup> grade year.
- Internships
  - Students often have free periods in their senior years, and are encouraged to participate in internships on and off campus in areas of interest. All students can participate in summer internships. Internships provide students with a real world connection to what they learn in the classroom, as well as an opportunity to apply their learning in school to an area of interest. Sac High students have interned in diverse settings from art galleries to banks to the UC Davis Med Center to the halls of the State Capitol. A list of our current community partners is available in Appendix A.
- International travel
  - Sac High students are offered various opportunities for foreign travel. Through the Charter School's partnership with EF Educational Tours, an educational student trip is developed each year to either Europe or Central America. In partnership with Context Travel, St HOPE Academy provides scholarships for two Sac High students to travel to Europe (Rome or Paris) each spring for 10 days over spring break.
  - Students wishing to participate in these amazing opportunities earn a sense of accomplishment as they work to raise funds for their trip or complete each step in a rigorous application process, and return more mature, independent, and with a deeper understanding of our global community. Students also get the opportunity to personally experience the languages and cultures that they have learned so much about in their classes.
  - Finally, Sac High students may apply for the Rotary Youth Exchange for the opportunity to study abroad for a year.
  - Students have also taken advantage of other opportunities for international travel, such as those presented by the People to People organization.
- Additional courses in areas of interest
  - While all Sac High students must meet the A-G requirements to graduate, unless otherwise noted in an Individualized Education Program ("IEP"), students have the opportunity to take additional classes in areas of personal interest. A complete list of A-G approved courses offered at Sac High is included in Appendix A.

- Extracurricular Activities
  - Sac High offers a wide variety of extracurricular activities from sports to clubs, to fitness activities. All students are encouraged to participate, but there are academic requirements for many of these options.
- Leadership Opportunities
  - Students who are interested in leadership opportunities and have the capacity to participate, are able to join Student Senate, Link Crew, or obtain a leadership position through any of the extracurricular activities offered by the Charter School.

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

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

**9. High Quality Professional Development.** Teachers are the single most important determinant of student learning and are therefore a school's greatest resource. Sac High has put in place systems and structures for finding, developing, retaining and supporting high quality educators, beginning with the recruitment and hiring process and supported by continuous improvement mechanisms including coaching, professional development and performance evaluations. The SHPS hiring process and an overview of the 2016-17 summer professional development training are located in Appendix E.

- New Teacher Orientation. All new teachers attend a week long orientation that centers on teacher professional development and SHPS and Sac High culture. New teachers learn about Sac High norms for instruction (clearly stated and measurable objectives, continuous checking for understanding, structured student interaction), and behavior (e.g. norming on classroom routines, uniforms policy, etc.) A schedule for New Teacher Orientation week is provided in Appendix E.
- Teacher Work Days and Professional Development. All teachers attend regularly calendared teacher work days that are a combination of whole school professional development, common instructional planning, data analysis, and collaboration. These days are a fundamental aspect of improving teacher practice and implementing highly effective, school-wide instructional pedagogy. Teachers attend sessions on effective practices based on respected authors (Lemov, Marzano, Saphier, Farr, etc.), practice with peers, and create/adjust instructional plans in order to implement highly effective curriculum and instruction. The weeks prior to school beginning are typically reserved for professional development for all staff. This time is typically driven by a combination of SHPS and school leaders, and what is seen as topics needing to be covered based on previous results and the needs of staff. During this week, best practices and new strategies are



presented and staff creates plans for implementing these practices and strategies with students. It is at this point that new strategies for working with students with special needs can be presented to staff, typically by school leaders but sometimes by other experts, whether from within or outside SHPS. Strategies for working with students with disabilities are often presented by members of the SHPS Special Education team. Administrators and other experienced educators present on current best practices for providing support and differentiation for all learners and show how current curriculum resources can be used or differentiated to meet the need of diverse learning styles and abilities.

- Common Planning Time. In order to ensure that there is alignment of curriculum across classrooms and grade levels, as well as opportunities to share best practices, common planning time for teachers is incorporated into the school day. During this time, teachers may meet as a content team to ensure they are developing a highly effective teaching practice. An emphasis is placed on content teams teaching from the same lesson plan.
- Weekly Professional Development. Every Wednesday, students have an early release day. This additional time is used by staff for subject area and/or grade level planning, advisory planning, and whole school workshops on effective instructional practices.
- School and Instructional Leaders. Perhaps the most important development opportunity for a teacher is the chance to have an instructional expert observe his or her practice and receive critical feedback. To that end, the principal and instructional leaders make regular visits to classrooms to observe teacher practice and provide regular written feedback. These visits can be captured on video so teachers have a visual connection to specific feedback, and can even watch and reflect on their own practice. Sac High's instructional culture is to make individual teacher practice public, with open invitations for teachers to observe each other regularly.
- School Visits/Training Programs. Regular visits to high performing schools and school leader or teacher training organizations have provided staff and teachers with robust professional development opportunities. When available and feasible, teachers attend training through various outside agencies known for achieving outstanding results in student achievement. To date, staff members have attended trainings through AP conferences, TPRS for the foreign language team, SCOE and UC Davis locally, Uncommon Schools' professional development series, the Building Excellent Schools Weekend Warrior series and KIPP school leader training. Teachers and administrators return from these sessions and provide training on highly effective instructional strategies to Sac High's entire staff. Additionally, administrators have visits as part of their professional development, such as to the Teach for America Summer Institute, to observe and return with highly effective instructional practices for teacher support and professional development.

The structures above allow for staff to participate in a professional development program that supports the school's Expected Schoolwide Learning Results ("ESLRs") developed through the WASC accreditation process. Professional development activities have teachers engaging with highly effective instructional strategies and honing those strategies in the classroom.

Professional development activities include in-house meetings and workshops, the extensive use of Illuminate, adapting technology for the classroom, content team meetings, Advanced Placement trainings, individual support and coaching, and the participation of new teachers in the BTSA program. All of these efforts work to provide teachers with opportunities to develop share and utilize instructional strategies that engage students and focus instruction on the appropriate content standards for their particular course(s).

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

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

- Student Progress. The Charter School regularly reports academic and non-academic (i.e., behavior) progress to parents through regular grading periods, reporting of test score results (i.e., CELDT and CAASPP), and parent conferences.
- Accountability/Data Tuesday. Each student is part of Advisory for 4 years and has an advisor in a smaller classroom setting. Every Tuesday, currently, as part of Advisory, grades and attendance are sent home for a parent signature.
- Conferences. Advisory teachers facilitate annual, or, if needed, more frequent, student-led parent-teacher conferences.
- Web-Based Student Information System. Sac High currently utilizes Illuminate, 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 can be provided with training on how to use the system. Additionally, a number of computers are available at the Charter School to allow parents and students without computers access to the system.
- Back to School Night/Open House. Once per term (twice per year) the Charter School holds a program for parents to update them on the Charter School's programs, as well as to provide an opportunity for parents to meet their students' teachers and other staff.
- Commitment to Excellence Contract. Sac High parents are expected to sign their child's Commitment to Excellence Contract (along with the student, advisor and principal). The contract, complemented by the Student-Parent Handbook, clearly outlines the Charter School's goals, expectations, policies and procedures.
- Parent Involvement/Volunteers. Parents may volunteer in a variety of ways such as: working as a teacher's assistant, attending parent-teacher conferences, serving on the School Site Council, attending parent meetings, chaperoning student activities, and completing parent satisfaction surveys. Sac High is flexible as to how and when parents are involved, providing ample opportunities and means for parents to support their child and the Charter School. SHPS created a Parent Involvement Policy that establishes the expectations for parent involvement. This policy can be found in Appendix D.
- School Site Council and Other Advisory Councils. Sac High has a School Site Council that encompasses the English Language Advisory Committee (as needed based on the number of English Learners enrolled).
- Two-Way Communication System. The Charter School disseminates schoolwide information through multiple means (i.e., onsite postings, mail, email, phone calls, notices sent home through students, website, parent surveys), many of which allow for a two-way, home-school

communication system. Parents can receive regular calls from advisory teachers with updates on attendance, grades and student accomplishments and have a listing of teacher cell phone numbers and email addresses to facilitate responsive communication. SHPS cell phones and email addresses are provided to all Sac High staff to maintain consistency of communication expectations between all families and staff. The Charter School regularly provides documents translated into other languages, as necessary and feasible, to allow greater parent communication with non-English speaking parents. To allow more parents to participate, Sac High offers, when feasible, multiple times and days for a variety of meetings (i.e., parent conferences) and home visits to accommodate families. Sac High complies with all requirements for parental notification regarding the rights for parents to request records and teacher and/or paraprofessional requirements. In addition, SHPS has established a written complaint procedure that is available to all parents and provides parents with the opportunity to make suggestions, as well as voice dissenting views, of any program through formal and informal means.

- Community Partnerships. Sac High also relies heavily on community partnerships to support teaching and learning and the overall mission of the Charter School. Local business and community organizations will continue to be called upon to provide resources to the Charter School and its themes, including funding, the donation of materials, volunteering and tutoring students. Hands-on experience is central to the mission of Sac High. Businesses and community organizations will also be asked to provide students with opportunities to apply classroom learning to real world projects, problems, internships and jobs. The Charter School currently works with community partners such as UC Davis Medical Center to offer internship and mentoring opportunities to our students. More information on these opportunities can be found in Appendix A.

Overall, Sac High has created an educational program that delivers rigorous college prep curriculum and instruction for all students. In addition, the Charter School provides a variety of resources and supports outside of the classroom to enrich experiences and future opportunities for students. Some examples of additional resources provided that are focused on the school's college going culture are field trips and a full time College Counselor. Every year there are a series of college field trips planned that students can sign up to attend. A variety of schools are selected to provide students with exposure to a diversity of college options to choose from. Sac High staff also seeks to provide field trips that will enhance the career exploration experience they receive in their elective pathways. The College Counselor at Sac High is a pivotal person in the life of all 11<sup>th</sup> and 12<sup>th</sup> grade students. Their purpose is to guide students through the process of preparing for their SAT/ACT exams, finalizing their college selections and completing the wide variety of paperwork students must navigate to end up at the school of their choice after Sac High. A key resource provided to every student at Sac High is an advisor. Before the first day students step foot on campus, they already receive a call from their advisory teacher welcoming them to Sac High. The support and connection between the student and the advisor continues throughout their four years of high school. Advisory period currently is every day. During this period students participate in community circles, review their grades and create action plans to improve their performance. Students explore college and career options and build a team that supports one another through the high school experience. The advisor is an advocate on campus that assists their students in utilizing all that Sac High has to offer. While some of these have been previously mentioned, they are just a few of the many resources that Sac High provides above and beyond the traditional high school experience.

