



ST. HOPE PUBLIC SCHOOLS

Public School 7

Charter School Renewal Petition

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

Submitted by St. HOPE Public Schools in cooperation with parents, teachers, staff, community leaders and other concerned citizens of Sacramento, California.

TABLE OF CONTENTS

AFFIRMATIONS AND ASSURANCES 3

INTRODUCTION..... 6

ELEMENT A: THE EDUCATIONAL PROGRAM..... 10

ELEMENT B: MEASURABLE PUPIL OUTCOMES 34

**ELEMENT C: MEASURES TO ASSESS PUPIL PROGRESS TOWARD MEETING
OUTCOMES 34**

ELEMENT D: GOVERNANCE STRUCTURE OF THE SCHOOL 39

ELEMENT E: EMPLOYEE QUALIFICATIONS..... 44

ELEMENT F: HEALTH AND SAFETY PROCEDURES 47

**ELEMENT G: MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF
THE DISTRICT 50**

ELEMENT H: ADMISSIONS REQUIREMENTS 54

ELEMENT I: FINANCIAL AUDIT..... 56

ELEMENT J: PUPIL SUSPENSION AND EXPULSION 58

ELEMENT K: RETIREMENT SYSTEM 73

ELEMENT L: ATTENDANCE ALTERNATIVES..... 74

ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS..... 75

ELEMENT N: DISPUTE RESOLUTION 76

ELEMENT O: LABOR RELATIONS 78

ELEMENT P: SCHOOL CLOSURE PROCEDURES..... 79

MISCELLANEOUS PROVISIONS..... 81

POTENTIAL EFFECTS OF THE CHARTER SCHOOL ON THE DISTRICT 83

CONCLUSION..... 84



AFFIRMATIONS AND ASSURANCES

St. HOPE Public School 7 (“PS7” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, 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)]
- SHPS shall be deemed the exclusive public school employer of the employees of PS7 for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions, policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act; 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, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

Signature

Date

Print Name

INTRODUCTION

Overview of PS7

PS7 is a public, high performing, college preparatory, independent charter school authorized by the Sacramento City Unified School District (“SCUSD” or the “District”) in 2002. The Charter School is currently in its ninth year of operation and serves students in grades K-8. PS7 is operated by St. HOPE Public Schools (SHPS), a nonprofit public benefit corporation. In fall 2012, SHPS will operate 4 schools in Oak Park, serving approximately 1,600 students in a PreK-12 education pipeline focused on empowering students to obtain a four-year college degree and to serve as leaders in their communities. The mission of St. HOPE Public Schools is to graduate self-motivated, industrious, critically thinking leaders who are committed to serving others, passionate about life-long learning and prepared to earn a degree from a four-year college.

It is based on undeniable student and school results, as well as overwhelming parent and community support, that St. HOPE Public Schools, in accordance with the Charter Schools Act of 1992, hereby petitions the District for renewal of the charter for PS7. Enclosed please find a petition providing clear evidence that PS7 has far exceeded the charter renewal criteria set forth in Education Code Section 47607, offers a strong educational program and has exceeded the outcomes outlined in both the original charter and the first renewal petition approved by the District in 2007. The petition also demonstrates that PS7 is operationally and fiscally viable and is complying with all relevant laws and regulations.

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

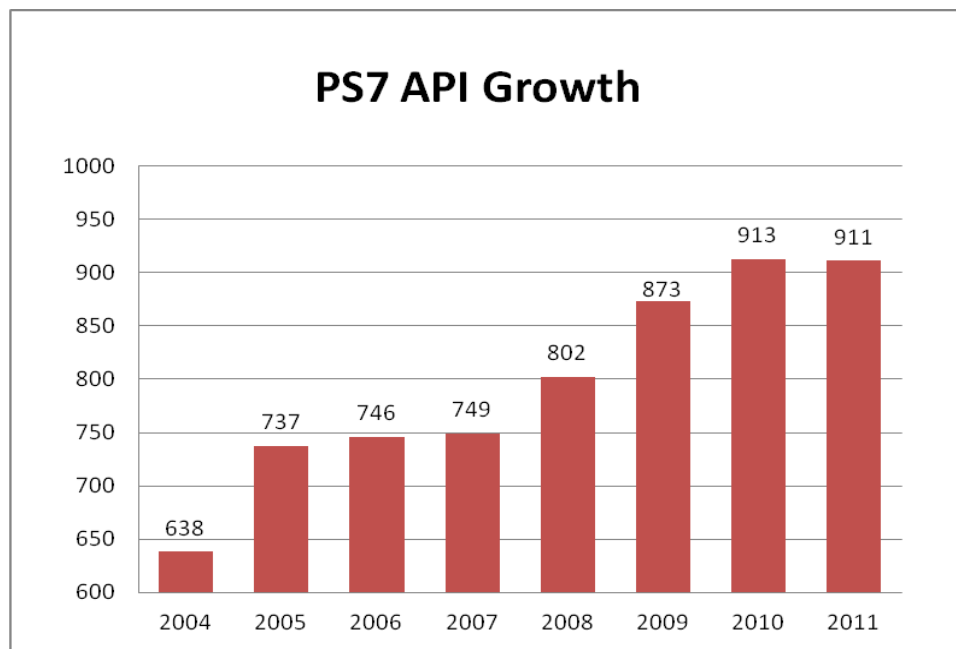
PS7 serves a traditionally disadvantaged population of students who have struggled to achieve at high levels and who have often been denied the choice of a high quality public education. SHPS, in collaboration with the District as its authorizing partner, has established PS7 as a school that provides an academic program rivaling the best in the state. In the following pages, the Charter School has provided a brief overview of PS7’s performance and accomplishments to date.

Results to Date

PS7 has extremely high expectations for all students and members of the school community. Ambitious goals are set for academic achievement and all members of the PS7 team and family are held accountable for meeting these goals. Specifically, PS7 aims to provide all students with the quality of education and schooling that is available at the highest performing schools in the state and nation. All students and families deserve access to excellent schools and PS7 is providing this option to the children of Oak Park and Sacramento. PS7’s history to date shows its students are achieving the established goals and the Charter School is one of the top performing schools in California.

Students at PS7 have made significant academic strides since the Charter School opened in 2003. AYP targets (as set forth by the federal “No Child Left Behind” legislation) have been met in each year of operation and all subgroups have exceeded the minimum requirements. The graph below shows the performance of PS7 on the state of California’s Academic Performance Index (API) reflecting an API growth of 273 points since 2004, the first year the Charter School had an API. In addition, based on API, PS7 currently has the highest score in the surrounding community, as shown in the first table below, and the fourth highest performing school in the district. Please refer to Appendix B for further details on PS7’s student achievement data.

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.



School	2011 API	2010-11 Ave. Class Size
PS7	911	23.9
Aspire Capitol Heights Academy	836	23.7
Bret Harte Elementary	750	24.7
Ethel Phillips Elementary	770	18.3
Father Keith B. Kenny Elementary	747	22.8
Fruit Ridge Elementary	698	22.1
Oak Ridge Elementary	740	23.7
Language Academy of Sacramento (K-8)	771	21.0
California Middle (7-8)	793	33.5
Kit Carson Middle (7-8)	641	26.5
Will C. Wood Middle (7-8)	704	27.2

PS7's success in attaining significant gains in achievement for all students, especially those who are traditionally underserved, is a model for others across the city, state, and nation. PS7 looks forward to continuing to work in partnership with the District and other like-minded organizations, to provide a high quality educational option for the students of Oak Park and Sacramento. In this petition, along with eight years of incredible results, the Charter School has presented the case for continuing SHPS's mission and furthering PS7's ultimate purpose – ensuring student achievement at PS7 and achievement beyond PS7. Accordingly, as shown in the following section, PS7 has met at least one of the renewal criteria in Education Code Section 47607(b). Overall, PS7's performance is remarkable.

PS7 Charter Renewal Requirements

Education Code

Education Code § 47607 requires that one of the following four requirements be met for charter renewal. PS7 has met all four of these requirements.

1. Attain API growth in the prior year or in two of the three last years, or in the aggregate for three years;

PS7 has met this criterion. PS7's API was 804 in FY2008 (first year of renewal), 873 in FY2009, 913 in FY2010 and 911 in FY2011. Based on these results, PS7 is currently exceeding California's API target of 800 by 111 points. In addition, PS7's current API is 211 points above the 2011 AYP minimum of 710.

2. Ranked in deciles 4 to 10 on the API in the prior year or in two of the three last years;

PS7 has thus met this criterion. PS7 ranked in API decile 2 in FY2004 and now ranks in decile 10 in FY2010. Rankings for FY2011 are not yet available.

3. Ranked in deciles 4 to 10 on the API for a demographically comparable school in the prior year, or in two of the last three years;

PS7 has thus met this criterion. PS7 ranked in decile 5 in FY2004 and now ranks in decile 10 in FY2010. Rankings for FY2011 are not yet available.

4. SCUSD determines that the academic performance of PS7 is at least equal to that of other public schools that the charter school's students would otherwise be required to attend within the district, taking into account the composition of the pupil population of the charter school.

While SCUSD will make its own assessment, SHPS believes PS7 has met this criterion. Based on data from FY2011, PS7 ranks at the top of the API relative to other schools in the Oak Park neighborhood with similar demographic profiles, as shown in the table below.

School	2011 API
PS7	911
Aspire Capitol Heights Academy	836
Bret Harte Elementary	750
Ethel Phillips Elementary	770
Father Keith B. Kenny Elementary	747
Fruit Ridge Elementary	698
Oak Ridge Elementary	740
Language Academy of Sacramento (K-8)	771
California Middle (7-8)	793
Kit Carson Middle (7-8)	641
Will C. Wood Middle (7-8)	704

ELEMENT A: THE EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st 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).

Vision and Mission

The vision of PS7 is “To create one of the finest urban public K-8 schools in America.”

The mission of PS7 is “To promote self-motivated, industrious and critically-thinking leaders who are committed to serving others, passionate about life-long learning and prepared to graduate from a four-year college.”

Within St. HOPE Public Schools, which provides an educational continuum for students in grades PreK-12, PS7 has created a learning environment where students, faculty and parents embrace accountability and strive to achieve a standard of excellence in academic achievement, character and citizenship.

All SHPS programs, including PS7, adhere to the “Five Pillars,” originally developed by the Knowledge Is Power Program (KIPP), as foundational guidelines. The Five Pillars (High Expectations, Choice and Commitment, More Time, Focus on Results and Power to Lead) guide the operation of PS7 and serve as values by which staff serve and interact with students and families. These pillars help us ensure that learning occurs because they keep all students, staff, and administration focused on personalized learning for all students. Please refer to Appendix A for a detailed description of The Five Pillars at PS7.

Target Student Population

While open to all students in the state, PS7 primarily recruits students and families living in the Sacramento City Unified School District. Currently 53% of PS7’s current students reside in the six zip codes immediately surrounding the Charter School as shown in Appendix G. PS7 makes great efforts to ensure that all students have access to its program and that traditionally underserved students can excel regardless of their entry point or starting ability. The Charter School’s student recruitment efforts are described in detail in Element G of this petition. Over 75% of PS7’s current students are eligible for free or reduced-price meals as a part of the National School Lunch Program. PS7 is inclusive of students with a wide range of talents and abilities, including those with Special Education needs and those who are English Learners, making up 9% and 5% of our student body respectively. Please refer to the tables below and Appendix G for data on the demographics for current PS7 students.

Ethnicity

Ethnicity	Students	
	#	%
American Indian	6	1.23%
Asian	12	2.46%

Hispanic	46	9.45%
African American	402	82.55%
White	12	2.46%
Multiple	9	1.85%
Decline to State	0	0%

Free/Reduced Lunch

National School Lunch Program	Students	
	#	%
Free/Reduced Price Meals	368	75.5%
Full-Pay	119	24.5%

As they progress from Kindergarten through 8th grade, PS7 students develop a strong desire to achieve at high levels academically and their work ethic reflects this desire. Students also are active in the community through service-learning projects that focus on improving the surrounding Oak Park neighborhood and other communities in need. This approach to learning is consistent throughout SHPS’s model and allows for PS7 students to be well prepared for a rigorous college-prep high school, especially Sacramento Charter High School (Sac High) where a majority of PS7 alumni attend. To establish an even smoother transition for its students to high school, PS7 operates on two sites, utilizing not only the Strawberry Lane site for grades K-5, but also a clearly defined section of the Sac High campus for PS7 students in grades 6 through 8. Furthermore, given newly passed legislation in California, PS7 may begin offering a transitional Kindergarten program in 2012-13, subject to funding being made available. This program will be housed in either a combination class with Kindergarten students or as its own separate class, depending on the number of students in the age range eligible for transitional Kindergarten, as this will vary by year. SHPS has a track record of success in early childhood education and this program will replicate the results SHPS has achieved with both the current PS7 Kindergarten program and the success of the Triumph Center for Early Childhood Education, whose alumni are showing remarkable achievement at PS7.

An Educated Person in the 21st Century

PS7 believes that an educated person in the 21st Century is someone who has learned to acquire, analyze, synthesize, evaluate, understand and communicate knowledge and information. Furthermore, we recognize that an educated person has skills that respond to changing professional requirements and new challenges in society. To support the path to scholarship, students participate in a rigorous, college-preparatory program that is characterized by low student-teacher ratios, an extended day, frequent benchmark assessments of student progress, data-driven instruction, and a series of intensive interventions that are focused on accelerating the learning of students at all levels.

It is the objective of PS7 to enable students to become self-motivated, competent, lifelong learners.

How Learning Best Occurs

Learning occurs best when it is personalized for each student and when families are a part of the process. Student results are monitored individually and frequently, so all students are

challenged at their instructional level. When students are promoted from PS7 at the end of 8th grade, they enter 9th grade with the skills and training necessary to succeed in a college-prep high school, post-secondary education, and to become leaders within their school, family and community. These skills and experience will ensure they are well-prepared to meet the challenges of professional employment and fully embrace their rights and responsibilities as citizens in our democratic society.

Curriculum and Content

SHPS and the PS7 leadership team commits to promote students from PS7 with the highest levels of academic achievement and character development. These academic and life skills will give students the tools to meet the educational, professional and personal challenges of college and society. In order to meet the diverse needs of the student body, PS7 will provide all students with the following:

Academic Standards

The California State Board of Education has established “rigorous, world-class” content and performance standards (1997-1999), along with the Common Core Standards adopted in August, 2010. PS7 will ensure that students are mastering these standards in the core disciplines (English/language arts, mathematics, history/social science, and science). Every student, teacher, and parent associated with PS7 will be familiar with the standards for his/her grade level. To achieve this, grade-level appropriate standards shall be clearly articulated, integrated into all lesson plans and classroom activities, and shall be referenced in assignments, on progress reports and displayed on report cards.

In addition, as the Common Core Standards are rolled out, and as the State provides funding for materials and assessments aligned to these new standards, PS7 will adapt the curriculum accordingly. SHPS and PS7 are currently collaborating with the District in the development of assessments and instructional activities that are aligned to the Common Core in preparation for the roll out of these standards.

Character Development

PS7 students will acquire life skills that provide a meaningful connection to their world outside of school. Character development looks different across the grade levels as age-appropriate content is adjusted. In all grades, skills are reinforced to enable students to apply classroom learning in meaningful contexts within the real world. These skills also equip students to participate fully and positively in our society. The PS7 Character Development Curriculum includes all of the following:

- Communication
- Cooperation
- Critical thinking
- Caring and respect
- Conflict resolution
- Responsibility
- Study skills
- Citizenship

Curriculum Selection

PS7 uses California State Board of Education (SBE) approved curriculum that is standards-based and rigorous, ensuring students will not only master the grade level content in a particular year, but that they will also be prepared for the following year's standards. This curriculum forms the foundation for the instructional program and teachers are able to incorporate additional supplemental materials, which are often teacher generated. PS7's goal is to adopt and implement a balanced and comprehensive curriculum so all teachers have access to instructional resources that provide:

- Assessment: a system for measuring student learning and establishing academic achievement goals.
- Skills Development: a set of instructional strategies and resources to develop student mastery of each of the core subject content standards.
- Intervention: a specific academic plan and course of action for students who are below grade level and whose learning must be quickly accelerated in order to be on track to meeting state standards.
- Re-Teaching: strategies and resources for students who did not attain mastery the first time a lesson or topic on a specific standard was presented.
- Differentiation: curriculum and instruction fits the needs of all students and includes differentiated strategies and materials that are interactive, including multiple learning modalities to engage all students. Students who are ahead are challenged while struggling learners are supported effectively and their achievement is accelerated to grade level. Furthermore, materials must be accessible to students with special needs and those who are English learners.
- English Language Learners: Materials that help students develop mastery of all oral and literacy skills in the English language.

PS7 benefits from curricula that provide both rigorous, standards-based instructional resources and effective tools for timely and very specific differentiation for students who are either above, at, or below grade level academically. Table 1 shows the Curriculum for PS7. PS7's curriculum may be revised, as needed and as resources become available to align with Common Core Standards and to best meet student's needs.