Technology resources, exposure and experience are also key to ensuring students leave high school prepared for the next step. Sac High currently has the following technology options available to students:

- Computer lab for use throughout the school day by classes and after school on Wednesdays. The lab has software for the Engineering pathway, so students are able to design structures and prepare for projects.
- Four Chromecarts are available for teachers to check out and use in their classrooms to enhance instruction and learning.
- Classroom computer labs to support the pathways of Visual Communications, Photography and Business. These pathway classes have software appropriate to their focus and give students exposure to programs used in that industry.
- Graphing calculators were purchased for higher level math classes and engineering to support student learning.
- Projectors and document cameras are located in every classroom.
- Math classes also have Mobis.

Combined these items enhance the learning experience for students by allowing teachers to use a wider variety of instructional strategies in their lesson delivery.

## **Special Populations**

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

### **Students with Disabilities**

#### **Overview**

The Charter School recognizes that students will come to Sac High with varying needs and accommodations. The Charter School has been purposeful in creating a school that values and supports every child who enrolls, regardless of disability. Staff at Sac High is committed to supporting all of its students and providing them with a high-quality, college-preparatory education.

The Charter School uses many strategies to support all of our learners in the general education setting and in particular with our special education students. Within its inclusion model the Charter School uses co-teaching methodologies that allow all students to benefit from having a general education and a special education provider in their core classes. That way staff can reach those students who need it while maintaining rigorous lesson pacing. The Charter School offers extra time for students to complete assignments and tests and allow multiple opportunities to retake tests and redo assignments for students whose IEPs include these supports. Sac High offers tutoring after school every day as well as tutoring opportunities on Wednesdays where students can receive one-on-one support, or support in small groups to get extra help in mastering concepts, make up missing assignments, and retake tests and class exit tickets. The Charter School has a Reading enrichment class where all students read books at

their independent reading level and then discuss them with each other and with teachers. The Charter School uses flexible grouping strategies in our classrooms and offers one-on-one assistance to those who need it. In addition, Sac High uses adaptive computer programs which help students with significant academic needs fill in their skill gaps and catch up with their peers.

Sac High's staff provides students with disabilities with a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE). The Charter School complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act (ADA), and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR).

Sac High is its own local educational agency ("LEA") and a member of the El Dorado County Office of Education (EDCOE) Charter Special Education Local Plan Area (SELPA) in conformity with Education Code Section 47641(a). Sac High complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. As a result of SHPS participation in the EDCOE Charter SELPA, Sacramento City Unified School District is not obligated to provide or oversee special education and related services at Sac High. Appendix A includes a detailed guide to the EDCOE SELPA policies, procedures, and legal compliances.

Sac High may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. Sac High may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Sac High shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by Sac High shall be accessible for all students with disabilities.

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

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

Sac High students who have IEPs also receive extensive supports beyond the inclusion "push-in" model on an as needed basis. While not an exhaustive list of the services that can be

provided based on student need, we have students whose systems of support include some or each of the following:

1. 1:1 Behavior Intervention Support where a student has an adult assigned individually to provide both behavioral and social/emotional support full time on campus.
2. Very small group or individualized one on one instruction in pull-out groups to increase access and improve student response opportunities and pacing.
3. Speech sessions per their IEPs including both individual and small group pull out sessions.
4. Counseling services as specified in their IEPs to support their social/emotional growth.
5. Occupational Therapy, Adaptive PE, Deaf & Hard of Hearing support are provided when necessary by NPAs.
6. Students whose level of need exceeds what we can provide in our on-site support programs are provided the more intensive therapeutic environment of enrolling in an NPS.
7. Students whose needs cannot be met in regular general education with push-in support are provided a special education pull-out class in their elective period of College Study Skills where they are assisted by a certificated staff member in a small class setting to acquire tutoring, have additional practice opportunities, and gain additional time to complete school work assignments.
8. Students for whom any or all academic classes are too challenging at grade level in the general education setting due to academic or social/emotional challenges have the opportunity to participate in a Special Day Class setting where they have a certificated teacher and full time Instructional Associate to support their learning opportunities.

Sac High's special education enrollment for the past three years is outlined in the following table.

Table 9 SPED Enrollment									
School Year	School Enrollment	# Sped Students	% overall	Eligibility Breakdown					
				ED	SLI	OHI	ID	SLD	AUT
2013 – 2014	923	102	11.5%	6, 6%	7, 6.8%	16 16%	1, 1%	68, 67%	2 2%
2014 – 2015	982	108	11%	6, 6%	6, 6%	17, 15.7%	0, 0%	76, 70.3%	2 2%
2015 - 2016	954	115	12%	9 8%	2 2%	17 14.8%	2 2%	82 71%	3 3%

### Identifying Students with Special Needs

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

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

special education support, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data. In addition, a parent may make a referral for special education assessment at any time. If the parent does so, the assessment may take place without waiting for prior interventions.

### Evaluating Students with Special Needs

If pre-referral strategies are unsuccessful, the student is not progressing academically, and classroom teachers, parents, guardians or special education faculty believe a disability may exist, the student is referred, by the school team in writing, for individual evaluation and determination of eligibility for special education programs and services. Referrals can be made by a parent or any professional faculty member of Sac High. Such referrals (1) state the reasons for the referral and include any test results, records or reports upon which the referral is based; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose; and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral and the procedural safeguards notice described in 34 CFR §300.504 is given to the student's parents. The school team (which consists of the School Psychologist, the Principal, general education staff and special education staff) convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine the child's special education eligibility and to secure written parental consent to conduct such testing. Sac High then conducts such testing, either in-house or via the services of an expert consultant. Once the tests have been conducted and the results are received, an eligibility meeting is reconvened with the parents, the appropriate special education staff, and other appropriate faculty. At that time, a decision is made as to the student's eligibility for special education services. If the team determines that the student is eligible for special education services, an IEP for that student is developed. All IEPs are evaluated and revised as needed at least annually. All assessments and evaluations are repeated at least once every three years. For further details on the "Referral, Assessment, and Placement" process, timelines, and legal compliance for special education services please see pages 1 – 42 of the EDCOE Charter SELPA Procedural Guide as well as the EDCOE CAC Parent Handbook (available in both English and Spanish). All of these documents are located in Appendix A.

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

- Always ask questions in a clarifying manner, then have the student describe his or her understanding of the questions
- Use an overhead projector with an outline of the lesson or unit
- Reduce work load for students with exceptionalities.
- Provide clear photocopies of notes and overhead transparencies, if the student benefits from such strategies
- Provide students with chapter outlines or study guides that cue them to key points in their readings
- Provide a detailed course syllabus before class begins
- Ask questions in a way that helps the student gain confidence
- Keep oral instructions logical and concise. Reinforce them with brief cue words
- Repeat or re-word complicated directions
- Frequently verbalize what is being written on the whiteboard and use "think-a-louds" to demonstrate academic thinking
- Eliminate classroom distractions such as, excessive noise, extremes of heat and cold, foul odors, flickering lights, etc.



- Outline class presentations on the whiteboard or on an overhead transparency.
- Outline material to be covered during each class period unit. At the end of class, summarize the important segments of each presentation
- Establish the clarity of understanding that the student has about class assignments
- Give assignments both in written and oral form
- Pair all new learning with adequate examples and time for student independent practice
- Have students underline key words or directions on activity sheets (then review the sheets with them)
- Pace instruction carefully to ensure clarity
- Present new and / or technical vocabulary on the whiteboard or overhead (visually as well as orally)
- Provide and teach memory associations (mnemonic strategies)
- Support one modality of presentation by following it with instruction and then use another modality
- Talk distinctly and at a rate that all students can follow
- Technical content should be presented in small incremental steps
- Use plenty of examples, oral or otherwise, in order to demonstrate the application of each topic covered in the lesson
- Use straight forward instructions with step-by-step unambiguous terms. Preferably presented one at a time
- Write legibly, use large type; do not clutter the whiteboard with non-current / non-relevant information
- Use props to make narrative situations more vivid and clear
- Assist the student, if necessary, in borrowing classmates' notes
- Clearly label equipment, tools, and materials. Color code them for enhanced visual recognition
- Consider alternate activities/exercises that can be utilized with less difficulty for the student, but have the same or similar learning objectives
- Announce readings as well as assignments well in advance
- Offer to read written material aloud, when necessary
- Read aloud material that is written on the whiteboard and on the overhead transparencies
- Review relevant material, preview the material to be presented, present the new material then summarize the material just presented
- Suggest that the students use both visual and auditory senses when reading the text
- Spend more time on building background for the reading selections and creating a mental scheme for the organization of the text
- Encourage students to practice using technical words when talking with family and peers

### Services for Students under the “IDEA”

The following description regarding how special education and related services are provided and funded is included below for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services is provided and funded is set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU can be reviewed in Appendix A.

Sac High shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

Sac High provides services for special education students enrolled in the Charter School. Sac High follows SELPA policies and procedures, and utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services, and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

Sac High agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

### Staffing

All special education services at Sac High will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

Sac High is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Sac High shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. Sac High shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

For the past several years the percentage of students with IEPs attending Sac High has ranged between 11% and 12%. Going forward, Sac High projects that the Charter School's special education population will continue to reflect the population found in the District. In order to properly meet the needs of all students with IEPs, Sac High's Special Education staffing plan calls for the following:

- Five education specialists
- One school psychologist (also shared with Oak Park Preparatory Academy)
- One-half of a Marriage and Family Therapist
- Six to eight instructional aides

In addition, to ensure that students are receiving the appropriate services, caseloads are projected to be no more than twenty-eight students per education specialist or other properly credentialed staff member managing a caseload.

Beyond school site staff, SHPS employs several members of the special education team in the organization's home office. These staff members include a director of special education, a program coordinator for Sac High, and a systems specialist who handles all data and maintains oversight of all IEP contracts for compliance.

### Notification and Coordination

Sac High shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. Sac High has adopted and implemented policies relating to all special education issues and referrals.

### Identification and Referral

Sac High has the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. Sac High implements SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. Parents may also request that their student be assessed for special education eligibility at any time.

Sac High follows SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

### Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Sac High will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Sac High shall obtain parent/guardian consent to assess Charter School students.

### IEP Meetings

Sac High shall arrange and work collaboratively with parent(s)/guardian(s) to schedule necessary IEP meetings at the most convenient times for parent(s)/guardian(s) to attend. IEP team membership shall be in compliance with state and federal law. Sac High is responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at Sac High and/or about the student. Sac High shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

### IEP Development

Sac High understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible

Sac High students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

### IEP Implementation

Sac High is responsible for all school site implementation of the IEP. As part of this responsibility, Sac High provides parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. Sac High shall also provide all home-school coordination and information exchange. Sac High shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

### Interim and Initial Placements of New Charter School Students

Sac High shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Sac High from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, Sac High shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Sac High from a district operated program under the same special education local plan area of the Charter School within the same academic year, Sac High shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Sac High agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to Sac High with an IEP from outside of California during the same academic year, Sac High shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

### Non-Public Placements/Non-Public Agencies

Sac High shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

### Non-discrimination

It is understood and agreed that all children will have access to Sac High and no student shall be denied admission nor counseled out of Sac High due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

### Parent/Guardian Concerns and Complaints

Sac High implements policies for responding to parental concerns or complaints related to special education services. Sac High shall receive any concerns raised by parents/guardians regarding related services and rights.

Sac High's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

### Due Process Hearings

Sac High may initiate a due process hearing or request for mediation with respect to a student enrolled in Sac High if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, Sac High shall defend the case.

### SELPA Representation

Sac High represents itself at all SELPA meetings.

### Funding

Sac High is subject to the allocation plan of the SELPA.

### Section 504

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

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School’s professional staff.

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

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

Professional Development of Faculty Serving Students with Special Needs

Professional training and development for faculty involved in the education of students with disabilities is ongoing and is outlined in Table 10.

<b>Table 10 SPED Professional Development</b>		
<b>Professional Development Opportunities</b>	<b>Frequency</b>	<b>Provider(s)</b>
Special Education Referral Process	Beginning of Year PD	Sac High Special Education Coordinator  SHPS Director of Special Education
Development and	Beginning of Year PD	SHPS special education staff

Implementation of a Student's IEP	Additional sessions as needed	
Evaluation of a Student's Progress Toward Meeting IEP Goals and Objectives	Beginning of Year PD Additional sessions as questions arise	SHPS special education staff
Meeting Reporting Requirements to Parents	Beginning of Year PD	SHPS special education staff
Discipline of Students with Disabilities	Beginning of Year PD year Review sessions throughout the year regarding specific students and circumstances	SHPS leadership staff SHPS Director of Special Education Program Specialists from the EDCOE SELPA

In addition, as part of Sac High's summer orientation for teachers, training includes specific focus on inclusion, co-teaching and strategies for teaching special education students (provided by SHPS special education staff). Ongoing, weekly faculty development targets teachers who provide accommodations and modifications in support of students' IEP goals. The Charter School has ongoing professional development for our staff every Wednesday. These sessions are led by the school's leadership along with school based special education staff and the content is determined by analysis of student progress, observed classroom needs and teacher request.

In addition, training pertaining to necessary skills and legal responsibilities of supporting students with a Section 504 Plan is currently provided annually to all staff at the beginning of the school year.

## **English Learners**

### **Instruction for Limited English Proficient Students**

The Charter School serves any and all students with limited English proficiency, including English Learners (ELs), using structured English language immersion so they receive appropriate support and achieve proficiency in the academic English language as quickly as possible. Sac High will continue to support EL students in moving toward reaching and surpassing our high standards – the same expected for all students, and Sac High will equip them with the individualized support necessary for academic success.

To help all staff at Sac High better understand each English Learner and develop an appropriate English language development ("ELD") program, teachers will review each EL's content knowledge in their primary language, previous experience in American schools, and review their current English language knowledge.<sup>1</sup> Sac High staff understands scholars will enroll at a

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<sup>1</sup>Susana Dutro, K. K. (2010). English Language Development: Issues and Implementation at Grades Six Through Twelve. In *Improving Education for English Learners: Research Based Approaches* (pp. 209 - 250). Sacramento : California Department of Education

variety of English language development levels as their educational path and language exposure to English will have greatly differed. The staff understands that a one-size-fits-all approach is not appropriate and will be intentional about creating an English language development program that addresses the needs of all students. Due to the trend of Sac High educating early advanced and advanced English language learners, staff uses a sheltered instruction model where students' language development is intentionally imbedded throughout content classes. Sac High's EL program is designed exclusively to meet the Charter School's mission. If students are to leave Sac High and enter, excel in, and graduate from college, they must read, write, and speak English fluently.

### **Identifying and Serving English Language Learners**

The Charter School serves English learners based on the U.S. Department of Education's six steps of progression through an EL program: 1) enrollment in school, 2) identification of potential ELs, 3) assessment determining need for EL services, 4) provision of appropriate EL services, 5) transition from EL services, and 6) monitoring ability to participate meaningfully.<sup>2</sup> In implementing the EL program, Sac High complies with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

The instructional staff of Sac High adheres to the following plan with EL students:

- Upon enrollment into the school, all students receive a home language survey of languages spoken in the home.
- Students whose dominant language is not English receive assessment of English proficiency including the CELDT Proficiency Level Descriptors.
- Sac High staff reports the number of EL students attending the Charter School to the District and the state.
- Educational programs are responsive to these specific needs and in compliance with state and federal guidelines.
- Sac High staff makes adjustments to this plan as needed, in the best interest of each student's achievement.

All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

The primary objective for all services delivered to EL students at Sac High is to provide a structured support system to help students gain English proficiency. The Charter School wants all students to gain full access to the curriculum as soon as possible and it adopts the best and most proven strategies to help them do so. The curriculum and support provided to these students is selected primarily on the basis of quickest acquisition of English.

Students with limited proficiency in English achieve proficiency in the English language through the use of Sac High's services and teaching methods. Sac High ensures EL students are not excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction, and that EL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is

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<sup>2</sup> [www.ed.gov/offices/OCR/ELL/cprogression.html](http://www.ed.gov/offices/OCR/ELL/cprogression.html)



limited receive notices and information in their native language if needed. Parental outreach may also be conducted through home visit by a school representative and an interpreter.

### **English Immersion Program and Services**

All EL students receive the same academic courses and content as those students who are native English speakers. Sac High staff uses the Sheltered Instruction Observation Protocol (“SIOP”) Model, allowing EL scholars to access the same curriculum at their language level. All instruction at Sac High is in English, however, the level of English used for instruction — both oral and written — is modified appropriately for each EL student. This does not mean that the content is “watered down.” Instead, teachers incorporate a variety of strategies to make the content more comprehensible with a focus on building academic language through content. For example, teachers use visuals and diagrams, provide many opportunities to practice key vocabulary, and utilize graphic organizers. General education teachers of English learners adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELs to participate fully in the educational program. Staff will participate in professional development opportunities in these areas as they become available. Students are never prevented from speaking in their native language, either inside or outside of the classroom. The Charter School creates the most accepting cultural atmosphere possible, such that students of all backgrounds and languages feel welcome and valued.

Research has shown that immersion is increasingly considered more effective at teaching English to students, compared to bilingual education, as indicated by the following:

- In a *Business Journal of Raleigh/Durham* (December 26, 1997) article entitled “Immersion v. Bilingual Education,” John Hood, President of the John Locke Foundation, a North Carolina based think-tank wrote, “A review of 300 studies of bilingual education by federal researchers found only 72 that were methodologically sound. Of those studies, 83% comparing bilingual education to immersion found that kids learned to read better through immersion. Not a single study found the reverse.”
- Cara Morlan of the Independence Institute, a nonprofit, nonpartisan Colorado think-tank, wrote, “In California, children enter school speaking one of 140 different languages, yet only Spanish-speaking students are put into traditional bilingual education programs. These students are then the immigrant group that does the worst in school has the highest dropout rate, the lowest test scores and the lowest college admissions.” Ms. Morlan found that only 5% of these students were being found to gain proficiency in English each year.<sup>3</sup>

### **Sheltered Immersion Instructional Practices**

All Sac High EL students receive instruction using methods proven to be effective for developing English proficiency. As mentioned earlier, Sac High teachers use the Sheltered Instruction Observation Protocol Model.

Sheltered Instructional Observation Protocol Model<sup>4</sup>

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<sup>3</sup> *Structured Immersion, An Alternative to Traditional Bilingual Education* (Independence Institute, *Issues Backgrounders 2000-4*, July 26, 2000).

<sup>4</sup> [www.csl.org/siop](http://www.csl.org/siop)

## 1. Lesson Preparation

- Clearly define content objectives
- Clearly define language objectives
- Select content concepts that are appropriate to learners' age and educational background
- Use a variety of supplementary materials to make the lesson clear and meaningful (examples: computer programs, graphs, models, visuals)
- Adapt the content to all proficiency levels
- Use authentic and meaningful activities and integrate them into lesson concepts

## 2. Building Background

- Explicitly link concepts to students' background experiences
- Explicitly link past learning to new content
- Emphasize key vocabulary

## 3. Comprehensible Input

- Use speech that is appropriate for students' proficiency level
- Clearly explain academic tasks
- Use a variety of techniques to make content clear (examples: model, use visuals, demonstrations and hands-on activities)

## 4. Learning Strategies

- Provide ample opportunities for students to use strategies
- Consistently use scaffolding techniques throughout the lesson

Include a variety of question types that promote higher-order thinking skills

## 5. Interaction

- Provide students with frequent opportunities for interaction and discussion between teacher and student and among students, and encourage extended student discourse about the lesson concepts
- Carefully configure the grouping of students to support language and content of the lesson
- Consistently provide sufficient wait time for student responses
- Provide ample opportunities for students to clarify key concepts in their native language

## 6. Practice and Application

- Provide hands-on materials and/or manipulatives for students to practice using new content knowledge
- Provide activities for students to apply content and language knowledge in the classroom
- Use activities that integrate all language skills (reading, writing, listening and speaking)

## 7. Lesson Delivery

- Clearly support the content objectives in lesson delivery
- Clearly support the language objectives in lesson delivery
- Engage students 90% to 100% of the time
- Pace the lesson appropriately to students' ability level

## 8. Review and Assessment

- Include a comprehensive review of key vocabulary
- Include a comprehensive review of key content concepts
- Provide regular feedback to students on their output
- Conduct assessments of student comprehension and learning of all lesson objectives throughout the lesson

Along with the SIOP model, Sac High teachers intentionally and explicitly teach academic language in content classrooms. In order for English learners to be successful in the classroom, they must master both informal and academic English. Academic English is the content-specific language used within specific disciplines. Sac High teachers are intentional about planning vocabulary development into their lessons. Vocabulary-building exercises are incorporated into all classes so that students learn academic vocabulary in the content-specific context, making it meaningful and relevant. Vocabulary instruction focuses on basic vocabulary development with roots, prefixes, suffixes, cognates, and context clues, as well as specifically teaching the difference in language structure and semantics in various contents.