Subject	Core Program	Supplemental Program(s)
English Language Arts	Harcourt Excursions (grades K-5) HOLT Literature and Language Arts (grades 6-8)	REACH (SRA) reading intervention (grades 3-6) HOSTS Language Arts Academic Tutoring (grades K-8) Elements of Reading Vocabulary (Harcourt Achieve) Open Court Reading (grades K-5) Buckle Down materials Six-Minute Solutions (Primary and Intermediate) REWARDS program Road to the Code (K – 3)
Mathematics	Harcourt (grades K-5) HOLT Mathematics (grades 6-8)	(SRA) Connecting Math Concepts Intervention (grades 1-6) HOSTS Math Academic Tutoring (K-8) Saxon Math (grades K-6) Prentice Hall Math (grades 7-8) Buckle Down materials Fast Forward Math (grades 3- 8)
Science	Harcourt Science (grades K-5) HOLT Science (grades 6-8)	FOSS: Full Option Science System (grades K-6)
History-Social Science	Harcourt (grades K-5) HOLT Social Studies (grades 6-8)	

Table 1. PS7 Curriculum Elements

Additional Resources

PS7 believes strongly in the need to enhance learning through a variety of means inside and outside of the classroom. The PS7 curriculum is and will be enhanced by library and technology resources that are readily available to all students:

Library Resources: Each PS7 elementary classroom has its own library of literary selections (leveled by “readability”) that complements grade-level core instructional programs. Students are able to select books to read in class or can check out books to read on their own. Elementary students and teachers also have access to a more centralized collection of literature

on the Strawberry Lane campus where further resources are available to them. Middle school students are able to utilize the resources in the Sac High library and a collection of books and novels that are age and ability appropriate for their reading levels. In addition, students participate in Drop Everything And Read (DEAR) multiple times a day and are required to always have a novel with them to read during DEAR. Reading is tracked each month to ensure students are making progress and reading books at their instructional level.

- **Technology Resources:** Each class is equipped with at least one computer and Internet access. Several classrooms have multiple computers and middle school students have their own computer lab. Technology access allows students to build computer literacy and research skills through various programs and activities. Students use computers to review concepts, practice skills, conduct research, write reports, and create presentations for “Challenge Projects”, which are student-selected topics for further learning. PS7 believes that technology is a tool, just like a student’s pencil, that should be available as often as possible as a student’s learning needs arise in the classroom and to ensure students are prepared for the technology needs of a college prep high school. Teachers frequently use websites to enhance content or even provide academic support to struggling learners who may benefit from content being presented a different way. Some of these websites include but are not limited to Khan Academy, Funbrain, and individual grade level websites which include links to online resources for the curriculum used in classrooms. As resources become available, PS7 will expand the exposure of students to technology so they are fully prepared to succeed in and outside of school in the 21st Century.

Instructional Strategies

PS7 implements a variety of instructional strategies to ensure students learn and master academic and character skills. The core strategies employed at PS7 are:

Low Student-Teacher Ratios

Small class sizes will be in effect in all PS7 classrooms. Class sizes are currently limited to enrollment of 25 students per class in Kindergarten, 28 students per class in the primary grades (1-5), and 30 students in the middle school grades (6-8). These low student-teacher ratios will remain in place when fiscally feasible and have been at approximately this level or lower for each of PS7’s nine years of operation.

Supporting All Students

Students are unique individuals with specific needs. In order for instruction to be most effective, the particular levels and learning styles of students must be taken into account. Therefore, PS7 supports each student on an individual basis. Achievement data and other information is used to map out where a student is starting off, what goals need to be set academically and socially for the child, and what the student, teachers, staff, and parents will do to ensure the goals are achieved. Results and progress towards goals are reviewed, at minimum, three times a year with families, and as often as weekly or daily with students, to monitor progress and ensure any adjustments in goals or supports are made as quickly as possible.

Differentiated Instruction

All too often, teachers “teach to the middle”, meaning instruction is geared toward the mid-range of academic levels in the classroom. This severely disadvantages students who are struggling and those who are excelling. In order to maximize the learning opportunities and achievement for all students, PS7 utilizes a variety of differentiated instructional strategies aimed at reaching every student at their ability level. Specifically, instruction at PS7 will be delivered through a variety of modalities (auditory, visual, multi-media, “hands-on”) and flexible grouping strategies (whole class, small groups, one-on-one support, or project-based learning, just to highlight a few) to ensure the needs of all students are being met. Accelerated students may be able to participate in higher level courses such as Algebra in 7th grade, Geometry in 8th grade (at the high school level) or optional challenge classes offered by teachers during lunch or elective periods. Students who are struggling will receive targeted support in one-on-one or small group settings during specific times in the day and week.

Extended Day and Year

PS7 serves a population of students who often arrive far below grade level and who lack the foundational academic skills necessary to thrive in an environment of high standards. A core pillar of the St. HOPE Public Schools model is “More Time”. PS7 understands that students need more time than the minimum amount of instructional minutes set by the state in order to achieve grade level proficiency. Numerous studies have found that after-school programs can effectively address students’ academic, recreational and cultural needs, especially when the programs insist on structure.¹ In particular, a 1994 study² investigated the effect of after-school programs on low-income, African-American students. This study found that students in formally structured programs “spent significantly more time on academics and enrichment lessons and significantly less time watching television or engaging in unorganized activities outdoors. They also spent significantly more time with adults and doing activities with adults.”

PS7 provides a lengthened, structured program for students through its extended day. All students start school at 7:45 a.m. and have staggered dismissal times based on grade level. For kindergarten dismissal is at 2:45 p.m., 1st and 2nd grades at 3:45 p.m., 3rd-5th at 4:00 p.m. and grades 6th-8th are dismissed at 5:00 p.m. three days a week and 3:00 p.m. the other two days. Student-Parent handbooks for both the elementary and middle school can be found in Appendix A. These handbooks show the daily schedule for each grade level and include the total number of annual instructional minutes students receive.

In addition to a longer school day, PS7 is in year two of a three year After School Education and Safety (ASES) grant in partnership with the District and funded by Proposition 39, to provide free after-school programming for students until 6:00 p.m. Monday - Friday, further extending the time students can be in a structured learning environment.

If students are still in need of support beyond the time provided in the school day, teachers provide individualized tutoring for students as needed after-school, during lunch or recess, and may also host tutoring sessions on Saturdays. Individualized, after-school tutoring is also provided for students who are in need of extra assistance through PS7’s partnership with St.

¹ Bronfenbrenner, U. (1986) Alienation and the four worlds of childhood. *Phi Delta Kappan*, 67, (6) 430, 432-36. Summary of study results by Pierce, Hamm, & Vandell in the Review of Extended Day and After-School Programs and their Effectiveness, Olatokonbo S. Fashola, Johns Hopkins University, Report No. 24, October 1998.

² Posner, J.K., & Vandell, D. (1994). Low-income children’s after-school care: Are there beneficial effects of after-school programs? *Child Development*, 65 (2), 440-56.

HOPE Academy (SHA). SHA's Neighborhood Corps program ("Hood Corps") has provided trained mentors and tutors for PS7 students and is looking to expand this partnership. Additionally, as more PS7 students enter high school, and with over 80% of them attending Sac High, an increasing number of PS7 alumni return to serve as tutors and mentors, providing an additional level of support to struggling students.

PS7 has also adopted a modified year-round instructional calendar, which has been shown to be more conducive to students' retention of academic information and skills. A key component of this calendar is the intersession program that occurs in fall and spring at the conclusion of each of the first two trimesters. The Charter School is also hoping to resume a summer intersession program as funds become available. While all students may attend intersession if desired, these two-week programs focus on accelerating students who are struggling to master specific standards. Students work to meet the minimum level of mastery required in core academic subjects. Elementary students attend intersession in the morning and focus on math and ELA skills. Middle school students have the same morning program as those in the elementary grades, and also stay in the afternoons for science and social studies if needed. In addition, not all students attend intersession, allowing struggling students to receive individualized instruction in small class settings. This additional support is a key component to ensure all students master the material and standards covered so they are prepared for success in the next trimester and the next grade level.

Assessing Learning and Differentiating for High and Low Achievers

At the beginning of the year, every student is given a diagnostic assessment to assess their incoming knowledge and skills in ELA and math. Students in higher grades also complete diagnostics for writing, history and science. In addition, information such as past scores on standardized assessments, report cards and other sources are gathered when available. Teachers use this assessment data to identify each student's performance level and plan instruction and support for the students accordingly. This support is in the form of intervention for low achieving students, and enrichment for higher performing students.

Academically Low-Achieving Students

If a student is achieving below grade level, then he or she will receive instruction using intervention materials. PS7's academic interventions are focused on: identifying gaps in student's learning, setting high, standards-based goals for achievement, and working relentlessly to help a student reach grade level proficiency. Intervention for low achieving students includes one-on-one or small group support for re-teaching of standards and objectives with the core curriculum and, where needed and appropriate, supplemental materials for this instruction. PS7 students who are struggling to meet academic standards attend intersession classes in their core subjects. PS7 uses intersession, also described under the "extended day and year" section of the petition, to help students master the necessary content to succeed in the following term and grade level. Intersession instruction focuses on intense, targeted, often individualized instruction and re-teaching in a small class setting.

As it often is not effective to wait until the end of a grading period to ensure all students have mastered the skills needed to move on, many teachers offer tutoring before school, during study hall, after school, or on Saturdays to work with students who need additional support. Families are also provided resources to use at home with their children for additional practice.

To ensure the students who need support are receiving it, achievement data is currently monitored weekly, with teachers submitting a summary to a principal or colleague summarizing student achievement for the week and what adjustments will be made to ensure that students who did not master that week's objectives or standards will be re-taught and reassessed to show they have achieved mastery of the particular skill or objective. A template for weekly data reports is available in Appendix C. Teachers have the flexibility to adjust their report based on the grade level, subject taught, and topic they are reporting on for the week.

To measure cumulative student learning for units and retention of knowledge and skills over the year, interim benchmark assessments are administered regularly, usually twice per grading period. Results on these benchmarks allow teachers to monitor progress and identify students who need additional support. Following these assessments, teachers analyze the results and identify how they will provide support to each student. If necessary, teachers request assistance from administrators, such as an instructional aide or volunteer, or an adjustment of small groups. Sample benchmark assessments are provided in Appendix C, as is an example of a reflection form a teacher would complete using the data from their assessments.

In addition to the practices described above, grades 6-8 use a response to intervention (RTI) model to execute targeted instruction in literacy to students needing more support. The RTI process begins with a team, currently comprised of ELA teachers, education specialists, and administrators, screening students with several formative assessments (DIBELS, CORE phonics screen, San Diego Quick, Spelling Inventory) to determine areas of strength and need. Each student who is identified as needing more support is assigned to targeted groups including the following: guided reading/vocabulary, multi-syllabic decoding (REWARDS), early phonics/phonemic awareness, and fluency (Six-Minute Solutions). Students are monitored using a bi-weekly DIBELS assessment. The RTI team meets regularly to monitor progress and, as needed, adjust goals and instruction for each student.

As described, all students are assessed regularly to measure their learning and the effectiveness of the support structures being applied. As students show mastery of the material, and if it is deemed appropriate by the staff, adjustments are made to the supports provided. Additionally, teachers and administrators adjust the interventions provided based on the results.

Academically High-Achieving Students

High achieving students are pushed to not just master, but go above and beyond the grade-level CA standards through enrichment courses and activities. High performing students are identified through diagnostics, benchmark exams and, for students who transfer in, past performance on assessments such as the CST. These students have opportunities to complete enrichment and challenge activities aligned to the curriculum, and participate in additional electives such as more advanced computer courses, team sports, leadership, newspaper, problem based learning and Spanish. Often, this group of students is able to teach, or assist, their classmates or younger students as a peer tutor. This role not only reinforces academic skills, but also builds leadership qualities within students as they learn to assist others and help ensure all students succeed. While all students have access to art, high achieving students may have the ability to participate in higher level art classes or assist younger students. Advanced readers are able to both challenge themselves and deeply engage with literature by self-selecting texts from higher grade levels. For math, students are able to work on material covering standards in higher grade levels, building off the concepts in their current grade. This process becomes more formalized in seventh grade when advanced students are placed in Algebra I and matriculate to Geometry as eighth graders. Students at this level enter high

school prepared for Algebra II as freshmen, two years ahead of a majority of their peers in California. In addition, students who have demonstrated high levels of scholarship often step into leadership roles on and off of campus.

Students with Disabilities

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

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

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

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

PS7 submits an annual report to the District and the California Department of Education detailing the number of students with disabilities being served, the nature of each student’s disability, and each student’s educational placement and setting.

Special Education Under the Individual with Disabilities in Education Improvement Act

PS7 currently operates as a Local Educational Agency under the El Dorado County Office of Education’s Special Education Local Plan Area Charter Consortium pursuant to Education Code Section 47641(a). As such, PS7 is solely responsible and liable for providing special education services under the IDEIA (20 U.S.C. 1400, et seq.) with respect to eligible students. The Charter School shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, the Charter School shall receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related services to eligible students. As an LEA, the Charter School shall be solely responsible for all special education costs which exceed State and Federal special education revenue, and shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures. The Charter School will operate in complete compliance with IDEA requirements including but not limited to all child find activities as well as providing all necessary supports and services to students as identified in each of their Individualized Education Plan.

SELPA Assurances

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

1. **FREE APPROPRIATE PUBLIC EDUCATION:** The Charter School shall assure that a free appropriate public education will be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.

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

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

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

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

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

PS7's special education program is spearheaded by the certified Director of Special Education for SHPS who is directly responsible for ensuring that PS7 is in compliance with all applicable special education laws and requirements. Experienced and certified special education teachers are employed to ensure that the unique needs and learning styles of all students are being met. Whenever possible, students are educated within the regular education classroom, unless the nature of the disability requires a student's removal. In exceptional circumstances, when it is critical to a student's academic progress, the school utilizes pull-out services to aid the student's academic success. Education Specialists coordinate the direct instruction and inclusion of Special Education students. Classroom teachers are informed of their responsibilities for particular students, trained and guided by the SPED Director, SPED teachers and/or the Principal on how to successfully meet those responsibilities, and implement any modifications or accommodations in their classes in accordance with the students' Individualized Education Plans ("IEPs"). As required (outside of the classroom) tutoring, counseling, physical, occupational, speech and language therapy services is provided (either by PS7 qualified staff or specially contracted expert professionals) for those with special needs.

Identifying Students with Special Needs

When students are admitted to the school, PS7 staff follow up with the previous schools to determine whether the students have IEPs and ensure these records are transferred to PS7. Parents and teachers of students with special needs attend a meeting led by special education staff to determine appropriate services to be delivered at PS7. The Charter School complies with all laws and provisions regarding students with IEPs. PS7 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, PS7's frequent internal assessment program provides an efficient means to identify students who are struggling academically. Weekly, each teacher reviews the progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. The Principal and teachers monitor student assessment data at regular

intervals. This allows students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, a team of both special education staff (i.e. Education Specialist, School Psychologist, etc.) general education staff (i.e. Principal, general education teacher) and the parent work collaboratively to develop pre-referral strategies that may include tutoring and/or other supports. The effectiveness of the pre-referral strategy on the student's progress is carefully monitored for up to six (6) weeks.

Evaluating Students with Special Needs

If pre-referral strategies are unsuccessful, the student is not progressing academically, and classroom teachers, parents, guardians or special education faculty believe a disability may exist, the student is referred, by the school team in writing, for individual evaluation and determination of eligibility for special education programs and services. Referrals can be made by a parent or any professional faculty member of PS7. 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. PS7 then conducts such testing, either in-house or via the services of an expert consultant. Once the tests have been conducted and the results are received, an eligibility meeting is reconvened with the parents, the appropriate special education staff, and other appropriate faculty. At that time, a decision is made as to the student's eligibility for special education services. If the team determines that the student is eligible for special education services, an IEP for that student is developed. All IEPs are evaluated and revised as needed at least annually. All assessments and evaluations are repeated at least once every three years. For further details on the "Referral, Assessment, and Placement" process, timelines, and legal compliance for special education services please see pages 1 – 42 of the EDCOE Charter SELPA Procedural Guide as well as the EDCOE CAC Parent Handbook (available in both English and Spanish). All of these documents are located in Appendix A.

Accommodation Strategies for Teaching Special Education

- Always ask questions in a clarifying manner, then have the students with learning disabilities describe his or her understanding of the questions.
- Use an overhead projector with an outline of the lesson or unit.
- Reduce course load for student with learning disabilities.
- Provide clear photocopies of your notes and overhead transparencies, if the student benefits from such strategies.
- Provide students with chapter outlines or study guides that cue them to key points in their readings.
- Provide a detailed course syllabus before class begins.
- Ask questions in a way that helps the student gain confidence.
- Keep oral instructions logical and concise. Reinforce them with a brief cue words.
- Repeat or re-word complicated directions.
- Eliminate classroom distractions such as, excessive noise, flickering lights, etc.
- Outline class presentations on the chalkboard or on an overhead transparency.

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

Section 504

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

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be

used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

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

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

Professional Development of Faculty Serving Students with Special Needs

Professional training and development for faculty involved with the education of students with disabilities includes the following: identification of special needs, pre-referral strategies, the referral process, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents, and discipline of students with disabilities. In addition, as part of our

summer orientation for teachers, training includes specific focus on supporting our special education students, and ongoing weekly professional development will allow for support of teachers providing accommodations and modifications in support of students' IEP goals.

English Learners

PS7 meets all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School has policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

PS7 has developed, implemented and maintained policies and procedures for the provision of services to EL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. 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.³ In implementing the EL program, PS7 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.