Some additional instructional strategies used by the Charter School that include:

<p><b>Checking students' comprehension of the content:</b></p> <ul style="list-style-type: none"> <li>• Use sentence strips</li> <li>• Set up dialogue journals between teacher and student</li> <li>• Plan activities using role play and drama</li> <li>• Use student reading log</li> <li>• Use Cloze exercises</li> <li>• Write summaries</li> <li>• Encourage students to write headlines</li> <li>• Write character diaries</li> <li>• Have students present information with illustrations, comic strips, or other visual representations</li> <li>• Allow students to provide answers and explain processes instead of teachers telling them</li> </ul>	<p><b>Helping ESL students adjust to the classroom:</b></p> <ul style="list-style-type: none"> <li>• State/display language, content and metacognitive objectives</li> <li>• List instructions /process steps and review orally</li> <li>• Present information in varied ways (examples: oral, written, demonstrations, with tangible objects)</li> <li>• Frequently summarize key points</li> <li>• Repeat and paraphrase important terms</li> <li>• Provide word wall with vocabulary for unit/chapter</li> <li>• Have students maintain notebook</li> <li>• Have students maintain learning log for metacognitive strategies</li> <li>• Allow sufficient response time</li> </ul>
<p><b>Adjusting teaching style:</b></p> <ul style="list-style-type: none"> <li>• Develop a student-centered approach</li> <li>• Speak a little more slowly (not louder), use shorter sentences, and avoid idioms</li> <li>• Increase the percentage of inferential and higher order thinking questions</li> <li>• Provide correction for language errors by modeling, not overt correction</li> <li>• Use cooperative learning</li> <li>• Incorporate peer tutoring</li> <li>• Use the Writing Process</li> <li>• Explicitly connect learning to students'</li> </ul>	<p><b>Motivating students and providing background knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use semantic webbing and graphic organizers</li> <li>• Use anticipation reaction guides</li> <li>• Have students brainstorm, then record responses on projector before starting lessons</li> <li>• Use realia, maps, photos, and manipulatives</li> <li>• Do activities where students can interact and move around</li> <li>• Have students do hands-on activities</li> </ul>

<p>knowledge and experience</p> <ul style="list-style-type: none"> <li>• Take time to preview and explain new concepts and vocabulary before starting instruction</li> <li>• Use questionnaires/interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Do demonstrations</li> <li>• Use CDs, cassettes and videotapes with books</li> <li>• Use a variety of groupings so that ESL students can interact with different classmates</li> <li>• Provide students with outlines of lessons and questions that will be asked beforehand so they have an opportunity to process information and participate more readily</li> <li>• Use the overhead projector every day to model highlighting text, identifying main ideas or new vocabulary or to show pictures.</li> </ul>
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### **English Learners and English Language Development**

The Sac High community fully appreciates and remains incredibly sensitive to the challenges that English learners face, and the Charter School does everything it can to support their needs. The Charter School specifically teaches ELD standards and requirements within the English Language Arts (ELA) classes during the daily schedule. This instruction includes all of the new ELD standards as introduced with the new Common Core State Standards and as outlined by the California Department of Education (<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>). These standards outline specific strategies that teachers should utilize and explicitly state what students need to know to be able to master English Language Arts.

Sac High provides all necessary faculty and specialized curricular planning, and implements strategies when necessary to enable EL students to achieve proficiency and attain the high standards established for all students. The Charter School directly provides or outsources appropriate support services that may be needed by EL students in order to achieve and maintain a satisfactory level of academic performance. Staff at Sac High is prepared to address the needs of students who are struggling with the structured English immersion program, or may be at the intermediate or lower level, by providing, if it is determined to be the best course of action, a ELD class and/or assignment of a certified aide, teacher or qualified consultant under contract who speaks that child's native language. In the current ELD class, taught by a highly qualified credentialed teacher and staffed by an aide, instruction focuses on increasing basic English – including vocabulary, grammar, reading and writing – so that students can perform and participate in their regular classes. In order to minimize disruption to the student's daily schedule, these services take place as an additional class and not as a replacement of a core class. Sac High's modified block schedule provides ample time that can be used for additional intensive English language instruction. In addition, Designated ELD may be provided if other approaches are found to be ineffective in moving ELs to proficiency in English. A state adopted curriculum will be used for Designated ELD instruction.

SHPS continues to actively recruit staff who speak the foreign language that is most common among our students, which is Spanish.

Sac High believes that in order to have meaningful relationships with parents and students who do not speak English as a first language, the Charter School must be proactive in its

communication styles and techniques. This requires creativity through the involvement of translators, community organization support, or friends of Sac High. The Charter School is deliberate in accommodating for families who need translating services by including interpreters and translated documents when needed.

## **Exit Criteria**

Sac High has found the combination of Sac High's focus on literacy, and SIOP model strategies to be successful with our EL population.

English Learners are re-classified as Fluent English Learners when they: 1) demonstrate fluency on the CELDT, 2) reach a proficiency score on the ELA portion of the CAASPP, 3) demonstrate authentic fluency in class through the four areas listed above and 4) are identified by their teachers as fluent. Much of this evidence is found in student work and through encouraging active participation in class. Students who are re-classified continue to be monitored using the same criteria to ensure that no additional support is necessary. This monitoring is done by one or more teachers in conjunction with the administration.

The proficiency of an identified EL student is measured at least twice a year to determine whether continued special services are warranted. Special services continue until a student attains fluency in English language proficiency as measured by the four exit criterion: 1) CELDT proficiency, 2) evaluation in performance of basic skills, 3) teacher evaluation, 4) parent opinion and consultation. In addition, Sac High evaluates each student's performance in academic content areas to measure the student's progress in core subjects. If an EL student continues to struggle in these academic areas, modifications to the instructional program may be made. Any student classified and receiving educational services as an EL student who subsequently tests high enough to exit the program is deemed to be no longer in need of EL services. No students will be exited from the EL program unless they can read, write, and comprehend English well enough to participate successfully in Sac High's academic program without the need for additional support.

## **Accountability and Evaluation of the ELL Program**

In order to ensure that the EL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), an annual evaluation of the program occurs. To determine the need for programmatic modifications, staff at Sac High evaluates the progressive growth of EL students on standardized assessments and non-standardized assessments in comparison to that of non-EL students. Staff also tracks students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified EL and non-EL students, as measured by standardized assessments and non-standardized assessments. Sac High and SHPS's staff tracks how many students are declassified as EL and the number of instructional years it takes for this declassification to occur.

Finally, staff at Sac High complies with all provisions outlined in Title III – Language Instruction for Limited English Proficient and Immigration Students. This includes a letter for parent notification (notifying of English proficiency status and program placement) and reporting requirements.

## **Course Transferability and Eligibility**

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

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" subject requirements. A listing of the Charter School's "A-G" approved courses is contained in Appendix A. Sac High's graduation requirements are aligned with the "A-G" college entrance requirements for all students, except those students with an IEP that adjusts a student's graduation requirements. 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.

All of Sac High's courses are transferable to other public high schools should a student transfer from the Charter School prior to graduation. Beginning in the 2017-18 school year, the Charter School will inform parents about the transferability of Sac High courses to other public high schools in the student-parent handbook.

## **Charter School Goals and Actions to Achieve the Eight State Priorities**

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the Charter School's annual goals to be achieved in the Eight State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, can be found in the Charter School's Local Control Accountability Plan ("LCAP"). The current LCAP is on file with the District and is also available on Sac High's website at <http://www.sthope.org/sac-high-about-us-strategic-plans>.

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

## ELEMENTS B AND C: MEASURABLE PUPIL OUTCOMES AND METHODS OF MEASUREMENT

*Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

And

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).*

### **Local Control and Accountability Plan (LCAP)**

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

### **Alignment of Outcomes to the Eight State Priorities**

Pursuant to Education Code Section 47605(b)(5)(B), the Charter School's school-wide and pupil outcome goals and performance targets aligned to the Eight State Priorities that apply for the grade levels served, or the nature of the program operated by the Charter School, and methods for measuring progress, can be found in the Charter School's LCAP. The current LCAP is on file with the District and is also available on Sac High's website at <http://www.sthope.org/sac-high-about-us-strategic-plans>.

In addition to the goals listed in the current LCAP, Sac High also has set additional goals for pupil outcomes which are listed below. Several of the goals listed below are also used as exit outcomes for the Charter School. In particular, the goals below identifying exams and student outcomes that are singular are considered exit outcomes, whereas those that are ongoing, such as ADA and suspensions, are not considered exit outcomes.

Increase percentage of students who meet or exceed CAASPP proficiency (met standards or exceeded standards) in Math and ELA each year for all students and for each applicable subgroup served by the Charter School.

Increase percentage of students who meet or exceed grade level proficiency however it may be defined in science each year for all students and for each applicable subgroup served by the Charter School.

Increase percentage of students who meet or exceed grade level targets on the California Physical Fitness Exam each year for all students and for each applicable subgroup served by the Charter School.

Increase percentage of students who meet the A-G eligibility requirements at graduation until that rate is at 95% or higher for all students and for each applicable subgroup served by the Charter School.

Increase percentage of students who graduate until that rate is at 95% or higher for all students and for each applicable subgroup served by the Charter School.

Increase percentage of students who earn acceptance to a four-year college or university prior to high school graduation until that rate is at 100% for all students and for each applicable subgroup served by the Charter School.

Increase percentage of students who matriculate to a two or four-year college following high school graduation for all students and for each applicable subgroup served by the Charter School.

Maintain an ADA of 95% or better for all students and for each applicable subgroup served by the Charter School.

Increase student retention yearly until reaching at least 90% for students who are enrolled on census day for all students and for each applicable subgroup served by the Charter School.

Decrease percentage of students who are suspended each year for all students and for each applicable subgroup served by the Charter School.