PS7 supports EL students in moving towards reaching and surpassing the Charter School's high expectations for all students and will look to improve the results in both size and achievement levels of its EL population. EL students are provided with the individualized support necessary for academic success. PS7 serves any and all students with limited English proficiency (English Learners) using structured English language immersion so that they receive appropriate support and achieve proficiency in the academic English language as quickly as possible. The EL program is designed to meet the Charter School's mission. If students are to leave PS7 and enter, excel in, and graduate from the top college-preparatory high schools and colleges available to them, they must read, write, and speak English fluently. Effective delivery of the Charter School's mission requires PS7 students master English.

The instructional staff of PS7 adheres to the following plan with EL students:

- Upon enrollment into the Charter School, all students will receive a home-language survey of languages spoken in the home.
- All students who indicate that their home language is other than English will be assessed with the California English Language Development Test ("CELDT") within 30 days of enrollment and, subsequently, at least annually between July 1st and October 31st until re-designated as fluent English proficient.
 - The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.
 - The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher.

³ www.ed.gov/offices/OCR/ELL/cprogression.html

The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

- PS7 will report the number of EL students attending the school to the district and the state.
- Educational programs will be responsive to the needs of English Learners and in compliance with state and federal guidelines.
- PS7 will make adjustments to this plan as needed, in the best interest of each student's achievement.

The primary objective for all services delivered to EL students at PS7 is to provide a structured support system to help students gain English proficiency. The Charter School's goal is for all students to gain full access to the curriculum as soon as possible and PS7 will adopt the best and most proven strategies to help them do so. The curriculum and support provided to these students will be selected primarily on the basis of quickest acquisition of English.

Staff will ensure that 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 limited receive notices and information from PS7 in their native language as feasible. Parental outreach may also be conducted through home visits by a school representative and an interpreter.

English Immersion Program and Services

All EL students receive the same academic content as those students who are native English speakers. All instruction at PS7 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 will be “watered down.” Instead, teachers incorporate a variety of strategies to make the content more accessible. For example, use of visuals and diagrams, providing 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. PS7 teachers and staff create the most accepting cultural atmosphere possible, such that students of all backgrounds and languages feel welcome and valued.

PS7 has chosen to use immersion based on research showing this method is increasingly considered more effective at teaching English to students, compared to bilingual education, as indicated by the following:

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

Morlan found that only 5% of these students were being found to gain proficiency in English each year.⁴

PS7 provides all necessary faculty and specialized curricular materials, contained within the curriculum listed earlier in this petition, to enable EL students to achieve proficiency and attain the high standards established for all students. PS7 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. PS7 is prepared to address the needs of students who are struggling with the structured English immersion program by providing, if it is determined to be the best course of action, pull-out instruction and/or assignment of a qualified aide, teacher or qualified consultant under contract who speaks that child's native language. Pull-out instruction will focus on increasing basic English - including vocabulary, grammar, reading and writing - so that students can perform and participate in their regular classes. When possible, in order to minimize disruption to the student's daily schedule, these services will take place outside of normal class time. PS7's extended day schedule provides ample time that can be used for additional intensive English language instruction. PS7 believes that in order to have meaningful relationships with parents and students who do not speak English as a first language, the Charter School must be proactive in communication styles and techniques. This may require PS7 staff to be creative through the involvement of translators, community organization support, friends of PS7, or any other available resource. PS7 ensures all school to home correspondences are translated when feasible and necessary.

All PS7 students, including EL students, receive instruction using methods proven to be effective for developing English proficiency. Students are taught academic language explicitly and this language will be fully embedded in the culture of the school so that it is reinforced in every classroom regardless of the subject area. Vocabulary building exercises will be incorporated into all classes so that students learn academic vocabulary in a content-specific context, making it meaningful and relevant.

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

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent's opportunity to participate, and encouragement of the

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

participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Accountability and Evaluation of the ELL Program

In order to ensure that the ELL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), PS7 regularly assesses the quality of its program in regards to raising the achievement of EL students. To determine the need for programmatic modifications, PS7, in conjunction with the SHPS Director of Data and Accountability, evaluates the progressive growth of EL students on standardized assessments and non-standardized assessments in comparison to that of non-EL students. PS7 will also track 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. PS7 tracks how many students are declassified as EL and the number of instructional years it takes for this declassification to occur.

Details on the Instructional Methods to Be Used to Deliver Services to English Language Learners⁵

PS7 teachers are methodical in identifying all students' abilities in all language strands (reading, writing, listening and speaking) in order to track their progress and ensure they are improving in their skills. Once a baseline is established of each student's ability, instruction is adapted in each of the four strands to provide the support where it is needed. Teachers develop rubrics based on performance expectations that are standards-aligned and conduct school-wide assessments in each language strand throughout the year. In many classrooms, teachers modify instruction by creating an inquiry-based environment. Students are able to conduct experiments and show mastery by categorizing, matching, and recording observations they may not be able to do through text. This builds their proficiency in language at a developmentally appropriate pace. Additionally, teachers need to be aware of the language levels of their EL students and include language development activities within their content areas. By pushing-into content area classes, floating teachers will also be able to provide valuable support with academic language and difficult concepts.

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

⁵ Program as influenced by: Calderon, M. (2007). *Teaching reading to English language learners, grades 6-12*. Thousand Oaks, CA: Corwin Press. Capellini, M. (2005). *Balancing reading and language learning*. Portland, Maine: Stenhouse.; Chen, L. & Mora-Flores, E. (2006). *Balanced literacy for English language learners, K-2*. Portsmouth, NH: Heinemann.; Fillmore, L. & Snow, C. (2000). *What teachers need to know about language*. Washington, D.C.: US Department of Education. Gersten, R. (2007). *Effective literacy and English language instruction for English learners in the elementary grades: A practical guide*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute for Sciences, and the US Department of Education.; Gibbons, P. (1993) *Learning to learn in a second language*. Portsmouth, NH: Heinemann.; Goldenberh, C. (Summer 2008). Teaching English language learners: What the research does – and does not – say. *American Educator* 32, no. 2.; Gottlieb, M. (2006). *Assessing English language learners*. Thousand Oaks, CA: Corwin Press.

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

Finally, provided funding continues and is maintained, PS7 will comply 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.

Professional Development

Setting ambitious goals for student achievement is crucial, but equally important is providing teachers with the training, feedback, and strategies necessary to be able to meet these goals. PS7 has instituted a comprehensive network of supports and approaches to ensure that teachers have the support they need. Please refer to Element E for more details on PS7's employee orientation and summer training and an overview of the SHPS Teacher Evaluation Systems.

All teachers receive an annual evaluation based on the SHPS Teacher Evaluation Rubric, which is a comprehensive tool focusing on five areas of teacher competency: planning, execution, assessment, classroom culture, and fit with the organization. A copy of the current version of this rubric is located in Appendix E. To support this evaluation, teachers are observed and given feedback on their teaching practice continually throughout the school year. Teacher feedback is aligned to the evaluation rubric to ensure that all teaching practices are at or progressing towards the highly effective level. Feedback is given by email, through one on one conversation and regular check-ins with the Principal, the Dean of Students, department chairs, or colleagues.

In addition to the annual evaluation and frequent rounds of observation and feedback, PS7 also has implemented a schedule of Professional Development days to take place in the two weeks prior to school beginning and throughout the year. Currently, all new staff members attend new staff orientation and training for a week in the summer prior to all staff returning. During this week, new staff receive training from both SHPS and PS7 staff to ensure they understand the mission, vision and goals of both the SHPS organization and PS7. In addition, staff is introduced to the culture and expectations of the school. The week prior to school beginning is currently reserved for professional development for all staff. This week is typically driven by school leaders and what they see as topics that need to be covered based on previous results and the needs of their staff. During this week, best practices and new strategies are presented and staff creates plans for implementing these practices and strategies with students. It is at this point that new strategies for working with students with special needs are presented to staff, typically by school leaders but sometimes by other experts, whether from within SHPS or outside. Strategies for working with students with disabilities are presented by the SHPS director for Special Education. School leaders or instructional coaches present on current best practices for providing support for EL students and show how current curriculum resources can be used or modified to meet the need of ELs. Once the school year starts, professional development does not stop. In the 2011-12 school year, PS7 staff had six half days and 6 full days of professional development, with each half day occurring on a Thursday and full day on the following Friday. These days were scheduled in correlation with the typical benchmark assessment cycle and the half day has usually been used to analyze student performance data. During the whole day professional development, school leaders are empowered with the flexibility to make a schedule that best meets the needs of teachers. Often this has seen a combination of whole group professional development coupled with small groups of grade level teams or subject area departments working together. During these days teachers are able to provide support and lead professional development in areas of expertise, allowing them to develop their facilitation skills and leadership abilities.

PS7's support for teachers extends beyond campus as the Charter School strives to expose all staff to other high performing schools throughout California and the nation. School visits are an important component of professional development for new and veteran staff. Teachers and administrators visit schools with a focus on culture, instructional execution, evidence of investment, and other best practices. After a school visit, the team meets together to debrief on what was observed and learned. Staff identifies elements that will improve PS7's program and a plan is created to implement the changes. School visits have been found to be one of the best ways to accelerate staff effectiveness at PS7.

PS7 and SHPS also strive to provide professional development for school leaders through formal and informal partnerships with outside organizations such as Building Excellent Schools (BES) and Teach for America (TFA). Through BES, school leaders are trained in best practices for the hiring and selection of staff, and as a result, were able to implement what was learned with PS7's own recruitment process and share this knowledge with other SHPS leaders. School leaders have also visited the TFA summer institute, where they observed best practices in supporting and developing teachers and for delivering professional development to staff. Additionally, school leaders have participated in professional development with Uncommon Schools in New York. This has provided school leaders with a wealth of resources on implementing several techniques, such as those presented in the book Teach Like a Champion, to share with teachers and staff. School leaders share the techniques and strategies learned with PS7 teachers and staff, who subsequently improve their skills for classroom management and culture as well as instruction. PS7 will strive to continue to provide these experiences to all staff members as appropriate and when available.

Educational Partners

PS7 cannot do this work alone. In addition to receiving support from parents and families, as well as the SHPS Home Office and other schools, PS7 has formed valuable partnerships with many individuals and institutions, resulting in additional resources for the benefit of the students. A list below includes many but not all of the partners PS7 has worked with in its first nine years of operation:

St. HOPE Academy – Hood Corps
Universities such as: CSUS, UC Davis, UC Berkeley, UOP, Stanford, Santa Clara, and others
B Street Theatre
California Charter Schools Association
Rancho De Los Amigos
The Fortune School of Education
Other local charter schools
Individual volunteers, supporters and educators
The District

PS7 and SHPS also have contracts with Powerschool and Data Director to provide technology platforms to allow more accurate tracking and measuring of student performance.

PS7 students further benefit from a partnership with the Jesuit Volunteer Corps (JVC). For the last nine years, JVC has annually placed 1-4 corps members at PS7 who serve as teaching assistants in classrooms for an entire school year. These JVC members are recent university graduates who provide a vital support for helping teachers meet students' academic needs. In addition, it is not uncommon for JVC corps members to stay at PS7 beyond their year of service

and take on full time positions as teachers. This is beneficial to PS7 and the students due to the JVC alum having a year of experience with PS7 and being familiar with the best practices employed by staff at the school.

PS7 also partners with the **Arts in Education** program in collaboration with Milton Bowens, an artist and spokesperson for the City of Sacramento's Any Given Child pilot partnership and For Arts Sake's agenda. This partnership facilitates an interactive arts and education assembly to engage both youth and adults. Each assembly serves to encourage active participation in the arts.

The goals for each **Arts in Education** assembly:

- Provide a brief historical overview and context of the value of the arts.
- Demonstrate how students/individuals currently are passive participants of the arts and encourage students to become conscious, active participants in the arts.
- Increase understanding of the arts in a practical manner.
- Promote the use of the arts consistently in the existing framework of academic studies and every day practices.

Parent Education and Participation

PS7 parents and families are actively involved in the education of students. PS7 parents commit to completing 40 hours of service to the Charter School per year. The more intensely parents are involved, the more beneficial the achievement effects.

Studies have shown that students whose parents are involved in their education generally have higher grades and test scores, better attendance, more consistently completed homework, higher graduation rates and greater enrollment in postsecondary education.⁶ PS7 parents are actively involved in the education of students. In the 2010–11 school year, 53% of families completed their 40 hours of service and 64% completed at least one hour of service. Activities parents and families can complete to count towards their 40 hours of service are listed in PS7's Parent Passport, located in Appendix D.

In addition, all parents are invited to participate in Back to School Night, which provides families an opportunity to get to know teachers, learn about the academic program, and find specific ways to get involved. Some teachers provide workshops throughout the school year to share standards and teaching practices with parents. During these sessions parents are provided a demonstration of a typical class day, and are coached on studying with their child.

Furthermore, prior to the start of each school year, all parents attend a mandatory parent orientation. At the orientation, parents get an overview of the entire program, school-wide procedures, grade-level procedures, and are given a tour of the Charter School and classrooms. Teachers also meet with parents to preview the year, establish a relationship and discuss expectations.

Parents are also provided with a comprehensive Student-Parent handbook at the beginning of the school year. This handbook provides detailed descriptions of all aspects of the school program. The elementary and middle school student-parent handbooks are available in Appendix A.

⁶ The National PTA. *Building Successful Partnerships*. Bloomington: National Education Service, 2000. 12.

Parents monitor their child's progress throughout the year by attending three student led parent-teacher conferences throughout the year where students receive a standards-based report card, a sample of which is provided in Appendix C. At the conclusion of these conferences, parents complete a survey to provide feedback to PS7 teachers and administration. A sample quick lookup is also available in Appendix C and is a document parents receive weekly in the upper grades.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Education Code Section 47605(b)(5)(B).

And

ELEMENT C: MEASURES TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES

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

The primary objective at PS7 is to expose students to rigorous academic and character development standards and hold adults accountable to ensuring students master those standards. As such, PS7 has identified very clear and measurable goals that will drive everything staff do and determine the level of success at PS7. The goals include **Student Academic Goals, Student Character Goals, and School Outcome Goals.**

Student Academic Goals

- Goal One: PS7 students will demonstrate mastery of grade level appropriate mathematical computation and problem solving skills and concepts.
- Goal Two: PS7 students will demonstrate mastery of grade level appropriate reading skills and concepts.
- Goal Three: PS7 students will demonstrate mastery of grade level appropriate writing skills and concepts.
- Goal Four: PS7 students will demonstrate mastery of grade level appropriate scientific concepts, principles, reasoning, and theories.
- Goal Five: PS7 students will demonstrate mastery of grade level appropriate skills for understanding, analyzing, and evaluating history, geography, and social studies.

Measures and assessment tools/methods for these goals may be found in Table 2 - Table 6 below.

Goal One: PS7 students will demonstrate mastery of grade level appropriate mathematical computation and problem solving skills and concepts.
Measures: Annually, all grade levels will demonstrate an increase of students who score advanced, or move up one performance level from the previous year, on end-of-year assessments in mathematics.
Measure: Each grade level cohort of PS7 students will exceed the average performance levels of students in schools with similar demographics in SCUSD in mathematics
Assessment Tools/Methods: Math California Standards Tests (CSTs) or appropriate state-level Assessments

Table 2. Measures for Academic Goal One

Goal Two: PS7 students will demonstrate mastery of grade level appropriate reading skills and concepts.
Measures: Annually, all grade levels will demonstrate an increase of students who score advanced, or move up one performance level from the previous year, on end-of-year assessments in English Language Arts.
Measure: Each grade level cohort of PS7 students will exceed the average performance levels of students in schools with similar demographics in SCUSD in reading.
Measure: Every year, each PS7 student will read 30 or more books.
Assessment Tools/Methods: ELA California Standards Test (CST), or appropriate state-level assessments, Student Reading Logs

Table 3. Measures for Academic Goal Two

Goal Three: PS7 students will demonstrate mastery of grade level appropriate writing skills and concepts.
Measure: Annually there will be an increase in the percentage of 4 th and 7 th grade students earning a score of 6 or 8 on the writing CST.
Measure: The 4 th and 7 th grade cohorts of PS7 students will exceed the average performance levels of students in schools with similar demographics in SCUSD in ELA.
Assessment Tools/Methods: Writing Portion of the ELA California Standards Test (CST), or appropriate state level assessments, Writing Benchmark Scores

Table 4. Measures for Academic Goal Three

Goal Four: PS7 students will demonstrate mastery of grade level appropriate scientific concepts, principles, reasoning, and theories.
Measure: 90% of all 5 th and 8 th grade students will score at “proficient” or “advanced” levels on the science CST
Measure: PS7 students will exceed the average performance levels of students in schools with similar demographics in SCUSD in science
Assessment Tools/Methods: Science California Standards Test (CST), or appropriate state-level assessments Investigation Rubrics

Table 5. Measures for Academic Goal Four

Goal Five: PS7 students will demonstrate mastery in the grade level appropriate skills of understanding, analyzing, and evaluating history, geography, and social studies.
Measure: Annually, there will be an increase in the percentage of 8 th grade students who will score at “proficient” or “advanced” levels on the Social Studies CST
Measure: PS7 students will exceed the average performance levels of students in schools with similar demographics in SCUSD in history/social studies
Assessment Tools/Methods: Social Studies California Standards Test (CST) or appropriate state-level assessments

Table 6. Measures for Academic Goal Five

Student Character Goals

PS7’s Character Development goals are aligned with the Charter School’s values and 5 Pillars.

- Goal One: PS7 students will demonstrate community awareness and a commitment to serving the community.

- Goal Two: PS7 students will demonstrate a strong work ethic and study skills.

Measures and assessment tools/methods for these goals may be found in Table 7 - 9 below.

Goal One: PS7 students will demonstrate community awareness and a commitment to serving the community.
Measure: Students will complete at least one community service project per year.
Assessment Tools/Methods: Community Service Logs

Table 7. Measures for Character Goal One.

Goal Two: PS7 students will demonstrate a strong work ethic.
Measure: 96% Average Daily Attendance (ADA)
Measure: All students will sign and do their best to adhere to the signed “Commitment to Excellence” contract
Assessment Tools/Methods: Student attendance reporting, signed Commitment to Excellence Contracts

Table 8. Measures for Character Goal Two.

School Outcome Goals

PS7’s School Outcome Goals include the High-Quality Educational Program Goals, Fiscally Sound Business and Management Structure Goals, and Stakeholder Goals:

- Goal One: PS7 will provide a high quality educational program for its students.
- Goal Two: PS7 will maintain a healthy budget and cash flow.
- Goal Three: Faculty at PS7 will constantly improve their teaching practice.
- Goal Four: Parents will be active participants in their children’s education and log 40 hours of community service.
- Goal Five: PS7 will maintain a strong relationship with the District.

Measures and assessment tools/methods for these goals may be found in Table 10 - Table 14.

Goal One: PS7 will provide a high-quality educational program for its students.
Measure: PS7 will exceed the average academic performance levels of schools with similar demographics
Measure: PS7 will meet its annual API growth target, as set by the State
Measure: PS7 will have an average daily attendance rate of 96%.
Measure: PS7’s disciplinary actions, suspension and expulsion rates will be below those of schools with similar demographics within SCUSD.
Assessment Tools/Methods: CA State API Score (Similar Schools ranking), AYP Report, Student attendance reporting, PS7 discipline logs and SCUSD Data

Table 10. Measures for School Outcome Goal One.

Goal Two: PS7 will maintain a healthy budget and cash flow.
Measure: PS7 will implement sound fiscal policies and controls
Measure: PS7 will have sufficient funds for all programmatic and operational expenses.
Measure: PS7 will manage operations and financial reporting to obtain an acceptable audit at the end of each fiscal year.
Measure: PS7 will meet its goal of recruiting students for all vacancies with a focus on kindergarten and 6 th grade.
Measure: PS7 will increase its student retention rate each year until the retention rate reaches 90%.
Assessment Tools/Methods: Financial Audit, Student Enrollment Database

Table 11. Measures for School Outcome Goal Two.

Goal Three: Faculty at PS7 will constantly improve their teaching practice.
Measure: PS7 faculty will participate in individualized and team-focused professional development.
Measure: PS7 teachers will improve their ratings on their teacher performance evaluations until they earn an overall rating of highly effective.
Measure: PS7 teachers will share best practices with each other and collaborate with other educators within and outside the SHPS network.
Assessment Tools/Methods: PS7 Professional Development Plan and Evaluations, Human Resources files

Table 12. Measures for School Outcome Goal Three.

Goal Four: Parents will be active participants in their children’s education.
Measure: At least 75% of PS7 parents will respond to the annual Parent Survey.
Measure: 100% of PS7 parents will read, sign, and return their child’s “Commitment to Excellence” contract
Measure: The percentage of parents completing their 40 hour service requirements will increase annually until it reaches 90%
Assessment Tools/Methods: Parent Survey, signed “Commitment to Excellence” contracts, Parent Hour logs

Table 13. Measures for School Outcome Goal Four.

Goal Five: PS7 will strive to maintain a strong relationship with the District.
Measure: PS7 will exchange best practices and professional development opportunities with other schools in SCUSD and with the District.
Assessment Tools/Methods: Minutes of Meetings and Written Communications with District Administrative and School Personnel

Table 14. Measures for School Outcome Goal Five.

Data Assessment

PS7 teachers and staff will tightly monitor the progress of student learning to ensure sufficient progress is being made so all goals will be accomplished or exceeded. Assessments (standardized, diagnostic/criterion-referenced, rubrics, portfolio, etc.) inform and drive PS7's instruction. Student needs and progress are monitored consistently throughout the school year through a system of benchmarks and other, more frequent forms of assessment. The benchmark assessments are given approximately every 6 weeks and enable teachers to measure student learning on a continual basis. PS7 currently utilizes a well-known data and assessment tool, Data Director, into which all student data is entered for analysis. A sample output report from Data Director may be found in Appendix C.

SHPS has a Director of Accountability and a Director of Information Technology who have established a database for storing and analyzing student achievement data. Staff analyzes this data to ensure that instruction is being positively modified and that students are progressing toward the stated learning outcomes. The principals work in collaboration with all staff and teachers by frequently reviewing student achievement data, identifying what standards students did or did not master, and developing re-teaching strategies to re-teach materials and move students to mastery.

ELEMENT D: GOVERNANCE STRUCTURE OF THE SCHOOL

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

Charter Status

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

Legal Assurances

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

SHPS will comply with the Ralph M. Brown Act (Government Code Section 54950, *et seq.*) and Government Code Section 1090. Members of SHPS's Board of Directors and key decision makers at PS7 will comply with Government Code Section 1090.

Furthermore, PS7 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, PS7's Principals will have some responsibilities delegated to the Charter School's administrative team and more teachers and support staff will be added to support enrollment demands and student needs.

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

Board Of Directors

PS7 will be governed by the SHPS Board of Directors who will maintain active and effective governance of the Charter School. The Board is responsible for ensuring the Charter School fulfills its mission, remains true to the terms of the charter, is a fiscally viable and responsible organization, and ensures access and accountability to the public. The Board of Directors governs the Charter School in its pursuit of its mission, and delegates all managerial decisions to the Superintendent and Principals. The Principals are responsible for the daily operations, annual, and long-term planning of PS7, and execution of all aspects of the Charter School's educational program. The Superintendent hires, sets compensation for, supports and evaluates the Principals, while the Principals hire and evaluate all staff.

Primary Responsibilities Of Board Of Directors

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

Selection Of New Board Members

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

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

- Availability and willingness to participate in the governance of SHPS

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

Leadership Of SHPS And PS7

SHPS Superintendent and Home Office Team

The SHPS Superintendent and Home Office Team are responsible for the day-to-day operations of SHPS, and perform such tasks, among others, as approving all major contracts, developing the annual budget, and overseeing fiscal affairs. The Superintendent, with assistance from the Board of Directors when needed, is responsible for selecting and evaluating PS7's Principals. The Superintendent and Home Office Team also facilitate PS7's annual performance audit, help craft and maintain policies and procedures, and participate in the dispute resolution procedures of the Charter School as necessary. Finally, the SHPS Home Office Team provides critical accounting, human resources, marketing, information technology, accountability oversight, and contracts out legal services for PS7. The SHPS Special Education department, along with the Director of Special Education, is also housed within the home office. The Home Office Team is comprised of experienced and successful professionals from the educational and business communities. The resumes of the Superintendent and the directors on the Home Office Team may be found in the Appendix D.

The Principals of PS7

The two Principals of PS7 manage the day-to-day instruction, culture and operations of each PS7 site (K-5 at Strawberry Lane and 6-8 on the Sac High campus). The Principals report to the SHPS Superintendent directly and present regularly to the Board of Directors. The principals manage teachers, staff, students, maintain relationships with families, and oversee the instructional program, school culture and school operations. A resume and job description for each principal is contained in Appendix D and E respectively.

PS7's current principals are veteran teachers and leaders, currently in their 6th and 4th year of employment at PS7. Both have track records of success and served in the position of lead teacher at their respective campuses in the school year prior to their promotion to principal.

In addition to a principal, PS7's elementary campus at Strawberry Lane has a Lead Teacher to provide additional managerial and educational expertise. The current Lead Teacher is Ms. Patricia Burks, who is a founding teacher of PS7 and has worked with the St. HOPE organization since its inception in 1989.

Parent, Teacher And Student Involvement

The input of all school stakeholders is valued by the Board as well as the Charter School. As such, stakeholders are given the opportunity to address issues on the agenda at all Board meetings. Further commentary on issues regarding the Charter School can be given to the PS7 Principals as needed.

PS7 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. PS7 has established a School Site Council which meets on a regular basis. This group meets with the Principals to discuss issues involving school academics, culture, and community. The School Site Council is an important voice at the Charter School and one that helps to ensure a comprehensive understanding of how PS7 is performing. The roster, calendar, goals and roles and responsibilities of the School Site Council may be found in Appendix D.

Parents at PS7 also take surveys three times a year to provide feedback to the Charter School and identify areas of improvement. A copy of the most recent survey form administered can be found in Appendix D. On this particular survey, completed in the fall of 2011, 97.5% of families indicated they were satisfied with PS7's program. A more detailed analysis of the results is available in Appendix D.

In addition to a School Site Council, PS7 will form an English Language Advisory Committee as needed based on the number of English Learners enrolled. The Charter School provides documents translated into other languages, as necessary and feasible, to allow greater communication with parents of EL students. Similarly, to allow more parents to participate, PS7 offers, when feasible, multiple times/days for a variety of meetings (i.e., parent conferences, general meetings, Annual Title I Meeting) and home visits to accommodate families.

PS7 complies with all requirements for parental notification regarding Program Improvement status and non-Highly Qualified Teachers, and provides opportunities for parents to request records and teacher and/or paraprofessional requirements. In addition, the Charter School disseminates 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 all stakeholders with the opportunity to make suggestions, as well as voice dissenting views through formal means. This policy is in Appendix N. Parents are also encouraged to address their questions and concerns informally with staff prior to any formal complaint process.

In order to inform parents of their individual student's progress, PS7 regularly reports academic and non-academic (i.e., behavior) progress to parents through regular grading periods, reporting of test score results (i.e., CELDT and STAR), and parent conferences. Parents also have direct access to their child's attendance and academic progress through PowerSchool. All PS7 staff are issued cell phones and SHPS email addresses to allow for ongoing parent-teacher-school communication.

Parenthood Group

One goal of PS7 is to empower parents as educational partners. Parents should feel that their voice and participation at the Charter School influences the development of PS7 and its

components. Parents have the opportunity to participate in a variety of meaningful ways at PS7 and their presence on campus and assisting teachers in the classroom is welcome.

In order to ensure significant parent involvement, PS7 has a group known as Parenthood, formerly two separate groups: the Motherhood and Fatherhood Groups. The Parenthood Group is comprised of parents who believe that by embracing education and supporting their child's school they can make a positive difference in their child's educational experience and future accomplishments. In addition, PS7 parents know providing a stable presence in their child's life can help promote outstanding academic achievement.

Parenthood is responsible for recruiting parents to support the activities of PS7 for the purpose of strengthening the Charter School's community. All parents and guardians will be encouraged to attend Parenthood's meetings. As a result of the active participation by Parenthood and key leaders, PS7's parent participation rate continues to rise each year.

Parenthood also provides critical support to PS7 by monitoring parent participation. Each family is expected to contribute a minimum of 40 hours of volunteer service annually to PS7. While each family has a different level of capacity to support the Charter School, it is expected that all families will complete 40 hours of service. The Parenthood group works with families to determine how many hours each has volunteered for on a monthly basis. Parent participation is tracked by grade level and individual families receive progress reports on their completed hours each trimester. A description of PS7 Family Volunteer Activities may be found in Appendix D, along with a copy of PS7's Parent Passport, which includes a list of activities that do and do not count towards parent hours.

Conflict Of Interest Policy

PS7 follows the SHPS Board's Conflict of Interest policy that complies with Government Code section 1090 – 1090.1. The Conflict of Interest Policy can be found in Appendix D.

Complaint Policy

PS7 has designated an employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with the Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws.

PS7 has adopted SHPS's Complaint Resolution Policy providing for prompt and equitable resolution of student, parent and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504. The SHPS Complaint Resolution Policy is in Appendix N.

PS7 will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, 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.

ELEMENT E: EMPLOYEE QUALIFICATIONS

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

Equal Opportunity Employer

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

No Child Left Behind

PS7 consists of committed professionals who provide all children an excellent educational program. All staff members will be committed to the mission and vision of PS7 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. For more detail, please see Appendix E for all employee job descriptions.

Administrator Qualifications

Administrators at PS7 possess a comprehensive educational vision that is consistent with the mission and vision of the Charter School, skill in hiring and supervising excellent teachers and staff, a familiarity with charter schools and the target student population and relevant experience.

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

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

Teacher Qualifications

Pursuant to Education Code section 47605 (l) core, college prep teachers at PS7 will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility in credentialing will be granted only in accordance with Education Code Section 47605(l) for teachers in noncore, noncollege prep courses.

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

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

- TB clearance

All PS7 employees will have a wide range of skills and leadership qualities, relevant experience, cultural and ethnic backgrounds, and be as reflective of the Sacramento community and the student body as possible. General qualifications for all employees will include:

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

Job Descriptions for Key Personnel

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

Principal/Head of School
Teachers
Office Manager/Administrative Assistant
Teaching Assistant
SHPS Director of Special Education
Special Education Instructional Aide

Recordkeeping and Minimization of Use of Emergency Credentialed Teachers

The SHPS Home Office will maintain current copies of all teacher credentials and ensure that they are readily available for inspection. PS7 will take all steps necessary to minimize the use of teachers holding emergency credentials, including active recruitment of duly credentialed teachers through EdJoin, the California Charter Schools Association, the Charter School Development Center, local newspapers and other recruitment methods. PS7 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 PS7 Principal or designee, in conjunction with the SHPS Home Office, will ensure that credentials are processed and maintained in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State's interpretation of *Highly Qualified* for the purposes of compliance with No Child Left Behind. Credentials will be reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. All credential materials will be kept at the SHPS Home Office.

Additional Information

PS7 has included the following documents in Appendix E to provide additional references regarding employee qualifications.

- Commitment to Excellence Contract
- PS7 Elementary Staff Handbook
- PS7 Middle School Operations Manual
- Materials for PS7's Summer 2011 employee orientation and summer staff training
- An overview of the SHPS Teacher Evaluation System
- Current SHPS Teacher Evaluation Rubric
- SHPS Hiring Policy

ELEMENT F: HEALTH AND SAFETY PROCEDURES

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

School Safety Plan

PS7 takes great pride in providing students, parents and staff a safe, secure and healthy campus. In order to provide a safe and healthy environment for all students and staff, PS7 has adopted and implemented full health and safety and risk management policies and procedures governing operations at each school site in consultation with its insurance carriers and risk management experts. The health and safety policies will be annually updated and reviewed, in consultation with staff and parents.

In addition, due to the fact the PS7's grades 6, 7 and 8 are located on the Sac High campus with older students in grades 9-12, PS7 and SHPS have taken several precautions to maintain a safe and secure setting for all students. These precautions include separate entrances and exits for PS7 students and Sac High students. In addition, PS7's start time is earlier than Sac High's and the two schools have staggered dismissals. Unsupervised interaction between students is minimized with separate breakfast locations, different lunch times and by keeping PS7 students in a separate wing of the Sac High campus. While these extra steps have been taken, PS7 middle school students have benefited greatly from being located on the Sac High campus in a variety of ways, including having the opportunity to take Geometry in 8th grade, if ready, and from having access to PS7 alumni at Sac High, who return to PS7 to serve as tutors and mentors. In the five years that PS7 has been on the Sac High campus, they have been no major issues between students of the two schools and in fact both schools have improved as a result of sharing the facility.

The policies below meet the standards comply with all state and federal education laws and can be found in Appendix F:

- SHPS Employee Handbook
- PS7 Elementary Emergency Preparedness Guide
- PS7 Middle Emergency Preparedness Guide
- Facility Use Agreement
- Anti Harassment and Discrimination Policy

PS7 and its administration are committed to providing a safe and secure campus and ensuring the health of students and staff. PS7 works closely with the staff, students and parents to ensure the safety of all members of the school community and will also review all materials on an ongoing basis and adjust them as necessary.

Furthermore, the below policies are in place at PS7:

Compliance with Safety Requirements Assurance

PS7 assures that the Charter School's facilities and any modifications made to its facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

Emergency Preparedness

PS7 shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of its school sites in conjunction with law enforcement and the Fire Marshall. This handbook includes the following responses: fire, flood, earthquake, terrorist threats and hostage situations. All PS7 staff are trained on emergency preparedness procedures. The Charter School conducts fire drills as required in Education Code Section 32001.

Procedures for Background Checks

PS7 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 described in Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. SHPS Human Resources Department monitors compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All PS7 non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB Testing

The PS7 faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All students enrolled and PS7 staff will be 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. All rising 7th grade students will be required to be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

PS7 will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing and Scoliosis

Students will be screened for vision, hearing and scoliosis. PS7 will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Blood Borne Pathogens

PS7 meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

PS7 functions as a drug, alcohol and tobacco free workplace.

Comprehensive Sexual Harassment Policies and Procedures

PS7 is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. SHPS has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at PS7 (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

PS7 will maintain its own Child Nutrition Program. Eligible students will be provided meals for free or at a reduced rate in accordance with the Federal Lunch Act. PS7 will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State.

ELEMENT G: MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF THE DISTRICT

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

Community Outreach And Recruitment Plan

Through various efforts, PS7 has and will continue to strive to recruit and enroll a student population which reflects that of the general population residing in the District.

In recent years and continuing forward, PS7 and SHPS have and will continue to take steps to recruit a diverse student body reflective of the District. Recruitment efforts are focused on accessibility and outreach, both of which are discussed below. The impact of these efforts has already started to increase the diversity at PS7. Since the start of the 2009-10 school year, PS7's English Learner Population nearly doubled and the Charter School's Latino population has increased by 50%. In addition, PS7 is serving over ten times as many special education students in the current school when compared to the 2009-10 school year.