**Additional Methods of Measurement**

<b><u>Placement Assessments</u></b>	<b><u>Scholastic Reading Inventory (SRI)</u></b> <b><u>Scholastic Math Inventory (SMI)</u></b> <b><u>Writing Prompt</u></b>
<b><u>Course Embedded Assessments</u></b>	<b><u>Diagnostic</u></b> <b><u>Daily Exit Tickets</u></b> <b><u>Quizzes (Vocabulary, Spelling, etc)</u></b> <b><u>End of Unit</u></b> <b><u>Benchmarks</u></b>
<b><u>Standardized State Assessments</u></b>	<b><u>CAASPP</u></b> <b><u>CST</u></b> <b><u>CELDT</u></b>
<b><u>College Prep Assessments</u></b>	<b><u>PSAT</u></b> <b><u>SAT</u></b> <b><u>SAT II Subject Tests</u></b> <b><u>ACT</u></b> <b><u>AP</u></b>



## **Data Assessment and Reporting**

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

The Charter School will regularly report data on pupil achievement to parents through regular grading periods, reporting of test score results (i.e. CAASPP), and parent conferences. Parents will also have direct access to their child's attendance and academic progress through Illuminate.

Pupil achievement data is regularly reported to staff and used to evaluate the efficacy of Sac High's educational program. For 2016-17, Sac High has built in over 25 days of professional development as well as weekly meetings to analyze data and inform our program.

In addition to what is described above, Sac High strives to align the methods of measuring pupil outcomes and the ways of reporting the results achieved with how it will be displayed on external documents, such as the SARC (School Accountability Report Card). Whenever feasible, Sac High will align with the SARC. For example, the SARC currently requires pupil outcome data on CAASPP for ELA and math, CST for science, A-G completion rates, the California Physical Fitness Test, suspension and expulsion data. Each of these instruments is aligned with a goal for Sac High.

### **Most Recent Results from Annual Assessments**

Below is a breakdown of how Sac High students performed on the annual state assessments completed in the 2015-16 school year.

The chart below shows the percentage of 11<sup>th</sup> grade students, including subgroups, who scored at either the Met Standard or Exceeded Standard level on the CAASPP for ELA and math.

<u>11<sup>th</sup> Grade Subgroups</u>	<u>Percent who met or exceeded standards in ELA</u>	<u>Percent who met or exceeded standards in math</u>
<u>All students</u>	<u>56%</u>	<u>24%</u>
<u>Low income</u>	<u>52%</u>	<u>20%</u>
<u>African American</u>	<u>56%</u>	<u>19%</u>
<u>Hispanic</u>	<u>50%</u>	<u>26%</u>
<u>English Learner</u>	<u>N/A*</u>	<u>N/A*</u>
<u>Students with Disabilities</u>	<u>4%</u>	<u>0%</u>
<u>African American, low income</u>	<u>51%</u>	<u>16%</u>
<u>Hispanic, low income</u>	<u>47%</u>	<u>26%</u>

\*Not enough EL students at Sac High tested for the subgroup's scores to be displayed.

The chart below shows the percentage of 10<sup>th</sup> grade students, including subgroups, who scored at either the Proficient or Advanced level on the CST for science.

<u>10<sup>th</sup> Grade Subgroups</u>	<u>Percent who score proficient or advanced for science</u>
All students	51%
Low income	48%
African American	50%
Hispanic	45%
English Learner	25%
Students with Disabilities	24%
African American, low income	48%
Hispanic, low income	44%

### **Using Data to Modify Instruction**

Appendix items three and four outline the process Sac High teachers experience following student completion of a quarterly benchmark exam and how data and results are used to drive and modify instruction.

## ELEMENT D: GOVERNANCE STRUCTURE

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

### **Charter Status**

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

### **Legal Assurances**

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

SHPS will comply with the Ralph M. Brown Act (Government Code Section 54950, *et seq.*). Members of SHPS's Board of Directors, any administrators, managers or employees, and any other committees of the Charter School comply with applicable federal and state laws, and nonprofit integrity standards.

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

### **Organization Structure**

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

The organizational model represents fiscal conservatism and allocation of resources towards the Charter School's mission. Growth or retraction in funding will adjust the organizational structure of the Charter School as needed.

### **Primary Responsibilities of Board of Directors**

Sac High will be governed by the SHPS Board of Directors who will maintain active and effective governance of the Charter School. The Board is responsible for ensuring the Charter School fulfills its mission, remains true to the terms of the charter, is a fiscally viable and responsible organization, and ensures access and accountability to the public. The Board of

Directors governs the Charter School in its pursuit of its mission, and delegates all managerial decisions to the Chief Executive Officer, the Chief of Schools and the Principal. The Principal is responsible for the daily operations, annual, and long-term planning of Sac High, and execution of all aspects of the Charter School's educational program. The Chief Executive Officer and the Chief of Schools hire, set compensation for, support and evaluate the Principal, while the Principal hires and evaluates all Sac High staff.

The SHPS bylaws allow for a maximum of 15 voting members on the Board of Directors who have expertise in the following fields, among others: educational program, data and assessment, management and leadership, financial management, legal, community and public relations, district relations, parent relations, student relations, human capital, charter school models, organizational development, facilities and real estate, fundraising, grant writing and development, and higher education. SHPS may increase or decrease the size of its Board, subject to the maximum number of 15, as needs dictate throughout the course of the Sac High renewal term. Additionally, the bylaws require a student representative be appointed as a non-voting member to provide critical insight into school culture and operations within the classroom. All board members serve for a term of two years except for any parent, alumni or student representative, who will serve for a term of one year. Currently, Gladys Mitchell sits on the Board of Directors as a voting parent Board member and Shelby Mitchell, the Sac High student body president, serves as the student representative. In accordance with Education Code Section 47604(b), one representative of SCUSD may serve on the Board. Presently, SCUSD has chosen not to select a representative to sit on the board.

### **Selection of new Board Members, not including the SCUSD representative**

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

- Deep and unwavering commitment to the mission of SHPS
- Belief that the Charter School will be able to achieve its mission and should take all reasonable steps necessary in order to do so
- Regular attendance at all board meetings
- Expertise in one or more area that proves to be valuable to the governance of the Charter School
- Experience with and interest in working with a committed, driven, diverse group of people
- Willingness to leverage personal and professional networks on behalf of SHPS and/or the Charter School
- Availability and willingness to participate in the governance of SHPS

### **Leadership of SHPS and Sac High**

#### **SHPS Chief Executive Officer and Home Office Team**

The SHPS Chief Executive Officer and the Home Office Team are responsible for the day-to-day operations of SHPS, and perform such tasks, among others, as approving all major contracts, developing the annual budget, and overseeing the fiscal affairs. The Chief Executive

Officer and the Chief of Schools, with assistance from the Board of Directors when needed, are also responsible for selecting and evaluating the Sac High Principal. The Chief Executive Officer and the Home Office Team also facilitate Sac High's annual programmatic report, help craft and maintain policies and procedures, and participate in the dispute resolution procedures of the Charter School as necessary. Finally, the SHPS Home Office Team provides critical accounting, human resources, marketing, information technology, accountability oversight, and contracts out legal services for Sac High. The SHPS Special Education department, along with the Director of Special Education, is also housed within the home office. The Home Office Team is comprised of experienced and successful professionals from the educational and business communities.

## **Principal**

The principal is responsible for day-to-day instruction, culture, and operations of Sac High, directly reports to the Chief of Schools, and presents regularly to the SHPS Board of Directors. The principal manages teachers, staff, and students, maintains relationships with families; and oversees the instructional program, school culture and school operations. A job description for the principal is contained in Appendix E.

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

The input of all stakeholders will be valued by the Board as well as the Charter School. As such, stakeholders will be given the opportunity to address issues on the agenda at all regular Board meetings and to participate at the committee level as appropriate. General public comment on any item related to SHPS or the Charter School is also welcome. Further commentary on issues regarding the Charter School can be given to the Charter School's Principal as needed.

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

Parents at Sac High also take surveys to provide feedback to the Charter School and identify areas of improvement.

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

In order to inform parents of their individual student's progress, the Charter School will regularly report academic and non-academic (i.e., behavior) progress to parents through regular grading periods, reporting of test score results, and parent conferences. Parents will also have direct,

online access to their child's attendance and academic progress. Parents also have online access to their child's attendance and academic progress through Illuminate. Currently all Sac High staff are issued cell phones, or phone numbers, and SHPS email addresses to allow for ongoing parent-teacher-school communication.

### **Student Senate**

Comprised of a student representative from each grade level, including elected school-wide officers, the Student Senate is the student governance organization on campus. There are also officers elected on a school wide basis. Senate meets regularly at 7:00 a.m. on most school days and oversees student body funds, campus clubs and organizations, and coordinates dances and spirit events. The 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 Senate's roster and handbook refer to Appendix D.

### **Conflict of Interest Code**

The SHPS Board has adopted a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. The current Conflict of Interest Policy can be found in Appendix D.

### **Uniform Complaint Procedures**

Sac High operates under SHPS's Uniform Complaint Procedures ("UCP") providing for prompt and equitable resolution of specified student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504. The UCP is included in Appendix N.

Sac High's staff has implemented specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, and sources of referral of applicants for admission and employment that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

### **SCUSD Charter Policy**

Sac High complies with the District policy related to charter schools.

### **Responding to Inquiries**

Any general inquiries of the Charter School can be directed to the Charter School's Principal. Inquiries directed specifically to the Board are handled by the communications representative of the Board or the Board Chair, should those individuals be different parties. Furthermore, SHPS and Sac High comply with the Public Record Act (Government Code Section 6250, *et seq.*).

### **Process for Amending the Charter**

Sac High complies with current District policy and Education Code Section 47607 for amendments to the charter petition and will continue to do so moving forward.

## ELEMENT E: EMPLOYEE QUALIFICATIONS

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

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

### **Equal Opportunity Employer**

St. HOPE Public Schools is an equal opportunity employer and does not discriminate on the basis of race, creed, color, gender, gender identity, gender expression, religion, age, sexual orientation, national origin, ancestry, ethnic group identification, genetic information, medical condition, physical or mental disability, marital status, sexual orientation, pregnancy, childbirth or related medical conditions, or any other protected classification, in accordance with applicable law.

### **Administrator Qualifications**

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

### **Teacher Qualifications**

Pursuant to Education Code section 47605 (l) 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. Flexibility in credentialing will be granted only in accordance with Education Code Section 47605(l) for teachers in non-core courses and, as permitted by this section of the Education Code, Sac High may employ non-credentialed teachers to teach non-core courses. Currently Sac High does not have noncore, non-college prep teaching positions, with the exception of some advisory teachers since advisory is a noncore class, and it is the goal of the Charter School to ensure outstanding teachers are in front of students at all times.