In regards to accessibility, PS7 has made strides to ensure that enrollment in the Charter School is available to all who are interested. PS7 has revised its enrollment policy, included in Appendix H, and published it 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, PS7 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 which 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 a single page and requires no supporting documentation, thus allowing any interested student or family to fill one out wherever they may be, such as at an enrollment fair, a community event or any other activity where SHPS may be recruiting students. Completing this form ensures that a student will have a place in the admissions lottery based on the admissions preferences, which are located on the application, enrollment policy, and listed in Element H of this petition.

Once students are accepted, through a drawing if needed, they complete the second step of the admissions process by completing an enrollment packet and submitting all required documentation. A copy of the enrollment packet is included in Appendix H and the required documents for enrollment are listed on the packet. Families, if they choose, may also submit the enrollment packet and supporting documents prior to the admissions lottery.

The final step taken to increase accessibility to the PS7 program is an extended open enrollment period. PS7's open enrollment period, while it will conclude in general alignment with the District beginning with enrollment for the 2013-14 school year, begins in the late fall of the prior year, giving interested families a wide window of time to have access to the admissions lottery. For example, the open enrollment period for the upcoming 2012-13 school year began in early December and closed on March 15th, providing an application window of more than three months.

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 has hired a full time director of student admissions who is bilingual in English and Spanish. This position is complemented by a full time admissions assistant and admissions interns, who often are Sac High juniors and seniors. These additions provide increased capacity for the admissions team and ensure that recruitment efforts will be comprehensive.

As a K-8 school PS7 does the majority of its recruitment for Kindergarten. In addition, because grades 6, 7 and 8 are currently located at the Sac High campus, and thus afforded additional space, PS7 will expand from two classes per grade level in grades K-5 to three classes in grades 6-8, necessitating the recruitment of additional 6th graders.

In order to recruit Kindergartners, PS7 conducts outreach to various programs serving young children. This includes providing every preschool in the Oak Park neighborhood with recruitment materials, sending direct mail to approximately 300 households in the neighborhood who have young children and hosting multiple Kindergarten information sessions at PS7. These sessions are provided in multiple languages as needed. PS7's outreach efforts have proven extremely effective in the first year of full implementation for at the time of this petition being written, PS7 has applications for every one of its fifty kindergarten spots for the 2012-13 Kindergarten class.

To recruit 6th graders, PS7 has established a relationship with another charter school in the Oak Park neighborhood serving grades K-5. Outreach events include a presentation to this school's parent council along with a shadow day for students to attend class with a 6th grader at PS7. These efforts have already shown tremendous results for at the time of this petition being written, PS7 has 39 applications for 30 available spots for the 2012-13 6th grade class.

In addition to recruiting students in Kindergarten and 6th grade, PS7 often has vacancies in other grade levels due to class sizes expanding or attrition. Efforts to recruit students for all grade levels, in addition to those listed above, include a variety of outreach strategies. PS7 has been invited to present to current 6th graders at local elementary schools, interested families are invited to tour the school, potential students at any grade level are given the opportunity to shadow a current PS7 student, information about PS7 is made available at a wide range of locations, many of which are listed in the table below, families and siblings of current students and other SHPS schools are contacted regarding enrollment, and an extensive marketing plan is put in place.

To execute its marketing plan, PS7 has recruitment materials which will be published in English, Spanish and other languages as needed to communicate the mission and educational program of PS7. A sample of recruitment materials in multiple languages is provided in Appendix G. In addition, marketing materials will be delivered to businesses, community centers and other public locations in the targeted communities, and presentations and flyer distribution will be conducted at community meetings and events, also in multiple languages if needed.

In addition, information sessions at local community centers, churches and after school programs will ensure parents residing in the targeted neighborhoods are informed about enrollment at PS7. The Charter School will also recruit using the newspaper and radio ads, websites, mailings and other methods by which potential students and families can be contacted. Examples of specific student recruitment efforts and organizations SHPS will reach out to for recruitment purposes include, but are not limited to the following list.

Recruitment Efforts	
Location	Efforts
Targeted Mailings	Postcards sent to families residing in Oak Park and the neighboring communities on mailing lists with children ages 3 to 13 for PS7.
Targeted Outreach to Families with EL students	Neighborhood canvassing with translators, flyers in Spanish and Hmong, flyer distribution and presentations at cultural centers (ie: La Familia)
Program Locations (ex. Boys and Girls Club, Salvation Army, Community Centers, Sacramento Food Bank)	Information session and flyer distribution
Having a presence at...	Cultural festivals, neighborhood block parties and community fairs such as: Sacramento Jazz Festival, California State Fair, Sacramento County Fair, Festival de la Familia, Sacramento Jazz Jubilee, Meadowview Jazz and Cultural Festival, Music Circus, Gold Rush Days, Sacramento Heritage Festival Sacramento Arts Festival, Sacramento World Music and Dance Festival
<p>Community Resources (including but not limited to the list below):</p> <ul style="list-style-type: none"> - Oak Park Neighborhood Association - Oak Park Business Association - Little Saigon community groups - Stockton Blvd. Community groups - Franklin Blvd. community groups - Oak Park Farmer's Market - Sacramento Area Congregations Together -ACT - California Hispanic Resource Council - Latino Coalition for a Healthy California - Sacramento Hispanic Chamber of Congress - Hmong/Mien/Lao Community Action Network – HMLCAN - The Sacramento Chinese Community Service Center - Hmong Women's Heritage Association - My Sister's House 	Information session (if feasible), flyer distribution

<ul style="list-style-type: none"> - Sacramento Asian-Pacific Chamber of Commerce - The United Lu-Mien Community, Inc. 	
Sacramento HUD Housing Corporation	Information session, flyer distribution
Faith-based organizations	Information session, flyer distribution
PS7 Elementary and Middle School campuses	<ul style="list-style-type: none"> - Kindergarten Info Session in English and Spanish - Middle School Info Session in English and Spanish - Shadow days with current students
SHPS Events	Information session, flyer distribution
Libraries, stores and other local businesses.	Information session, flyer distribution
Supermarkets and Shopping Centers	Flyer distribution
Sacramento Community and Recreation Centers	Information session, flyer distribution
Advertisements	Advertisements in newspapers, radio, billboards, bus tails and other media
Press Releases	Press releases to newspapers, radio, and television stations

ELEMENT H: ADMISSIONS REQUIREMENTS

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

Admissions

Admission Policy

PS7 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 PS7 aside from residence in the state of California. The Charter School will not admit, nor deny admission to students based on the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). PS7 will be non-sectarian in its programs, curriculum, and operations and will not charge tuition. PS7 will adhere to all state and federal laws regarding the minimum age of students.

Recruitment of academically low-achieving and economically disadvantaged students

PS7 is open to all students residing in California, but will continue to focus student recruitment in Oak Park and the surrounding neighborhoods. School recruitment will occur in the surrounding neighborhood to ensure recruitment of traditionally low-achieving and economically disadvantaged students.

Public Random Drawing

Should the number of students who wish to attend PS7 exceed the Charter School's capacity, a public random drawing ("lottery") will take place to determine admission to the Charter School per Education Code Section 47605(d)(2)(B)-(C). Preference will be given to students as listed in this section. Existing students will be exempt from the public random drawing and will be guaranteed admission for the following year provided they complete an intent to return form by the appropriate date.

The lottery, if needed, will be held at the Charter School. Beginning in the 2012-13 school year, the conclusion of the open enrollment period will generally align with the District, and the exact dates will be published annually. Families have three weeks from being notified of admission to submit enrollment packets along with all required documents, if the enrollment packet has not been submitted prior to the lottery. All students will be drawn in the lottery, and a waiting list will be created once capacity is reached. The Charter School will contact the parents/guardians of student who have been promoted off the waiting list by mail and telephone. All lottery procedures and waiting list priorities will be posted in the Charter School to ensure all interested parties are informed of procedures. PS7 will keep a file documenting the fair execution of lottery procedures.

Lottery Process Communication

The Charter School will designate an open enrollment period and only applications received prior to the deadline will be considered for the public random drawing. Public notice will be posted in a public location and on the Charter School's website regarding the date and time of the public drawing once the deadline has passed. The lottery will be conducted in the evening so interested parties will be able to attend. A waiting list will be developed from the new applications that do not receive admission each year and students on the waitlist will be considered in the order they were drawn and placed on the waiting list, should a vacancy occur during the year. On the application, parents/guardians will explicitly have the opportunity to indicate any Admissions Preference that applies to their child as indicated below, such as being a sibling of a PS7 student or residing within the SCUSD boundaries.

Fair Lottery Procedures

PS7 will use a neutral proctor to ensure the lottery procedures are fairly executed. In addition, families are not required to attend the lottery to be accepted.

Admission Preferences

Students who currently attend PS7 in grades K through 7 and fill out an "Intent to Return Form" by the Open Enrollment Deadline will automatically be granted admission for the next school year, and will be exempt from any lottery. 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 board members (this preference is limited to 10% of the total school enrollment).
3. Students placed by the Charter School on a wait list, and not admitted, the previous year.
4. Students who attended Triumph the previous year (only applies to kindergarten).
5. Students who did not gain admission to Oak Park Prep through its lottery (only applies to 7th grade).
6. Students who reside within the boundaries of the Sacramento City Unified School District ("in-district students").
7. All other students residing within the State of California.

A copy of PS7's Admission's Policy can be found in Appendix H along with an application and enrollment packet. All documents are provided in English and Spanish.

Waiting List

Waiting List Communication

PS7 will contact the parents/guardians by phone and in writing of students who have been promoted off the waiting list and inform parents/guardians of the timeline in which they must respond by mail.

ELEMENT I: FINANCIAL AUDIT

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

Financial Audits

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

SHPS's Board, in conjunction with SHPS's Chief Business Officer, is responsible for contracting with an independent auditor. SHPS's Chief Business Officer is responsible for overseeing the independent audit. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. SHPS shall transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District, the State Controller, and the CDE by December 15 of each year. Audit exceptions and deficiencies will be resolved in conference with the auditor to the satisfaction of the District. PS7, through SHPS Home Office Staff, will resolve any outstanding issues prior to the completion of the auditor's final report. In addition, SHPS has established a strong working relationship with the District's Administrative Services team. SHPS is confident this relationship with the district will be maintained and resolve any audit exceptions and deficiencies, if they so arise, to the satisfaction of the District. Should a dispute arise regarding the resolution of audit exceptions and deficiencies that cannot be resolved informally, it will be referred to the dispute resolution process contained in this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of PS7 is public record to be provided to the public upon request.

Reporting Requirements

PS7 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 PS7 and SHPS. These documents include:

- Audits for the following fiscal years:
 - o 08-09
 - o 09-10
 - o 10-11
- Declaration of Insurance

ELEMENT J: PUPIL SUSPENSION AND EXPULSION

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

SHPS has high standards for academic achievement and student conduct that are clearly defined, quantitatively measurable, and do not allow for excuses based on the background of students. All adults and students on the PS7 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 PS7 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 PS7'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.

Discipline Policy

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

Suspension and Expulsion Policy and Procedure

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, PS7 and SHPS have reviewed Education Code Section 48900 et seq., which describes noncharter schools' list of offenses and procedures, to establish the Charter School's list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a

disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified upon enrollment of all discipline policies and procedures. Notifications will be in writing. The notice shall state that PS7's suspension and expulsion policy and procedures are available on request at PS7's office.

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

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

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any

person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether

written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil, pupils or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

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

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

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

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

- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

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

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

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

D. Authority to Expel

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

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student

should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

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

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

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

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including

electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

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

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

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

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

I. Written Notice to Expel

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

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

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

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

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of

student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

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

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

4. Due Process Appeals

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

Additional Supporting Documents

Appendix J contains the following documents regarding PS7's suspension and expulsion procedures:

- Current SHPS Suspension and Expulsion Policy
- Sample expulsion letter to the District
- PS7's Con App showing suspension and expulsion data

ELEMENT K: RETIREMENT SYSTEM

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

Assurances

PS7 will make any contribution that is legally required of the employer, which may include STRS, Social Security, and unemployment insurance. The SHPS Human Resources Director and the Chief Business Officer are responsible for ensuring that all mandatory contributions and deductions are made.

Public Employees Retirement System

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

State Teachers' Retirement System

PS7 certificated teachers and eligible administrators shall be a part of the State Teachers' Retirement System (STRS). Employees will accumulate service credit years in the same manner as all other members of STRS. The District shall cooperate as necessary to forward any required payroll deduction reports as required by Education Code Section 47611.3(a).

Certificated employees of SHPS participate in STRS and a 401(k) retirement program. All employees are eligible to participate in a 401(k) program. Employee participation in these programs is shown in Appendix K.

Social Security

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

ELEMENT L: ATTENDANCE ALTERNATIVES

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

PS7 is a school of choice and, as such, no student may be required to attend the Charter School. Pupils who choose not to attend PS7 may choose to attend schools within their district of residence or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of the district. If a student decides to transfer from PS7, the Charter School will provide that student with a copy of their most recent report card and current grades at the time of disenrollment.

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

ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS

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

Employees of the District, or other LEAs, who choose to leave their place of employment to work at PS7 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. PS7 employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter 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. PS7 is an independent charter school and as such employees are not under district collective bargaining contract and sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. SHPS has its own sick and vacation policy for employees which can be found in the SHPS Employee Handbook located in Appendix E. Employees of SHPS are considered “at will” employees. Exempt employees are paid a salary and non-exempt employees are paid on an hourly basis. SHPS offers employees a complete and comprehensive benefit package which includes medical, dental, vision, and retirement benefits. Furthermore, SHPS is responsible for the payment of social security and other applicable taxes for PS7 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. SHPS and PS7 also acknowledge the right of the District to revoke this charter without utilizing the dispute resolution process if the Charter is found to have failed to meet statutory criteria and fails to provide ongoing programmatic or fiscal oversight.

During its more than eight years of operation, SHPS has not been faced with a dispute relating to the provisions of its existing charters with the District that could not be resolved informally. SHPS and its staff appreciate the relationship they share with the District and desire that all disputes, if any, in regards to PS7 be resolved in a similar informal manner. With that said, however, should a dispute arise between PS7 and the District over the provisions of the charter that cannot be resolved informally, the following modified and streamlined procedure are suggested until resolution is reached:

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

To Charter School:

2315 34th Street
Sacramento, CA 95817
Facsimile: (916) 277-7105

To Entity Granting Charter:

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

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

business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3. If the Issue Conference is not successful, then 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 PS7 and an entity other than the District, SHPS has established policies for how these disputes are to be addressed and resolved. These policies can be found in Appendix N.

ELEMENT O: LABOR RELATIONS

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

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

ELEMENT P: SCHOOL CLOSURE PROCEDURES

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

Closure Procedure

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

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

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

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

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

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly.

upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

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

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

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

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

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

MISCELLANEOUS PROVISIONS

Budget and Financial Reporting

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

Budget

The PS7 budget was designed to identify the costs associated with the operation of a charter school serving a population of students in grades K-8. This budget was completed based on published information on the state direct funding model and a school design that maximizes the revenue that is generated.

Expenditures and Revenue Narrative

The PS7 budget for the renewal term is provided as Appendix I. Included are worksheets (tabs) 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 ample reserves to accommodate cash flow. An additional reserve is projected for each year. PS7 projections include revenue that exceeds expenditures during the first five years following renewal of the Charter.

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of PS7 not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of PS7 not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District.

Reporting

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

1. By July 1, a preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Insurance

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

Administrative Services

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

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School may be interested in discussing 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).

PS7 is located at 5201 Strawberry Lane and 2315 34th Street in Sacramento.

PS7 is currently seeking, through Proposition 39, to occupy the entire campus located at 5201 Strawberry Lane and the portion of the campus located at 2315 34th Street, Sacramento, CA 95817 as shown in the current facility use agreement for the 2011-12 school year between the Charter School and the District located in Appendix F. As the student population of charter schools operated by SHDS expands, the Charter School will pursue additional space located in the community of Oak Park, as available and subject to agreement with the District through the Prop 39 process.

If the District facilities are used during the term of this charter, PS7 shall abide by all the District policies relating to Maintenance and Operations Services.

Transportation

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

POTENTIAL EFFECTS OF THE CHARTER SCHOOL ON THE DISTRICT

Liability Impact On District

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

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. PS7 shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other authorizer-requested protocol to ensure the District shall not be liable for the operation of PS7's charter.

Further, PS7 and the District shall renew a memorandum of understanding, wherein PS7 shall indemnify the District for the actions of PS7 under this charter.

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

As stated above, insurance is in place in adequate amounts for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of PS7.

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

CONCLUSION

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

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

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

The team at PS7 and St. HOPE Public Schools is honored by the opportunity to apply for a renewal of a five year charter for the term July 1, 2012 through June 30, 2017, and for the opportunity that comes with such a charter to serve families in Sacramento and to work with the District to provide the best possible educational opportunities for all students.

Exhibit 9
Financially Sound and Sustainable Model

Charter School Budget Workbook Line Item Description and Methodology

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

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

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

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

School Assumptions Worksheet

School Name: PS7

Enter Data in Yellow Boxes
Automatically Generated
Leave White Boxes Empty

Worksheet Contains the Following Calculators:

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

General School Information

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

Enrollment

Enter Target ADA %:	92.00%
Estimate % of English Language Learners (EL):	0.00%
Estimate % of Economically Disadvantaged (ED) [i.e. below federal poverty line]:	49.69%
Estimate % of Free/Reduced Lunch Students (FRL):	75.56%
District/Authorizer Encroachment Rate	\$ -

YEAR ONE

	Enrollment	ADA #	EL #	ED#	FRL #
Grades K-3	207	190.44	0	103	156
Grades 4-6	184	169.28	0	91	139
Grades 7-8	155	142.60	0	77	117
Grades 9-12	-	0.00	0	0	0
TOTAL	546	502.32	-	271	413

Students Per Teacher	
25.88	Grades K-3
20.09	Grades 4-12

YEAR TWO

	Enrollment	ADA #	EL #	ED#	FRL #
Grades K-3	207	190.44	0	103	156
Grades 4-6	184	169.28	0	91	139
Grades 7-8	160	147.20	0	80	121
Grades 9-12	-	0.00	0	0	0
TOTAL	551	506.92	-	274	416

Students Per Teacher	
25.88	Grades K-3
20.38	Grades 4-12

YEAR THREE

	Enrollment	ADA #	EL #	ED#	FRL #
Grades K-3	207	190.44	0	103	156
Grades 4-6	184	169.28	0	91	139
Grades 7-8	160	147.20	0	80	121
Grades 9-12	-	0.00	0	0	0
TOTAL	551	506.92	-	274	416

Students Per Teacher

25.88	Grades K-3
20.38	Grades 4-12

YEAR FOUR

	Enrollment	ADA #	EL #	ED#	FRL #
Grades K-3	207	190.44	0	103	156
Grades 4-6	184	169.28	0	91	139
Grades 7-8	160	147.20	0	80	121
Grades 9-12	-	0.00	0	0	0
TOTAL	551	506.92	-	274	416

Students Per Teacher

25.88	Grades K-3
20.38	Grades 4-12

YEAR FIVE

	Enrollment	ADA #	EL #	ED#	FRL #
Grades K-3	207	190.44	0	103	156
Grades 4-6	184	169.28	0	91	139
Grades 7-8	160	147.20	0	80	121
Grades 9-12	-	0.00	0	0	0
TOTAL	551	506.92	-	274	416

Students Per Teacher

25.88	Grades K-3
20.38	Grades 4-12

Salaries

COLA 2.0%

Certificated Staff Salaries

1000	Teachers			Aides			Administrators			Total Certificated
	# Teachers	Avg. Salary	Teacher Total	# Aides	Avg. Salary	Aides Total	# Admin	Avg. Salary	Admin Total	
Year One	25	\$ 47,047	\$ 1,170,347	-	\$ -	\$ -	2.3	\$ 76,803	\$ 177,414	\$ 1,347,761
Year Two	25	\$ 47,988	\$ 1,193,754	-	\$ -	\$ -	2.3	\$ 78,339	\$ 180,962	\$ 1,374,716
Year Three	25	\$ 48,948	\$ 1,217,629	-	\$ -	\$ -	2.3	\$ 79,905	\$ 184,582	\$ 1,402,211
Year Four	25	\$ 49,927	\$ 1,241,982	-	\$ -	\$ -	2.3	\$ 81,504	\$ 188,273	\$ 1,430,255
Year Five	25	\$ 50,925	\$ 1,266,822	-	\$ -	\$ -	2.3	\$ 83,134	\$ 192,039	\$ 1,458,860

Class Size Reduction Funding

	# of Teachers K-3	# of Half-Day Kindergarten Students
Year One	8.0	
Year Two	8.0	
Year Three	8.0	
Year Four	8.0	
Year Five	8.0	

Eligible for this funding if ...

Classified Staff Salaries

2000	Aides (Classified)			Support		
	# Aides	Avg. Salary	Aides Total	# Support	Avg. Salary	Support Total
Year One	2.5	\$ 39,467	\$ 98,667	0.6	\$ 23,513	\$ 12,932
Year Two	2.5	\$ 40,256	\$ 100,640	0.6	\$ 23,983	\$ 13,191
Year Three	2.5	\$ 41,061	\$ 102,653	0.6	\$ 24,463	\$ 13,454
Year Four	2.5	\$ 41,882	\$ 104,706	0.6	\$ 24,952	\$ 13,724
Year Five	2.5	\$ 42,720	\$ 106,800	0.6	\$ 25,451	\$ 13,998

2000	Administrators			Clerical/Office			Other (e.g. IT)			Total Classified
	# Admin	Avg. Salary	Admin Total	# Office	Avg. Salary	Office Total	# Other	Avg. Salary	Other Total	
Year One	0.1	\$ 75,000	\$ 7,500	3.5	\$ 34,954	\$ 122,338	3.0	\$ 28,476	\$ 85,428	\$ 326,865
Year Two	0.1	\$ 76,500	\$ 7,650	3.5	\$ 35,653	\$ 124,785	3.0	\$ 29,046	\$ 87,137	\$ 333,402
Year Three	0.1	\$ 78,030	\$ 7,803	3.5	\$ 36,366	\$ 127,280	3.0	\$ 29,626	\$ 88,879	\$ 340,070
Year Four	0.1	\$ 79,591	\$ 7,959	3.5	\$ 37,093	\$ 129,826	3.0	\$ 30,219	\$ 90,657	\$ 346,872
Year Five	0.1	\$ 81,182	\$ 8,118	3.5	\$ 37,835	\$ 132,423	3.0	\$ 30,823	\$ 92,470	\$ 353,809

Benefits

Staff Benefits and Health Plan

3000	Benefits	Health Plan Cost (\$/Person)	# employees	Health Plan Total	Total Benefits
Year One	\$ 155,738	\$ 6,684	37	\$ 246,212	\$ 401,950
Year Two	\$ 158,853	\$ 7,219	37	\$ 265,909	\$ 424,762
Year Three	\$ 162,030	\$ 7,796	37	\$ 287,181	\$ 449,211
Year Four	\$ 165,270	\$ 8,420	37	\$ 310,156	\$ 475,426
Year Five	\$ 168,576	\$ 9,094	37	\$ 334,968	\$ 503,544

Books & Supplies (\$ Per Student)

4000	Textbooks	Other Books	Supplies	Equipment
Year One	\$ 65.39	\$ 5.49	222.68	\$ 20.46
Year Two	\$ 66.96	\$ 5.62	\$ 188.60	\$ 20.95
Year Three	\$ 68.70	\$ 5.77	\$ 188.73	\$ 21.50
Year Four	\$ 70.62	\$ 5.93	\$ 194.02	\$ 22.10
Year Five	\$ 72.74	\$ 6.11	\$ 199.84	\$ 22.76

General Purpose Entitlement Block Grant

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

8000	% from Source
State Portion	76%
Local District	24%
TOTAL	100%

CHARTER SCHOOL PLANNING BUDGET

School Name: St HOPE Public Schools #7
 Operating Years: 2012-13 to 2016-17

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

Object Code	Description	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
REVENUES						
Revenue Limit Sources						
8015	General Purpose Entitlement Block Grant	2012-13				
	Grades K - 3	\$4,729	\$ 900,591	\$ 922,205	\$ 944,338	\$ 967,002
	Grades 4 - 6	\$4,800	\$ 812,544	\$ 832,045	\$ 852,014	\$ 872,462
	Grades 7 - 8	\$4,943	\$ 704,872	\$ 745,072	\$ 762,954	\$ 781,265
	Grades 9 - 12	\$5,727	\$ -	\$ -	\$ -	\$ -
	Total, Revenue Limit Sources		\$ 2,418,007	\$ 2,499,322	\$ 2,559,306	\$ 2,620,729
Federal Revenues						
8290	No Child Left Behind (Title I) (assumes school will apply)		\$ 108,915	\$ 108,915	\$ 108,915	\$ 108,915
8110	CDE PCS Grant		\$ -	\$ -	\$ -	\$ -
8190	EESA/Math & Science		\$ -	\$ -	\$ -	\$ -
8220	Child Nutrition - Federal		\$ 273,054	\$ 282,168	\$ 289,505	\$ 297,611
8260-8299	Other Federal Revenues		\$ 48,072	\$ -	\$ -	\$ -
	Total, Federal Revenues		\$ 430,042	\$ 439,155	\$ 398,420	\$ 406,526
Other State Revenue						
8480	Categorical Block Grant	\$410	\$ 205,951	\$ 212,825	\$ 218,572	\$ 224,910
8311	New School Block Grant (Not Eligible)	\$0	\$ -	\$ -	\$ -	\$ -
8321	Special Education	\$ 465.00	\$ 233,579	\$ 241,375	\$ 247,892	\$ 255,081
8556	State Lottery	\$129	\$ 64,674	\$ 65,266	\$ 65,266	\$ 65,266
8520	Child Nutrition- State		\$ -	\$ -	\$ -	\$ -
8536	Class Size Reduction	\$1,070	\$ 119,952	\$ 119,952	\$ 119,952	\$ 119,952
8545	SB 740 Facility Grant (see facilities tab)		\$ -	\$ -	\$ -	\$ -
8584	Economic Impact Aid (EIA)	\$318	\$ 86,276	\$ 89,155	\$ 91,295	\$ 93,486
8590	All Other State Revenues		\$ 36,226	\$ 38,334	\$ 39,330	\$ 40,432
	Total, Other State Revenues		\$ 746,658	\$ 766,907	\$ 782,307	\$ 799,127
Other Local Revenue						
8600	Transfers from Sponsoring LEA		\$ -	\$ -	\$ -	\$ -
8634	Food Service Sales		\$ 49,010	\$ 50,646	\$ 51,963	\$ 53,418
8660	Interest		\$ -	\$ -	\$ -	\$ -
8699	All Other Local Revenues		\$ 29,171	\$ 30,145	\$ 31,151	\$ 32,191
8982	Grants		\$ -	\$ -	\$ -	\$ -
8983	Contributions		\$ 1,021	\$ 1,055	\$ 1,090	\$ 1,127
	Total, Local Revenues		\$ 79,202	\$ 81,846	\$ 84,204	\$ 86,735
	TOTAL REVENUES		\$ 3,673,908	\$ 3,787,231	\$ 3,824,237	\$ 3,913,117
EXPENDITURES						
Certificated Salaries						
1100	Teacher Salaries		\$ 1,170,347	\$ 1,193,754	\$ 1,217,629	\$ 1,241,982
1110	Substitute Teacher Salaries (4% of Teacher Salaries)		\$ 24,418	\$ 24,907	\$ 25,405	\$ 25,913
1111	Certificated Extra Duty Pay		\$ 95,460	\$ 97,369	\$ 99,317	\$ 101,303
1200	Certificated Pupil Support/Teacher Aide Salaries		\$ -	\$ -	\$ -	\$ -
1300	Certificated Supervisor and Administrator Salaries		\$ 177,414	\$ 180,962	\$ 184,582	\$ 188,273
1900	Other Certificated Salaries		\$ -	\$ -	\$ -	\$ -
	Total, Certificated Salaries		\$ 1,467,640	\$ 1,496,992	\$ 1,526,932	\$ 1,557,471
Classified (non-certificated) Salaries						
2100	Instructional Aide Salaries		\$ 98,667	\$ 100,640	\$ 102,653	\$ 104,706
2200	Non-certificated Support Salaries		\$ 12,932	\$ 13,191	\$ 13,454	\$ 13,724
2210	Stipends		\$ 13,147	\$ 13,410	\$ 13,678	\$ 13,952
2300	Non-certificated Supervisor and Administrator Salaries		\$ 7,500	\$ 7,650	\$ 7,803	\$ 7,959
2400	Clerical and Office Salaries		\$ 122,338	\$ 124,785	\$ 127,280	\$ 129,826
2900	Other Non-certificated Salaries (IT support, etc.)		\$ 85,428	\$ 87,137	\$ 88,879	\$ 90,657
	Total, Non-certificated Salaries		\$ 340,012	\$ 346,812	\$ 353,748	\$ 360,823
Employee Benefits						
3101-3302	STRS/PERS/OASDI/Medicare (8.25%-STRS, 10.71%-PERS)		\$ 155,738	\$ 158,853	\$ 162,030	\$ 165,270
3401-3402	Health and Welfare Benefits		\$ 246,212	\$ 265,909	\$ 287,181	\$ 310,156
3501-3502	Unemployment Insurance	1.61%	\$ 29,103	\$ 29,685	\$ 30,279	\$ 30,885
3601-3602	Workers' Compensation Insurance	1.55%	\$ 28,019	\$ 28,579	\$ 29,151	\$ 29,734
3701-3702	Other Retiree Benefits	1.50%	\$ 5,100	\$ 5,202	\$ 5,306	\$ 5,412
3901-3902	Other Employee Benefits		\$ 1,988	\$ 2,028	\$ 2,069	\$ 2,110
	Total, Employee Benefits		\$ 466,160	\$ 490,256	\$ 516,016	\$ 543,567
Books and Supplies						
4100	Approved Textbooks and Core Curricula Materials		\$ 35,701	\$ 36,893	\$ 37,852	\$ 38,912
4200	Books and Other Reference Materials		\$ 2,997	\$ 3,097	\$ 3,178	\$ 3,267
4300	Materials and Supplies		\$ 121,583	\$ 103,916	\$ 103,992	\$ 106,904

4400	Non-capitalized Equipment(computers, printers, servers)	\$ 11,172	\$ 11,545	\$ 11,845	\$ 12,176	\$ 12,542
4700	Food	\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Books and Supplies	\$ 171,453	\$ 155,451	\$ 156,866	\$ 161,259	\$ 166,097
	Services and Other Operating Expenditures					
5200	Travel and Conferences	\$ 6,881	\$ 7,046	\$ 7,229	\$ 7,431	\$ 7,654
5300	Dues and Memberships	\$ 2,364	\$ 2,420	\$ 2,483	\$ 2,553	\$ 2,629
5400	Insurance	\$ 25,631	\$ 26,487	\$ 27,175	\$ 27,936	\$ 28,774
5500	Utilities and Housekeeping Services	\$ 110,368	\$ 113,017	\$ 115,955	\$ 119,202	\$ 122,778
5600	Rentals, Leases, Repairs, and Noncap. Improvements	\$ 82,326	\$ 84,302	\$ 86,494	\$ 88,915	\$ 91,583
5800	Professional/Consulting Services and Operating Expend.	\$ 822,812	\$ 842,559	\$ 864,466	\$ 888,671	\$ 915,331
5900	Communications (Phones, ISP, Internet)	\$ 7,771	\$ 7,957	\$ 8,164	\$ 8,393	\$ 8,645
	Total, Services/Other Operating	\$ 1,058,152	\$ 1,083,788	\$ 1,111,966	\$ 1,143,101	\$ 1,177,394
	Capital Outlay					
6100-6170	Land and Land Improvements	\$ -	\$ -	\$ -	\$ -	\$ -
6200	Buildings and Improvements of Buildings	\$ -	\$ -	\$ -	\$ -	\$ -
6300	Books and Media for New Libraries	\$ -	\$ -	\$ -	\$ -	\$ -
6400	Equipment (computers, servers, etc. over \$5,000)	\$ -	\$ -	\$ -	\$ -	\$ -
6490	Furniture	\$ -	\$ -	\$ -	\$ -	\$ -
6900	Depreciation	\$ 9,199	\$ 9,659	\$ 10,142	\$ 10,649	\$ 11,181
	Total, Capital Outlay	\$ 9,199	\$ 9,659	\$ 10,142	\$ 10,649	\$ 11,181
	Other Outgo					
7110-7143	Tuition to Other Schools	\$ -	\$ -	\$ -	\$ -	\$ -
7221-7223SE	Transfers of Apportionment to Other LEAs (except SPED)	\$ -	\$ -	\$ -	\$ -	\$ -
7221	Transfers of Apportionment to LEAs (Special Ed)	\$ -	\$ -	\$ -	\$ -	\$ -
7221-7223AO	All Other Transfers of Apportionments to Other LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
7281	All Other Transfers (Sac Charter High)	\$ 85,000	\$ 125,000	\$ 70,000	\$ 56,011	\$ 30,000
7350	District Oversight (currently set to 1.00%)	\$ 26,240	\$ 27,121	\$ 27,779	\$ 28,456	\$ 29,027
7430	Loan Repayment	\$ -	\$ -	\$ -	\$ -	\$ -
7438	Debt Interest	\$ 45,548	\$ 45,548	\$ 45,548	\$ 45,548	\$ 45,548
	Total, Other Outgo	\$ 156,788	\$ 197,669	\$ 143,327	\$ 130,015	\$ 104,575
	TOTAL EXPENDITURES	\$ 3,669,403	\$ 3,780,628	\$ 3,818,998	\$ 3,906,886	\$ 3,988,956
	Increase to Net Assets	\$ 4,505	\$ 6,602	\$ 5,239	\$ 6,231	\$ 4,265
	Net Assets	\$ 184,470	\$ 191,072	\$ 196,311	\$ 202,542	\$ 206,807
	Reserve for Economic Uncertainty	\$ 110,082	\$ 113,419	\$ 114,570	\$ 117,207	\$ 119,669

School Name: PS7
 Operating Years: Year 1 - Year 5
 Time Period:

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

Note: Your Fundraising, Grants, Local Revenue, and Loan Financing has not been automatically entered into this worksheet as each school will expect to receive this revenue at different times of the year. The amount you've allocated in your planning budget is noted in Column A. Please distribute this revenue throughout the year based on when you will receive the funds.