A teacher of core academic subjects must have:

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

## **Credentials**

Leadership at Sac High strives to hire candidates who have a wide range of skills and leadership qualities, teaching and administrative experience, cultural and ethnic backgrounds, and be as reflective of the Sacramento community and the student body as possible. It is equally important that staff members are committed to the mission of the Charter School and will contribute positively to that mission. General qualifications for all employees will include:

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

## Hiring Protocol

- The SHPS Chief Executive Officer and Chief of Schools hire the Principal
- All other staffing decisions will be made by the Principal or the Principal's designee

All teaching applicants submit copies of their credentials as part of their application and have their credentials checked with the California Commission on Teacher Credentialing's (CTC) to ensure they are properly credentialed for the classroom assignment they are being selected for. All college and/or university transcripts are also required to be submitted by all applicants and kept on file for review.

## **Staff Selection**

To ensure selection of the highest quality staff, the following staff selection process is implemented at Sac High:

- Posting of job openings (online, through referrals, and e-mail)
- Use of teacher recruitment programs and career fairs
- Request of a resume, cover letter, and short essay responses
- Phone interview
- Sample teaching lesson followed by debrief with Principal and/or administrators
- Extensive interview with multiple members of the Charter School's existing staff
- Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of strong candidates
- The Principal will make the offer of employment to the strongest candidates

## **Job Descriptions for Key Personnel**

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



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

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

The Sac High Principal or designee, in conjunction with SHPS, will ensure that credentials are processed and maintained in accordance with applicable legal requirements. Credentials will be reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. All credential materials will be kept at the SHPS Home Office.

### **Staff Compensation and Benefits**

St. HOPE Public Schools has adopted a competitive performance-based salary schedule for the Charter School. Administrative and staff salaries at the school level are set at the discretion of the Principal, based on the candidate's experience and responsibilities. The salary of the Principal is set by the Chief Executive Officer and the Chief of Schools.

A comprehensive benefits package is included as part of each full-time employee's compensation.

### **Performance Evaluation**

All Sac High staff members are currently evaluated by their supervisors at least once a year. Annual goals and objectives are developed jointly by each staff member and the supervisor in accordance with the mission and vision of Sac High. If a staff member is having difficulties achieving his/her goals, the supervisor provides appropriate support and training.

### **Additional Information**

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

- Materials for Sac High's Summer 2016 employee orientation and summer staff training

## ELEMENT F: HEALTH AND SAFETY PROCEDURES

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

In order to provide safety for all students and staff, Sac High has adopted and implemented full health and safety procedures and risk management policies at our school site in consultation with our insurance carriers and risk management experts. The health and safety policy is reviewed regularly, in consultation with staff and parents. This policy is distributed to all staff and, as needed, to parents. Please see Appendix F for examples of SHPS Health and Safety Procedures.

### **Facility Safety**

Sac High follows clear procedures to ensure the health and safety of pupils and staff. These procedures include the requirement that each Sac High employee furnish the Charter School with a criminal record summary as described in Education Code Sections 44237 and 47605(b)(5)(F).

Sac High complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Sac High maintains readily accessible records for such compliance.

Sac High occupies District facilities.

### **School Safety**

Sac High staff is trained annually on the safety procedures outlined in Element F of this charter and in Appendix F. If District facilities are used during the term of this charter, Sac High will abide by all District policies relating to Maintenance and Operations Services.

To ensure staff receives the necessary safety trainings and update, staff attendance is taken at the beginning of every Professional Development day or the beginning of every Wednesday staff meeting. Staff attendance is taken by the lead site administrator. All team members are accounted for and only team members who are absent for the day are allowed to not be present. If needed, those staff members who are absent will be provided the training upon their return.

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

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

### **Fire, Earthquake, Lockdown, Shelter in Place and Evacuation Drills**

Students and staff participate in drills to prepare for what to do in the case of an earthquake, lockdown, Shelter in Place and Evacuation. As indicated above, the Charter School has a safety plan which is kept on file for review. Charter School staff is trained annually on the safety procedures outlined in the plan.

The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

### **Emergency Preparedness Guide**

Staff at Sac High adheres to an Emergency Preparedness Handbook created specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook includes, but is not limited to, the following responses: airborne exposures, bomb threat, civil disturbance, fallen aircraft, explosion (on and off site), windstorm, missing student, injured student, fire, earthquake, terrorist threats, gang activity, and hostage situations.

### **Emergency Preparedness Training**

Staff at Sac High will attend a safety presentation at the beginning of the year to learn the step by step procedures for emergencies. The Safety Presentation covers the following;

Response to: airborne exposures, bomb threat, civil disturbance, fallen aircraft, explosion (on and off site), windstorm, missing student, injured student, fire, earthquake, terrorist threats, gang activity, and hostage situations.

Action: Emergency Signals, Drop, Cover and Hold, Evacuate Building, Shelter In Place. Central Shelter, Code Red, Evacuate Site, and Assemble; Take Roll.

### **Procedures for Background Checks**

Sac High follows clear procedures to ensure the health and safety of pupils and staff. These procedures include the requirement that each employee and contractor of the Charter School furnish the Charter School with a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. SHPS monitors compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **Role of Staff as Mandated Child Abuse Reporters**

All Sac High non-certificated and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District. All mandated reporters are provided annual training on child abuse reporting. This training covers how the law defines abuse and neglect, what is required of a child abuse mandated reporter, legal protections of a mandated reporter, how to spot child abuse and the steps in making a report of child abuse and/or neglect. While this training occurs annually, the method by which the training is conducted varies based on what is most effective and available to all staff in the

time allotted for training prior to school starting. Some examples of how mandated reporter training has been provided to staff includes: outside agency, internal and qualified staff member, training video purchased, shared and discussed with subgroups of employees, online training including written and video enhanced information. Following training, staff verify in writing through a form provided by the SHPS human resources department that they have attended the training and understand their role as a mandated reporter. These verification forms are kept on file by the SHPS human resources department.

### **Tuberculosis Risk Assessment and Examination**

In accordance with AB 1667, which amends Education Code Section 49406, all Sac High faculty, staff, and volunteers hired on or after January 1, 2015 must submit to a tuberculosis risk assessment prior to commencing employment and working with students. If risk factors are identified, the persons must submit to a tuberculosis examination to determine if that person is free of infectious tuberculosis.

### **Food Service and Other Auxiliary Services Safety**

Sac High contracts with an outside agency for its food service needs. Sac High and SHPS are responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State. Sac High ensures that its auxiliary services such as food services, transportation, custodial services are safe and free from hazardous materials.

### **Immunizations**

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

### **Medication in School**

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

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

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

### **Blood Borne Pathogens**

Sac High meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol for disinfecting procedures.

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

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

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

Sac High is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon as the actual or perceived characteristics of race or ethnicity, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or any other basis protected by federal, state, local law, ordinance or regulation. SHPS has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at Sac High (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and is addressed in SHPS's Employee Handbook located in Appendix F.

### **Food Service Program**

Sac High maintains its own Child Nutrition Program and has obtained its own LEA status from the State and Federal Child Nutrition Program. Eligible students are provided meals for free or at a reduced rate in accordance with the Federal Lunch Act.

### **Asbestos Management**

Sac High shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

### **Additional Trainings**

The Charter School, as needed since this is not required of charter schools in California, will provide or ensure in-service training to all personnel who provide HIV prevention and education pursuant to Education Code Section 51935.

Staff will attend a presentation which will include information regarding health insurance notifications, oral health assessments, and school entry health examination requirements.

The Charter School will comply with Education Code Section 49414 and provide emergency epinephrine auto-injectors to personnel who have volunteered and been appropriately trained regarding the storage and emergency use of an epinephrine auto-injector.

## ELEMENT G: MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE

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

SHPS and Sac High strive to enroll a diverse student body reflective of the District and the Sacramento community. To achieve this goal, the Charter School focuses on both recruitment and accessibility. Furthermore, in order to recruit such student population, the Charter School will annually examine the general population of the district and compare it to the enrollment of Sac High. Following this comparison, under and over represented student subgroups will be noted, and recruitment efforts will be adjusted to correct the imbalances observed. For example, if a certain group of students is found to be underrepresented at Sac High, recruitment efforts will be adjusted to increase outreach to that subgroup with the desired result being increased applications and eventually increased enrollment of that subgroup at the charter school.

### **Recruitment Plan**

SHPS and Sac High will continue to implement a comprehensive recruitment strategy focused on informing as many families as possible about the Charter School's program. SHPS employs a student admissions team, including staff who are bilingual in English and Spanish. This team is complemented by seasonal admissions interns, who are often Sac High students and alumni. These additions provide increased capacity for the admissions team and ensure that recruitment efforts will be comprehensive.

In regards to accessibility, Sac High has made strides to ensure that enrollment in the Charter School is available to all who are interested. These practices are especially effective at attracting economically disadvantaged students as the Charter School has found that removing obstacles and making the enrollment process more accessible has greatly assisted families in applying. Sac High publishes its enrollment policy, included in Appendix H, in English and Spanish. The policy can also be made available in other languages as needed. This policy can be found on the Charter School's website as well as at each of the SHPS schools. In addition, Sac High has divided the admissions process into two steps to allow all families the opportunity to enroll.

The first step consists of an admissions drawing (lottery) application. An example of the 2016-17 version of the lottery application is located in Appendix H in both English and Spanish, and will be made available in other languages as needed. This admissions lottery application is available online and in paper form as needed. The lottery application requires no supporting documentation, thus allowing any interested student or family to fill one out wherever they may be, such as at an enrollment fair, a community event or any other activity where SHPS may be recruiting students. Completing this form ensures that a student will have a place in the admissions lottery based on the admissions preferences, which are located on the application, in the enrollment policy, and listed in Element H of this petition.

Once students are admitted, through a drawing if needed, they complete the second step of the admissions process by completing an enrollment packet and submitting all required documentation. A checklist of required documentation is also provided to families.

In addition to making the PS7 program accessible for all students, SHPS will also continue its outreach efforts to inform as many families as possible about the PS7 program. SHPS employs a student admissions team, including who are bilingual in English and Spanish. This team is complemented by seasonal admissions interns, who often are Sac High students and alumni. These additions provide increased capacity for the admissions team and ensure that recruitment efforts will be comprehensive.