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total Received in Current Year	Accrued, But Deferred	Total Earned in Current Year
Year 1 of Operations															
BEGINNING CASH	\$ 1,113,241	\$ 1,154,506	\$ 1,016,671	\$ 1,182,458	\$ 913,416	\$ 839,909	\$ 842,267	\$ 1,076,156	\$ 887,863	\$ 866,100	\$ 773,809	\$ 660,979	\$ 448,080		
REVENUE															
Revenue Limit Sources															
General Purpose Entitlement - Block Grant - State Aid Portion	\$ -	\$ -	\$ 215,310	\$ -	\$ 165,623	\$ 165,623	\$ 465,595	\$ 3,201	\$ -	\$ 84,652	\$ 27,604	\$ -	\$ 1,133,988	\$ 706,658	\$ 1,940,256
General Purpose Entitlement - Local Revenue (0.1% of Property Tax)	\$ 34,665	\$ 69,330	\$ 46,220	\$ 46,220	\$ 46,220	\$ 46,220	\$ 46,220	\$ 80,885	\$ 40,443	\$ 40,443	\$ 40,443	\$ 40,443	\$ 577,750	\$ -	\$ 977,750
Revenue Received from Prior Year Deferrals - Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue															
Child Nutrition	\$ -	\$ -	\$ 27,305	\$ 27,305	\$ 27,305	\$ 27,305	\$ 27,305	\$ 27,305	\$ 27,305	\$ 27,305	\$ 27,305	\$ 27,305	\$ 245,749	\$ 27,305	\$ 273,054
COE P-20 Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Federal Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue															
Categorical Block Grant	\$ -	\$ -	\$ 70,023	\$ -	\$ -	\$ 49,428	\$ -	\$ -	\$ 28,533	\$ 14,417	\$ 14,417	\$ 14,417	\$ 191,535	\$ 14,417	\$ 205,951
Special Education Local Plan Area (SELPA)	\$ -	\$ -	\$ 116,789.40	\$ -	\$ -	\$ -	\$ 116,789.40	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 233,579	\$ -	\$ 233,579
California Lottery (Quarterly)	\$ -	\$ -	\$ -	\$ -	\$ 29,988	\$ -	\$ -	\$ -	\$ 41,983	\$ -	\$ -	\$ -	\$ -	\$ 64,674	\$ 64,674
Class Size Reduction	\$ -	\$ -	\$ -	\$ -	\$ 20,706	\$ -	\$ -	\$ -	\$ 12,079	\$ 6,039	\$ 6,039	\$ 6,039	\$ 71,971	\$ 47,881	\$ 119,852
SB740 Facility Grant	\$ -	\$ -	\$ -	\$ -	\$ 2,333	\$ -	\$ 4,096	\$ 3,572	\$ 2,126	\$ 2,126	\$ 2,126	\$ 2,126	\$ 8,038	\$ 6,039	\$ 86,276
Economic Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 36,226	\$ -	\$ 36,226
All Other State Revenues	\$ 6,600	\$ 6,600	\$ 6,600	\$ 6,600	\$ 6,600	\$ 6,600	\$ 6,600	\$ 6,600	\$ 6,600	\$ 6,600	\$ 6,600	\$ 6,600	\$ 79,202	\$ -	\$ 79,202
All Other Local Revenue (\$79,202.08 in budget)	\$ 41,265	\$ 75,930	\$ 484,277	\$ 89,447	\$ 278,070	\$ 318,216	\$ 549,746	\$ 127,864	\$ 312,669	\$ 223,565	\$ 203,028	\$ 103,056	\$ 2,806,834	\$ 867,075	\$ 3,673,908
TOTAL REVENUE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
DISBURSEMENTS															
1000 Certificated Salaries	\$ -	\$ 66,044	\$ 127,418	\$ 127,418	\$ 127,418	\$ 127,418	\$ 127,418	\$ 127,418	\$ 127,418	\$ 127,418	\$ 127,418	\$ 127,418	\$ 1,340,222	\$ 127,418	\$ 1,467,640
2000 Classified Salaries	\$ -	\$ 15,301	\$ 29,519	\$ 29,519	\$ 29,519	\$ 29,519	\$ 29,519	\$ 29,519	\$ 29,519	\$ 29,519	\$ 29,519	\$ 29,519	\$ 310,693	\$ 29,519	\$ 340,212
3000 Employee Benefits	\$ -	\$ 20,977	\$ 40,971	\$ 40,971	\$ 40,971	\$ 40,971	\$ 40,971	\$ 40,971	\$ 40,971	\$ 40,971	\$ 40,971	\$ 40,971	\$ 425,689	\$ 40,971	\$ 466,660
4000 Books and Supplies	\$ -	\$ 6,973	\$ 29,718	\$ 29,718	\$ 29,718	\$ 29,718	\$ 29,718	\$ 29,718	\$ 29,718	\$ 29,718	\$ 29,718	\$ 29,718	\$ 310,144	\$ 29,718	\$ 339,862
5000 Other Operating Expenditures	\$ -	\$ 94,196	\$ 4,156	\$ 4,156	\$ 89	\$ 89	\$ 89	\$ 89	\$ 89	\$ 89	\$ 89	\$ 89	\$ 9,169	\$ -	\$ 9,169
6000 Capital Outlay	\$ -	\$ 6,676	\$ 15,011	\$ 15,011	\$ 15,011	\$ 15,011	\$ 15,011	\$ 15,011	\$ 15,011	\$ 15,011	\$ 15,011	\$ 15,011	\$ 156,788	\$ -	\$ 171,800
7000 Short Term Loan Repayment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ 213,766	\$ 338,489	\$ 338,489	\$ 351,577	\$ 315,857	\$ 315,857	\$ 315,857	\$ 334,431	\$ 315,857	\$ 315,857	\$ 315,936	\$ 3,471,995	\$ 197,408	\$ 3,669,403
REVENUE LESS EXPENDITURES	\$ 41,265	\$ (137,836)	\$ 145,788	\$ (249,042)	\$ (73,507)	\$ 2,359	\$ 233,889	\$ (188,294)	\$ (21,762)	\$ (82,292)	\$ (112,829)	\$ (212,900)	\$ (685,161)	\$ 689,666	\$ 63,505
NET INCREASE (DECREASE)	\$ 41,265	\$ (137,836)	\$ 145,788	\$ (249,042)	\$ (73,507)	\$ 2,359	\$ 233,889	\$ (188,294)	\$ (21,762)	\$ (82,292)	\$ (112,829)	\$ (212,900)	\$ (685,161)	\$ 689,666	\$ 63,505
CASH BALANCE	\$ 1,154,506	\$ 1,016,671	\$ 1,162,458	\$ 913,416	\$ 839,909	\$ 842,267	\$ 1,076,156	\$ 867,863	\$ 866,100	\$ 773,809	\$ 660,979	\$ 448,080	\$ -	\$ -	\$ -
CASH BALANCE WITH RESERVES	\$ 1,154,506	\$ 1,016,671	\$ 1,162,458	\$ 913,416	\$ 839,909	\$ 842,267	\$ 1,076,156	\$ 867,863	\$ 866,100	\$ 773,809	\$ 660,979	\$ 448,080	\$ -	\$ -	\$ -

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Year 2 Total Received	Year 2 Total Accrued, But Deferred	Year 2 Total Earned
BEGINNING CASH	\$ 448,890	\$ 895,463	\$ 980,687	\$ 1,081,471	\$ 856,331	\$ 808,124	\$ 776,630	\$ 1,034,584	\$ 875,492	\$ 888,536	\$ 809,906	\$ 706,476	\$ 917,890		
REVENUE															
Revenue Limit Sources															
General Purpose Entitlement Block Grant - State Aid Portion	\$ -	\$ -	\$ 215,310	\$ -	\$ 165,623	\$ 165,623	\$ 465,585	\$ 9,889	\$ -	\$ 90,978	\$ 29,667	\$ -	\$ 1,142,675	\$ 759,468	\$ 1,902,143
General Purpose Entitlement - Local Revenue (In Lieu of Property Tax)	\$ 34,665	\$ 69,330	\$ 46,220	\$ 46,220	\$ 46,220	\$ -	\$ -	\$ 87,861	\$ 43,681	\$ -	\$ -	\$ -	\$ 597,180	\$ -	\$ 597,180
Revenue Received from Prior Year Deferrals - State Aid Portion	\$ 415,699	\$ 290,760	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 706,658	\$ -	\$ 706,658
Revenue Received from Prior Year Deferrals - Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue															
IDE P-25 Grant	\$ -	\$ -	\$ -	\$ 28,217	\$ 28,217	\$ 28,217	\$ 28,217	\$ 28,217	\$ 28,217	\$ 28,217	\$ 28,217	\$ 28,217	\$ 283,851	\$ 28,217	\$ 282,169
Other Federal Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 78,494	\$ -	\$ 78,494	\$ -	\$ 156,987	\$ -	\$ 156,987
Other State Revenue															
Categorical Block Grant	\$ -	\$ 12,357	\$ 24,714	\$ 16,476	\$ 16,476	\$ 16,476	\$ 16,476	\$ 16,476	\$ 36,817	\$ 18,308	\$ 18,308	\$ 18,308	\$ 210,893	\$ 1,832	\$ 212,825
New School Block Grant	\$ -	\$ -	\$ 120,897	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 120,897	\$ -	\$ -	\$ -	\$ 241,375	\$ -	\$ 241,375
California Lottery (Guaranty)	\$ -	\$ -	\$ 16,316	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,316	\$ -	\$ -	\$ -	\$ 65,266	\$ -	\$ 65,266
SR20 Fee Collection	\$ -	\$ -	\$ -	\$ -	\$ 29,988	\$ -	\$ -	\$ -	\$ -	\$ 41,983	\$ -	\$ -	\$ 71,971	\$ 47,891	\$ 119,862
Economic Impact Aid	\$ -	\$ 5,177	\$ 10,353	\$ 6,902	\$ 6,902	\$ 6,902	\$ 6,902	\$ 6,902	\$ 15,339	\$ 7,670	\$ 7,670	\$ 7,670	\$ 88,988	\$ 769	\$ 89,155
All Other State Revenues	\$ -	\$ 9,863	\$ -	\$ 9,863	\$ 2,469	\$ 2,469	\$ 4,270	\$ 3,780	\$ 2,250	\$ 2,250	\$ 2,250	\$ 2,250	\$ 38,334	\$ -	\$ 38,334
Other Local Revenue															
All Other Local Revenue (\$81,846.63 in budget)	\$ 6,820	\$ 6,820	\$ 6,820	\$ 6,820	\$ 6,820	\$ 6,820	\$ 6,820	\$ 6,820	\$ 6,820	\$ 6,820	\$ 6,820	\$ 6,820	\$ 81,846	\$ -	\$ 81,846
TOTAL REVENUE	\$ 487,383	\$ 384,445	\$ 440,422	\$ 114,499	\$ 302,715	\$ 289,044	\$ 574,491	\$ 159,448	\$ 348,422	\$ 239,907	\$ 215,106	\$ 129,745	\$ 3,655,624	\$ 838,265	\$ 3,787,231
DISBURSEMENTS															
1000 Certificated Salaries	\$ -	\$ 124,749	\$ 124,749	\$ 124,749	\$ 124,749	\$ 124,749	\$ 124,749	\$ 124,749	\$ 124,749	\$ 124,749	\$ 124,749	\$ 124,749	\$ 1,372,243	\$ 124,749	\$ 1,247,490
2000 Classified Salaries	\$ -	\$ 28,901	\$ 28,901	\$ 28,901	\$ 28,901	\$ 28,901	\$ 28,901	\$ 28,901	\$ 28,901	\$ 28,901	\$ 28,901	\$ 28,901	\$ 317,911	\$ 28,901	\$ 28,901
3000 Employee Benefits	\$ -	\$ 40,855	\$ 40,855	\$ 40,855	\$ 40,855	\$ 40,855	\$ 40,855	\$ 40,855	\$ 40,855	\$ 40,855	\$ 40,855	\$ 40,855	\$ 449,401	\$ 40,855	\$ 40,855
4000 Books and Supplies	\$ -	\$ 7,773	\$ 23,318	\$ 23,318	\$ 38,863	\$ 6,477	\$ 6,477	\$ 6,477	\$ 23,318	\$ 6,477	\$ 6,477	\$ 6,477	\$ 155,451	\$ -	\$ 155,451
5000 Services and Other Operating Expenditures	\$ -	\$ 98,526	\$ 98,526	\$ 98,526	\$ 98,526	\$ 98,526	\$ 98,526	\$ 98,526	\$ 98,526	\$ 98,526	\$ 98,526	\$ 98,526	\$ 1,063,451	\$ -	\$ 1,063,451
6000 Capital Outlay	\$ -	\$ 4,364	\$ 4,364	\$ 4,364	\$ 103	\$ 103	\$ 103	\$ 103	\$ 103	\$ 103	\$ 103	\$ 103	\$ 9,659	\$ -	\$ 9,659
7000 Other Outlay	\$ -	\$ 8,417	\$ 18,925	\$ 18,925	\$ 18,925	\$ 18,925	\$ 18,925	\$ 18,925	\$ 18,925	\$ 18,925	\$ 18,925	\$ 18,925	\$ 197,689	\$ -	\$ 197,689
7000 Short Term Loan Repayment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ 309,221	\$ 339,638	\$ 339,638	\$ 350,923	\$ 318,537	\$ 318,537	\$ 318,537	\$ 335,378	\$ 318,537	\$ 318,537	\$ 318,537	\$ 3,566,123	\$ 194,505	\$ 3,371,618
REVENUE LESS EXPENDITURES	\$ 487,383	\$ 75,224	\$ 100,784	\$ (225,139)	\$ (48,208)	\$ (29,493)	\$ 255,954	\$ (159,092)	\$ 13,044	\$ (78,630)	\$ (103,431)	\$ (188,896)	\$ 89,501	\$ 643,760	\$ 415,615
Reserve Requirement/Prior Year Carryover	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NET INCREASE (DECREASE)	\$ 487,383	\$ 75,224	\$ 100,784	\$ (225,139)	\$ (48,208)	\$ (29,493)	\$ 255,954	\$ (159,092)	\$ 13,044	\$ (78,630)	\$ (103,431)	\$ (188,896)	\$ 89,501	\$ 643,760	\$ 415,615
CASH BALANCE	\$ 895,463	\$ 980,687	\$ 1,081,471	\$ 866,331	\$ 608,124	\$ 776,630	\$ 1,034,584	\$ 875,492	\$ 888,536	\$ 809,906	\$ 706,476	\$ 517,530	\$ 917,890	\$ 643,760	\$ 1,363,145
CASH BALANCE WITH RESERVES	\$ 895,463	\$ 980,687	\$ 1,081,471	\$ 866,331	\$ 608,124	\$ 776,630	\$ 1,034,584	\$ 875,492	\$ 888,536	\$ 809,906	\$ 706,476	\$ 517,530	\$ 917,890	\$ 643,760	\$ 1,363,145