As a high school serving grades 9-12, Sac High focuses the majority of its recruitment on rising 9<sup>th</sup> graders. In order to recruit the next year's freshmen class, Sac High conducts outreach to various programs serving middle school aged youth, primarily focusing its efforts on District middle schools. Admissions representatives visit local middle schools to hand out information, expose students to high school options, and talk to prospective students about Sac High. Admissions representatives also communicate with school community leaders (i.e. parent organizations) to provide admissions materials, updated information, and to ensure a smooth admissions process between middle school and high school for families. Where feasible, all participating District middle schools are provided with informational flyers for every eighth grader to inform them of upcoming admissions information sessions and pending application deadlines, along with any other recruitment events.

Sac High representatives hold admissions information sessions for prospective middle school families at Sac High as often as deemed necessary, and request each middle school allow a presentation to be given to a group of the school's parents on the school site. Sac High realizes that for many families, transportation may be an obstacle, and by hosting information sessions at middle school sites, parents can obtain the necessary information regarding the Charter School's program at a location convenient to them. These sessions are provided in multiple languages as needed. In addition, since Sac High is located in Oak Park the school is a convenient option for residents in Oak Park and surrounding neighborhoods in South Sacramento. A large number of students in this area lack access to resources in higher income areas and do not come to school with the same level of resources as their more affluent peers. While students from under-resourced communities are certainly not all considered academically low achieving, a majority of students enrolling at Sac High, especially in 9<sup>th</sup> grade, are performing below grade level as is frequently the case with students from the demographics in the neighborhood the Charter School is located in as well as the areas where the highest level of recruitment is concentrated.

In addition, outreach efforts strive to provide every household with a middle school or high school aged child in the Oak Park neighborhood and surrounding communities with recruitment materials, provided it is economically feasible. Recruitment materials will be published in English, Spanish and other languages as needed to communicate the mission and educational program of Sac High. Publishing all materials in Spanish has greatly increased accessibility to the Hispanic population residing in Sacramento, including those households where Spanish is the first language. A sample of recruitment materials in multiple languages is provided in Appendix G. In addition and as needed, marketing materials may be delivered to businesses, community centers and other public locations in the targeted community, and presentations and flyer distribution will be conducted at community meetings and events, also in multiple languages if needed. Recruitment materials also emphasize that all students are welcome at Sac High, including those with disabilities. While students are not required to submit an IEP prior to enrollment, they are strongly encourage to do so in order for the Special Education team and Sac High to have the most time possible to set up support services and ensure the student is successful upon enrollment.

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

**Table 11: Student Recruitment Opportunities**

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



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

### **Accessibility**

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

One step in this process, which promotes informed decision-making, is to invite interested students to shadow a current Sac High student. Families are also able to tour the Charter School, as schedules permit. Additionally, Sac High hosts orientations prior to school starting for all students. Orientations provide students with a clear outline of the Charter School’s goals,

expectations and structures, and ensure students are clear on how to succeed at Sac High from the first day of school through graduation. Parents are encouraged to attend these sessions with their child to ensure a smooth transition and clear expectations for all stakeholders.

## ELEMENT H: ADMISSIONS REQUIREMENTS

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

### **Admission Policy**

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

### **Admissions Requirements and Assurances**

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

No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student demographic information
2. Proof of required immunizations for high school students
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

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

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

### **Public Random Drawing**

Should the number of students who wish to attend Sac High exceed the Charter School's capacity, a public random drawing ("lottery") will take place to determine admission to the Charter School per Education Code Section 47605(d)(2)(B). Preference will be given to

students as listed in this section. Existing students will be exempt from the public random drawing and will be guaranteed admission for the following year.

The lottery, if needed, will be held at the Charter School. The conclusion of the open enrollment timeline period will generally align with the timeline established by the District, and the exact dates will be published annually as part of the admissions policy. Families have to submit their enrollment packets and required documents once they have been notified of admission to Sac High. All students will be drawn in the lottery, and a waiting list will be created once capacity is reached. The Charter School will contact the parents/guardians of students who have been admitted to Sac High from the waiting list by mail and telephone. All lottery procedures and waiting list priorities will be available at the Charter School to ensure all interested parties are informed of procedures. Sac High will keep a file documenting the fair execution of lottery procedures. Sac High has in the past, and may in the future, utilize a computer generated lottery system.

### **Lottery Process Communication**

The Charter School will designate an open enrollment period, and only applications received prior to the deadline will be considered for the public random drawing. Public notice will be posted in a public location regarding the date and time of the public drawing once the deadline has passed. The lottery will be conducted at a time at which a maximum number of families and interested parties can attend, however attendance is not required. On the application, parents/guardians have the opportunity to indicate any admissions preference that applies to their child as indicated below, such as being a sibling of a current or admitted Sac High student or residing within the SCUSD boundaries.

### **Fair Lottery Procedures**

Sac High will use a neutral proctor and/or a computer generated lottery system to ensure the lottery procedures are fairly executed. Families are not required to attend the lottery to be accepted.

### **Admission Preferences**

Students who currently attend Sac High are automatically granted admission for the next school year, and are exempt from any lottery. Additionally, students who are currently attending the Charter School and are retained in the same grade level are also exempt from the lottery and will be automatically enrolled the next school year. After existing students, admissions preference for new students is granted in the following order:

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

A copy of the current Sac High Admission's Policy can be found in Appendix H along with an application. It is important to note that the current policy submitted with this petition contains admissions preferences different compared to those described above. The preferences listed in the policy provided in Appendix H align to the current, valid Sac High charter which is in place through the end of the 2016-17 school year. As such, the preferences listed above will go into effect for the 2017-18 school year and will be reflected in the admissions policy going forward. All documents are provided in English and Spanish and can be provided in additional languages as needed.

### **Waiting List**

A waiting list will be developed from the new applications that do not receive admission each year and students on the waiting list are considered in the order they were drawn and placed on the waiting list, should a vacancy occur during the year. Sac High will contact the parents/guardians of students who have been offered a spot off the waiting list by phone and inform parents/guardians of timeline in which they must respond by.

## ELEMENT I: FINANCIAL AUDIT

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

### **Independent Charter Status**

Sac High is a fiscally independent, directly funded charter school that is operated by St. HOPE Public Schools.

Each fiscal year, a California certified independent auditor verifies the accuracy of the financial statements, attendance, and enrollment accounting practices, and internal controls. A list of recommended audit firms from the District may be used by the SHPS Board of Directors in selecting an auditor. The Board may select the auditor through a request for proposal. An auditor is chosen on experience with charter school finance, auditing experience, approved by the State Controller on its published list as an educational audit provider and cost. The Board selecting the auditor does not have a direct, financial stake in matters audited.

Sac High and SHPS have and will continue to develop and implement controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements.

### **Financial Audits**

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

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

SHPS shall transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District, the State Controller, and the CDE by December 15 of each year. Audit exceptions and deficiencies will be resolved in conference with the auditor. SHPS is confident this relationship with the district will be maintained and resolve any audit exceptions and deficiencies, if they so arise, to the satisfaction of the District. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

### **Reporting Requirements**

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

### **Supporting Documents**

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

- SHPS Audits for the following fiscal years:
  - o 12-13
  - o 13-14
  - o 14-15
- Declaration of Insurance for SHPS

### **Federal Compliance**

To the extent that Sac High is a recipient of federal funds, including federal Title I, Part A funds, Sac High agrees to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. Sac High agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the ESEA and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of ESSA include, but are not limited to, the following:

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Sac High also understands that as part of its oversight of the school, the District may conduct programmatic reviews of federal and state compliance issues.

## ELEMENT J –SUSPENSION AND EXPULSION PROCEDURES

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

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

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

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

In addition, Sac High's focus is on educating students and the Charter School understands students do not arrive perfect and that they will make mistakes. Most often, mistakes should be seen as learning opportunities, whether they are made with a math problem or in regards to behavior. As such, it is Sac High's desire to avoid suspension or expulsion whenever possible. If student behavior can be corrected through means other than removal from the classroom or school setting, whether temporary or permanent, then those steps will be attempted. Expulsion is the harshest consequence that can be assigned a student and Sac High, along with the SHPS board of directors, takes that responsibility seriously. As such, it is only for the most egregious offenses that a student will be considered for expulsion. While there are a few mandatory offenses that require staff to recommend a student for expulsion, as listed below, almost every other act can be addressed with means other than permanent removal from campus. In fact, it is only when staff determines that a student poses a danger on campus, or will be a disruption of the learning environment that they can extend a student's suspension pending an expulsion hearing. This high threshold is rarely crossed by students or used by staff, and is only applied after a major offense or repeated high level offenses that create an unsafe or disruptive environment. While there is no clear set of offenses that qualify a student for expulsion, the low number of students receiving this consequence over the history of Sacramento Charter High School point to the policy and processes behind it ensuring that only the highest level offenses receive this consequence. Ultimately, the Charter School determines whether a student should be suspended or expelled on a case-by-case basis, primarily based on the severity and/or frequency of the student's actions that give rise to potential suspension or expulsion.

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



This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The Charter School's list of offenses for suspensions and expulsions are the same, which include both discretionary and mandatory offenses. After it has been determined a pupil has committed a discretionary offense, a Principal or the Principal's designee of a school may determine to extend the pupil's suspension pending an expulsion hearing upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

The language that follows closely mirrors the language of Education Code Section 48900 *et seq.*

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

The Charter School administration ensures that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice states that the Charter School's suspension and expulsion policy and procedures are available on request at the Charter School's office.

Suspended or expelled students are excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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

## **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

## **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

1. Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision
  - l) Knowingly received stolen school property or private property.
  - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  - n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
  - o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
  - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
  - q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
  - r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
  - s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
- b) Brandished a knife at another person
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in subdivision (n) of Education Code 48900 or committing sexual battery as defined in subdivision (n) of section 48900.

3. Discretionary Expellable Offenses: If a pupil commits a discretionary expellable offense and a Principal or Principal's designee determines either of the following: 1.) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others, the pupil may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
- b) Brandished a knife at another person
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in subdivision (n) of Education Code 48900 or committing sexual battery as defined in subdivision (n) of section 48900.

If it is determined by the Board of Directors (for purposes of this Policy and Procedure, the Board of Directors may also mean its Executive Committee), that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **C. Suspension Procedure**

Suspensions are initiated according to the following procedures:

#### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the Superintendent's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the

student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

## 2. Notice to Parents/Guardians

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

## 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Superintendent or Superintendent's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Superintendent or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

## **D. Authority to Expel**

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

## **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the



Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 CFR Part 99) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer<sup>5</sup>. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five

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<sup>5</sup> Charter School fully understands and respects a student defendant's constitutional rights to confront and cross-examine all witnesses and will, upon request from a student defendant or his/her representative, carefully weigh the probative value of a direct examination of the witness, including the complaining witness, against the potential risk of psychological or physical harm. If direct examination of the witness, including the complaining witness, is deemed critical by the Charter School, then alternative procedures will be implemented that may include, among others, videotaped depositions or contemporaneous examination in another place communicated to all parties by means of closed-circuit television.

days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person

conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **G. Record of Hearing**

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

### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.<sup>6</sup>

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

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

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

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

The Superintendent or designee following a decision of the SHPS Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel

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<sup>6</sup> See footnote 1, supra.

to the District. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

Pursuant to Education Code section 47605(d)(3) if a pupil is expelled the Charter School will notify the school district of the pupil's last known address within thirty days and provide a cumulative file upon request. Furthermore, in the event the pupil expelled resides within the District, such written notice will be provided within two business days following the pupil's expulsion from the Charter School. This written notice shall include the pupil's name and the specific expellable offense.

#### **J. Disciplinary Records**

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

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

The pupil shall have no right of appeal from expulsion from the Charter School as the SHPS Board's decision to expel shall be final. If a pupil is expelled from school, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the governing board to expel, file an appeal to the county board of education which shall hold a hearing thereon and render its decision.

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

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

#### **M. Rehabilitation Plans**

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

#### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Superintendent or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

### **1. Notification of SELPA**

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

### **2. Services During Suspension**

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

### **3. Procedural Safeguards/Manifestation Determination**

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

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

#### 4. Due Process Appeals

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

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

#### 5. Special Circumstances

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

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

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

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

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

## ELEMENT K: RETIREMENT SYSTEMS

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

### **Assurances**

Sac High will make any contribution that is legally required of the employer, which may include the State Teachers' Retirement System ("STRS"), Social Security, and unemployment insurance. Appropriate staff, are responsible for ensuring that all mandatory contributions and deductions are made for all SHPS employees.

### **Non-certificated Employees**

All non-certificated employees are not eligible to participate in the Public Employees Retirement System ("PERS"). All non-certificated employees will participate in the federal social security program and are eligible to participate in a 401(k) retirement Program.

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

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

Certificated employees of SHPS participate in STRS and a 401k retirement program.



## ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

Parents or guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of any local educational agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

Moreover, if a pupil is expelled or leaves Sac High without graduating or completing the school year for any reason, Sac High shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Cal Ed. Code Section 47605(d)(3).

Furthermore, in the event the pupil leaving the Charter School resides within the District, such written notice will be provided with all reasonable speed following the pupil's withdrawal from the Charter School. This written notice shall include the pupil's name and the specific reason for withdrawal from the Charter School if the reason is made known to Sac High.

## ELEMENT M: EMPLOYEE RETURN RIGHTS

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

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

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

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

## ELEMENT N: DISPUTE RESOLUTION

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

### **Dispute Resolution Procedure**

The staff and governing board members of SHPS agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, SHPS and Sac High request that this shall be noted in the Written Notification, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

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

1. Any controversy, claim, or dispute arising out of or relating to the charter agreement, or the breach thereof, must be submitted in writing ("Written Notification"). The Written Notification must identify the nature of the dispute. The Written Notification may be tendered by personal delivery, by facsimile, or certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. Written Notifications shall be addressed as follows:

*To Charter School:*

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

*To Entity Granting Charter:*

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

2. A written response (“Written Response”) shall be tendered to the other party within ten (10) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue (“Issue Conference”). The Issue Conference shall take place within ten (10) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3. If the Issue Conference is not successful, then the parties agree to settle the controversy claim, or dispute by mediation conducted by a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The mediation session shall be held within thirty (30) days of the issue conference date. If both parties are in agreement of mediation, the costs shall be equally split between the District and Charter School. If mediation does not resolve the dispute, then either party may pursue any other remedy available under the law.
4. Any party who fails or refuses to submit to mediation shall bear all costs and expenses incurred by such other party in compelling mediation of any controversy, claim, or dispute.
5. All language in this section may be revised upon mutual written agreement of the District and Charter School.

### **Other Disputes**

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

## ELEMENT O: CLOSURE PROCEDURES

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

### **Revocation**

The District may revoke the charter in accordance with the procedures and requirements specified in Education Code Section 47607 and the District's implementing regulations.

### **Closure Procedures**

The following are closing procedures that abide by California Education Code Section 47605(b)(5)(P) and the California Code of Regulations, Title 5, Section 11962, should the school close for any reason. The decision to close Sac High either by the SHPS Board of Directors or by the District Board will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or not renewed by the District Board of Education or the SHPS Board votes to voluntarily close the school. In the event of such a Closure Action, the Chair of the SHPS Board of Directors will be the responsible entity to conduct the closure related activities on behalf of the school. Additionally, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of Sac High will be issued by the school promptly following the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to the District within the same time frame.
  - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records, which shall be done in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g..
  - b. The process for transferring student records to the receiving schools shall be in accordance with the District procedures for students moving from one school to another.
  - c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, and completed coursework and credits that meet graduation requirements.
2. Written notification to the District of the list of returning students and their home schools, to be made promptly following the determination of the Closure Action.
3. Transfer of student records to the receiving schools, within seven calendar days from the date of the Closure Action.
4. Written notification to the California Department of Education and the Sacramento City Unified School District of the Closure Action shall be made by Sac High by registered mail promptly following the decision to Closure Action.

5. Written notification to the special education local plan area in which the school participates as well as the retirement system in which the school's employees participate.
6. All written notifications described above will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.
7. Sac High shall allow the District access, inspection and copying of all school records, including financial and attendance records, upon written request by the District.
8. Sac High will ask the District to store original records of Sac High students. All student records of Sac High shall be transferred to the District upon closure. If the District will not or cannot store the records, Sac High shall work with the County Office of Education to determine a suitable alternative location for storage.
9. A financial closeout audit of the school will be paid for by Sac High to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Sac High will be the responsibility of the school and not the District. Sac High understands and acknowledges that it will cover the outstanding debts or liabilities of the school. Any unused monies at the time of the audit will be returned to the appropriate funding source. Sac High understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the SELPA, and other categorical funds will be returned to the source of funds.
10. For six calendar months from the Closure Action or until the budget allows, whichever comes first, sufficient staff as deemed appropriate by the SHPS Board of Directors, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.
11. The SHPS Board of Directors shall adopt a plan for wind-down of the school and, if applicable, the SHPS corporation, in accordance with the requirements of the Corporations Code.
12. On closure of Sac High, all assets of Sac High, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Sac High, remain the sole property of Sac High and, upon the dissolution of the SHPS non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation.
13. In addition to a final audit, Sac High will also submit any required year-end financial reports to the California Department of Education and the District in the form and time frame required, pursuant to Education Code Section 47604.33.
14. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

15. Assets of the corporation will remain assets of the corporation following a closure of Sac High. Should SHPS, the corporation, dissolve, its wind-down procedures are governed by, as all California corporations are, its Articles of Incorporation filed with the California Secretary of State's office. The SHPS Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

16. As specified by the budget, Sac High will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## MISCELLANEOUS PROVISIONS

### **Budget and Financial Reporting**

*Governing Law: "The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation." Education Code Section 47605(g).*

### **Budget**

The Sac High budget was designed to identify the costs associated with the operation of a charter school serving a population of students in grades 9-12. This budget was completed based on published information on the state direct funding model and a school design that maximizes the revenue that is generated. In addition, since Sac High is operated by a larger non-profit, SHPS, revenue is transferred from the Charter School to SHPS to cover certain operating costs including legal services, reporting and other compliance related tasks that are more efficient when centralized within SHPS versus being completed by each individual school operated by SHPS.

### **Expenditures and Revenue Narrative**

The Sac High budget for the renewal term is provided in Appendix I. Also included in the budget are worksheets for cash flow. The five year budget summary, located in Appendix I, details the expenditures and revenue for the renewal term. The annual budget includes estimated revenues and expenditures with reserves to accommodate cash flow. Sac High projections include revenue that exceeds expenditures during the five years following renewal of the Charter.

Included in the budget are ADA projections for each of the next five years. The Charter School used past enrollment history as well as projections taking into account demand for the Charter School's program, along with Sac High's focus on improving student retention, to determine the estimated ADA for the budget. Sac High's maximum proposed enrollment of 1,008 is only 22 students higher compared to the Charter School's highest enrollment of 986 in the 2014-15 school year.

Historically, the cadence at which St. HOPE Public Schools receives revenue (local, state and federal) does not fit perfectly with the schools' spending patterns. As a result, the organizational cash flow of St. HOPE Public Schools does reflect months where expenditures exceed net cash. SHPS is effective at predicting these periods, in advance, and plans for them accordingly. Expenditures are adjusted where possible. Where that does not solve the problem, Sac High has established close relationships with financial institutions and close partners (including SCUSD) that have provided bridge financing for the organization.

### **District Oversight Costs**

In accordance with Education Code Section 47613, the District may charge for the actual costs of supervisorial oversight of Sac High not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of Sac High not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District.



## **Reporting**

The Charter School shall provide reports to the District as follows in accordance with Education Code Section 47604.33, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

## **Insurance**

The Charter School has acquired and financed general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Evidence of the above insurance coverage is on file at the Charter School and available in Appendix I.

## **Administrative Services**

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

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

## **Facilities**

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

Sac High's campus is located at 2315 34<sup>th</sup> Street in Sacramento. The Charter School does not anticipate any additional square footage needed beyond the total space available at the current campus during the duration of the renewal term.

### **Potential Civil Liability Effects**

*"Potential civil liability effects, if any, upon the school and upon the District." Ed. Code § 47605(g)*

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

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Sac High shall work diligently to assist the District in meeting any and all oversight obligations under the law, including authorizer-requested protocol to ensure the District shall not be liable for the operation of Sac High's charter.

Further, Sac High and the District shall renew an operational memorandum of understanding, wherein Sac High shall indemnify the District for the actions of Sac High under this charter.

The corporate bylaws of SHPS provide for indemnification of the SHPS's Board, officers, agents, and employees, and SHPS has purchased general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

### **Transportation**

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

### **Renewal Term**

Pursuant to Education Code Section 47607(a)(1), the term of this renewal charter shall be for a period of five years from July 1, 2017 through June 30, 2022.

## CONCLUSION

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

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

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

The team at Sac High and St. HOPE Public Schools is honored by the opportunity to apply for a renewal of a five year charter for the term July 1, 2017 through June 30, 2022, and for the opportunity that comes with such a charter to serve families in Sacramento and to work with the District to provide the best possible educational opportunities for all students.