Year 3 of Operations

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Year 3 Total Received	Year 3 Total Accrued, But Deferred	Year 3 Total Earned
BEGINNING CASH	\$ 517,890	\$ 1,807,406	\$ 1,108,037	\$ 1,222,190	\$ 1,000,521	\$ 956,759	\$ 937,006	\$ 1,028,534	\$ 1,042,543	\$ 1,022,493	\$ 952,385	\$ 823,635	\$ 653,981		
REVENUE															
Revenue Limit Sources															
General Purpose Entitlement Block Grant - State Aid Portion	\$ -	\$ -	\$ 222,851	\$ -	\$ 171,193	\$ 171,193	\$ 481,242	\$ 10,018	\$ -	\$ 92,165	\$ 30,054	\$ -	\$ 1,178,415	\$ 789,379	\$ 1,947,794
General Purpose Entitlement - Local Revenue (In Lieu of Property Tax)	\$ 35,831	\$ 71,662	\$ 47,774	\$ 47,774	\$ 47,774	\$ -	\$ -	\$ 89,383	\$ 44,191	\$ -	\$ 44,191	\$ -	\$ 611,512	\$ -	\$ 611,512
Revenue Received from Prior Year Deferrals - State Aid Portion	\$ 446,979	\$ 312,469	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 759,468	\$ -	\$ 759,468
Revenue Received from Prior Year Deferrals - Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue															
Other Federal Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,950	\$ 28,950	\$ 28,950	\$ 28,950	\$ 28,950	\$ 28,950	\$ 280,554	\$ 28,950	\$ 289,505
IDE PCS Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 54,458	\$ -	\$ 54,458	\$ -	\$ -	\$ -	\$ 108,915
Other State Revenue															
Other State Revenue	\$ 12,770	\$ 25,539	\$ 17,026	\$ 17,026	\$ 17,026	\$ 17,026	\$ 17,026	\$ 17,026	\$ 37,386	\$ 18,693	\$ 18,693	\$ 18,693	\$ 216,804	\$ 1,867	\$ 218,672
Categorical Block Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
New School Block Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Local Plan Area (SELPA)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
California Lottery (Quarant)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SR20 Fee Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
California State Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Economic Impact Aid	\$ 5,349	\$ 10,699	\$ 7,132	\$ 7,132	\$ 7,132	\$ 7,132	\$ 7,132	\$ 7,132	\$ 15,572	\$ 7,786	\$ 7,786	\$ 7,786	\$ 90,441	\$ 654	\$ 91,295
All Other State Revenues	\$ 7,017	\$ 7,017	\$ 7,017	\$ 7,017	\$ 7,017	\$ 7,017	\$ 7,017	\$ 7,017	\$ 7,017	\$ 7,017	\$ 7,017	\$ 7,017	\$ 84,204	\$ -	\$ 84,204
Other Local Revenue															
Grants (\$84,203.78 in budget)	\$ 489,826	\$ 409,287	\$ 453,842	\$ 118,020	\$ 311,614	\$ 297,942	\$ 593,524	\$ 162,404	\$ 330,146	\$ 243,093	\$ 193,458	\$ 131,914	\$ 3,795,074	\$ 848,631	\$ 3,824,237
TOTAL REVENUE	\$ 1,027,468	\$ 1,807,406	\$ 1,108,037	\$ 1,222,190	\$ 1,000,521	\$ 956,759	\$ 937,006	\$ 1,028,534	\$ 1,042,543	\$ 1,022,493	\$ 952,385	\$ 823,635	\$ 6,619,773	\$ 1,997,273	\$ 6,619,773
DISBURSEMENTS															
1000 Certified Salaries	\$ -	\$ 127,244	\$ 127,244	\$ 127,244	\$ 127,244	\$ 127,244	\$ 127,244	\$ 127,244	\$ 127,244	\$ 127,244	\$ 127,244	\$ 127,244	\$ 1,399,688	\$ 127,244	\$ 1,526,932
2000 Classified Salaries	\$ -	\$ 29,479	\$ 29,479	\$ 29,479	\$ 29,479	\$ 29,479	\$ 29,479	\$ 29,479	\$ 29,479	\$ 29,479	\$ 29,479	\$ 29,479	\$ 324,869	\$ 29,479	\$ 354,348
3000 Employee Benefits	\$ -	\$ 43,001	\$ 43,001	\$ 43,001	\$ 43,001	\$ 43,001	\$ 43,001	\$ 43,001	\$ 43,001	\$ 43,001	\$ 43,001	\$ 43,001	\$ 473,014	\$ 43,001	\$ 516,015
4000 Books and Supplies	\$ -	\$ 7,843	\$ 23,530	\$ 23,530	\$ 39,217	\$ 6,536	\$ 6,536	\$ 6,536	\$ 23,530	\$ 6,536	\$ 6,536	\$ 6,536	\$ 156,666	\$ -	\$ 163,202
5000 Services and Other Operating Expenditures	\$ -	\$ 101,088	\$ 101,088	\$ 101,088	\$ 101,088	\$ 101,088	\$ 101,088	\$ 101,088	\$ 101,088	\$ 101,088	\$ 101,088	\$ 101,088	\$ 1,111,686	\$ -	\$ 1,212,774
6000 Capital Outlay	\$ -	\$ -	\$ 1,014	\$ 1,014	\$ 1,014	\$ 1,014	\$ 1,014	\$ 1,014	\$ 1,521	\$ 1,521	\$ 507	\$ 507	\$ 10,442	\$ -	\$ 11,456
7000 Other Outlay	\$ -	\$ -	\$ 14,333	\$ 14,333	\$ 14,333	\$ 14,333	\$ 14,333	\$ 14,333	\$ 14,333	\$ 14,333	\$ 14,333	\$ 14,333	\$ 143,327	\$ -	\$ 157,660
7000 Short Term Loan Repayment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ 308,656	\$ 339,689	\$ 339,689	\$ 355,376	\$ 322,696	\$ 322,696	\$ 322,696	\$ 340,186	\$ 323,203	\$ 322,188	\$ 322,188	\$ 3,619,273	\$ 199,725	\$ 3,819,000
REVENUE LESS EXPENDITURES	\$ 1,027,468	\$ 1,498,750	\$ 768,348	\$ 882,501	\$ 645,145	\$ 634,063	\$ 614,310	\$ 705,838	\$ 702,357	\$ 700,290	\$ 630,197	\$ 501,447	\$ 3,000,500	\$ 1,797,548	\$ 2,800,773
Reserve Requirement/Prior Year Carryover	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NET INCREASE (DECREASE)	\$ 1,027,468	\$ 1,498,750	\$ 768,348	\$ 882,501	\$ 645,145	\$ 634,063	\$ 614,310	\$ 705,838	\$ 702,357	\$ 700,290	\$ 630,197	\$ 501,447	\$ 3,000,500	\$ 1,797,548	\$ 2,800,773
CASH BALANCE	\$ 1,027,468	\$ 1,807,406	\$ 1,108,037	\$ 1,222,190	\$ 1,000,521	\$ 956,759	\$ 937,006	\$ 1,028,534	\$ 1,042,543	\$ 1,022,493	\$ 952,385	\$ 823,635	\$ 6,619,773	\$ 1,997,273	\$ 6,619,773
CASH BALANCE WITH RESERVES	\$ 1,027,468	\$ 1,807,406	\$ 1,108,037	\$ 1,222,190	\$ 1,000,521	\$ 956,759	\$ 937,006	\$ 1,028,534	\$ 1,042,543	\$ 1,022,493	\$ 952,385	\$ 823,635	\$ 6,619,773	\$ 1,997,273	\$ 6,619,773

Year 4 of Operations												Year 4 Total Received	Year 4 Accrued, But Deferred	Year 4 Total Earned	
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
BEGINNING CASH	\$ 693,381	\$ 1,130,111	\$ 1,233,207	\$ 1,337,767	\$ 1,441,557	\$ 1,545,348	\$ 1,649,139	\$ 1,752,930	\$ 1,856,720	\$ 1,960,510	\$ 2,064,300	\$ 2,168,090	\$ 745,105		
REVENUE															
General Purpose Entitlement Block Grant - State Aid Portion	\$ -	\$ -	\$ 227,892	\$ -	\$ -	\$ 175,301	\$ 492,792	\$ 10,558	\$ -	\$ 94,377	\$ 30,775	\$ -	\$ 1,206,697	\$ 787,844	\$ 1,994,541
General Purpose Entitlement - Local Revenue (In Lieu of Property Tax)	\$ 36,691	\$ 73,381	\$ 48,921	\$ 48,921	\$ 48,921	\$ 48,921	\$ 48,921	\$ 90,504	\$ 45,252	\$ 45,252	\$ 45,252	\$ 45,252	\$ 626,188	\$ -	\$ 626,188
Revenue Received from Prior Year Deferrals - State Aid Portion	\$ 462,811	\$ 316,567	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 769,379	\$ -	\$ 769,379
Revenue Received from Prior Year Deferrals - Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue															
IDE P-C-S Grant	\$ -	\$ -	\$ -	\$ 29,761	\$ 29,761	\$ 29,761	\$ 29,761	\$ 29,761	\$ 29,761	\$ 29,761	\$ 29,761	\$ 29,761	\$ 267,869	\$ 29,761	\$ 297,611
Other Federal Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 54,458	\$ -	\$ 54,458	\$ -	\$ 108,915	\$ -	\$ 108,915
Other State Revenue															
Categorical Block Grant	\$ 13,114	\$ 26,229	\$ 17,486	\$ 17,486	\$ 17,486	\$ 17,486	\$ 17,486	\$ 17,486	\$ 38,541	\$ 19,271	\$ 19,271	\$ 19,271	\$ 223,225	\$ 1,785	\$ 224,910
New School Block Grant	\$ -	\$ -	\$ 127,540.51	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 127,540.51	\$ -	\$ -	\$ -	\$ 255,081	\$ -	\$ 255,081
California Lottery (Guaranty)	\$ -	\$ -	\$ 16,316	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,316	\$ -	\$ -	\$ -	\$ 65,286	\$ -	\$ 65,286
SP20 - Fee Grant	\$ -	\$ -	\$ -	\$ -	\$ 29,988	\$ -	\$ -	\$ -	\$ -	\$ 41,983	\$ -	\$ -	\$ 71,971	\$ 47,891	\$ 119,862
Economic Impact Aid	\$ 5,478	\$ 10,955	\$ 10,955	\$ 7,304	\$ 7,304	\$ 7,304	\$ 7,304	\$ 7,304	\$ 15,946	\$ 7,973	\$ 7,973	\$ 7,973	\$ 92,817	\$ 669	\$ 93,486
All Other State Revenues	\$ -	\$ 10,403	\$ 2,604	\$ 2,604	\$ 2,604	\$ 2,604	\$ 2,604	\$ 3,987	\$ 2,373	\$ 2,373	\$ 2,373	\$ 2,373	\$ 40,432	\$ -	\$ 40,432
Other Local Revenue															
All Other Local Revenue (\$86,794.86 in budget)	\$ 7,228	\$ 7,228	\$ 7,228	\$ 7,228	\$ 7,228	\$ 7,228	\$ 7,228	\$ 7,228	\$ 7,228	\$ 7,228	\$ 7,228	\$ 7,228	\$ 86,735	\$ -	\$ 86,735
TOTAL REVENUE	\$ 496,730	\$ 415,769	\$ 455,082	\$ 121,102	\$ 318,593	\$ 304,921	\$ 607,995	\$ 166,527	\$ 337,416	\$ 248,218	\$ 197,091	\$ 135,012	\$ 3,814,456	\$ 888,040	\$ 3,913,117
DISBURSEMENTS															
1000 Certificated Salaries	\$ -	\$ 129,789	\$ 129,789	\$ 129,789	\$ 129,789	\$ 129,789	\$ 129,789	\$ 129,789	\$ 129,789	\$ 129,789	\$ 129,789	\$ 129,789	\$ 1,427,682	\$ 129,789	\$ 1,557,471
2000 Classified Salaries	\$ -	\$ 30,069	\$ 30,069	\$ 30,069	\$ 30,069	\$ 30,069	\$ 30,069	\$ 30,069	\$ 30,069	\$ 30,069	\$ 30,069	\$ 30,069	\$ 330,555	\$ 30,069	\$ 360,624
3000 Employee Benefits	\$ -	\$ 45,297	\$ 45,297	\$ 45,297	\$ 45,297	\$ 45,297	\$ 45,297	\$ 45,297	\$ 45,297	\$ 45,297	\$ 45,297	\$ 45,297	\$ 488,270	\$ 45,297	\$ 533,567
4000 Books and Supplies	\$ -	\$ 8,063	\$ 24,189	\$ 24,189	\$ 6,719	\$ 6,719	\$ 6,719	\$ 6,719	\$ 24,189	\$ 6,719	\$ 6,719	\$ 6,719	\$ 161,259	\$ -	\$ 161,259
5000 Services and Other Operating Expenditures	\$ -	\$ 103,918	\$ 103,918	\$ 103,918	\$ 103,918	\$ 103,918	\$ 103,918	\$ 103,918	\$ 103,918	\$ 103,918	\$ 103,918	\$ 103,918	\$ 1,143,101	\$ -	\$ 1,143,101
6000 Capital Outlay	\$ -	\$ -	\$ 4,811	\$ 114	\$ 114	\$ 114	\$ 114	\$ 114	\$ 114	\$ 114	\$ 114	\$ 114	\$ 10,649	\$ -	\$ 10,649
7000 Other Outlay	\$ -	\$ 5,536	\$ 12,448	\$ 12,448	\$ 12,448	\$ 12,448	\$ 12,448	\$ 12,448	\$ 12,448	\$ 12,448	\$ 12,448	\$ 12,448	\$ 130,015	\$ -	\$ 130,015
7000 Short Term Loan Repayment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ 322,672	\$ 350,321	\$ 350,321	\$ 361,950	\$ 328,355	\$ 328,355	\$ 328,355	\$ 345,824	\$ 328,355	\$ 328,355	\$ 328,469	\$ 3,701,731	\$ 205,155	\$ 3,906,886
REVENUE LESS EXPENDITURES	\$ 496,730	\$ 93,096	\$ 114,560	\$ (229,419)	\$ (43,358)	\$ (23,434)	\$ 279,641	\$ (161,828)	\$ (8,408)	\$ (80,136)	\$ (131,264)	\$ (193,457)	\$ 112,725	\$ 682,885	\$ 682,885
Reserve Requirement/Prior Year Carryover	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NET INCREASE (DECREASE)	\$ 496,730	\$ 93,096	\$ 114,560	\$ (229,419)	\$ (43,358)	\$ (23,434)	\$ 279,641	\$ (161,828)	\$ (8,408)	\$ (80,136)	\$ (131,264)	\$ (193,457)	\$ 112,725	\$ 682,885	\$ 682,885
CASH BALANCE	\$ 1,130,111	\$ 1,233,207	\$ 1,337,767	\$ 1,441,557	\$ 1,545,348	\$ 1,649,139	\$ 1,752,930	\$ 1,856,720	\$ 1,960,510	\$ 2,064,300	\$ 2,168,090	\$ 2,271,881	\$ 2,375,606	\$ 2,479,331	\$ 2,583,056
CASH BALANCE WITH RESERVES	\$ 1,130,111	\$ 1,233,207	\$ 1,337,767	\$ 1,441,557	\$ 1,545,348	\$ 1,649,139	\$ 1,752,930	\$ 1,856,720	\$ 1,960,510	\$ 2,064,300	\$ 2,168,090	\$ 2,271,881	\$ 2,375,606	\$ 2,479,331	\$ 2,583,056

Year 5 of Operations

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Year 5 Total Received	Year 5 Total Accrued, But Deferred	Year 5 Total Earned
BEGINNING CASH	\$ 746,105	\$ 1,254,810	\$ 1,520,073	\$ 1,489,178	\$ 1,235,745	\$ 1,192,097	\$ 1,189,381	\$ 1,427,417	\$ 1,293,985	\$ 1,481,533	\$ 1,198,092	\$ 1,061,996	\$ 865,168		
REVENUE															
Revenue Limit Sources															
General Purpose Entitlement Grant - State Aid Portion	\$ -	\$ -	\$ 233,361	\$ -	\$ 179,509	\$ 179,509	\$ 504,619	\$ 10,505	\$ -	\$ 96,642	\$ 31,514	\$ -	\$ 1,235,658	\$ 806,752	\$ 2,042,410
General Purpose Entitlement - Local Revenue (In Lieu of Property Tax)	\$ 37,571	\$ 75,143	\$ 50,095	\$ 50,095	\$ 50,095	\$ 50,095	\$ -	\$ 92,676	\$ 46,338	\$ -	\$ 46,338	\$ -	\$ 641,217	\$ -	\$ 641,217
Revenue Received from Prior Year Deferrals - State Aid Portion	\$ 463,679	\$ 32,165	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 787,644	\$ -	\$ -
Revenue Received from Prior Year Deferrals - Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue															
State Education Grant	\$ -	\$ -	\$ -	\$ 30,654	\$ 30,654	\$ 30,654	\$ 30,654	\$ 30,654	\$ 30,654	\$ 30,654	\$ 30,654	\$ 30,654	\$ 275,895	\$ 30,654	\$ 306,539
ODE PCS Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 54,458	\$ -	\$ 54,458	\$ -	\$ 108,915	\$ -	\$ 108,915
Other Federal Revenue															
Other State Revenue															
Categorical Block Grant	\$ -	\$ 13,495	\$ 26,989	\$ 17,993	\$ 17,993	\$ 17,993	\$ 17,993	\$ 17,993	\$ 35,987	\$ 17,776	\$ 17,776	\$ 17,776	\$ 219,226	\$ (217)	\$ 219,109
New School Block Grant	\$ -	\$ -	\$ 131,494.27	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 131,494.27	\$ -	\$ -	\$ -	\$ 262,989	\$ -	\$ 262,989
California Lottery (Guaranty)	\$ -	\$ -	\$ 16,316	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,316	\$ -	\$ -	\$ -	\$ 71,571	\$ 47,881	\$ 119,452
SR20 Fee Grant	\$ -	\$ -	\$ -	\$ -	\$ 29,988	\$ -	\$ -	\$ -	\$ -	\$ 41,983	\$ -	\$ -	\$ -	\$ -	\$ 41,983
Economic Impact Aid	\$ 5,609	\$ 11,218	\$ 7,479	\$ 7,479	\$ 7,479	\$ 7,479	\$ 7,479	\$ 7,479	\$ 16,329	\$ 8,164	\$ 8,164	\$ 8,164	\$ 95,044	\$ 686	\$ 95,730
All Other State Revenues	\$ -	\$ 10,715	\$ 2,682	\$ 10,715	\$ 2,682	\$ 2,682	\$ 4,639	\$ 4,106	\$ 2,445	\$ 2,445	\$ 2,445	\$ 2,445	\$ 41,645	\$ -	\$ 41,645
Other Local Revenue															
All Other Local Revenue (\$89,449.43 in budget)	\$ 7,454	\$ 7,454	\$ 7,454	\$ 7,454	\$ 7,454	\$ 7,454	\$ 7,454	\$ 7,454	\$ 7,454	\$ 7,454	\$ 7,454	\$ 7,454	\$ 89,449	\$ -	\$ 89,449
TOTAL REVENUE	\$ 508,704	\$ 425,865	\$ 476,929	\$ 124,390	\$ 325,853	\$ 312,182	\$ 622,933	\$ 170,866	\$ 341,039	\$ 251,458	\$ 198,802	\$ 136,189	\$ 3,895,209	\$ 885,855	\$ 3,993,221
DISBURSEMENTS															
1000 Certificated Salaries	\$ -	\$ 132,385	\$ 132,385	\$ 132,385	\$ 132,385	\$ 132,385	\$ 132,385	\$ 132,385	\$ 132,385	\$ 132,385	\$ 132,385	\$ 132,385	\$ 1,456,235	\$ 132,385	\$ 1,323,850
2000 Classified Salaries	\$ -	\$ 30,670	\$ 30,670	\$ 30,670	\$ 30,670	\$ 30,670	\$ 30,670	\$ 30,670	\$ 30,670	\$ 30,670	\$ 30,670	\$ 30,670	\$ 337,370	\$ 30,670	\$ 306,700
3000 Employee Benefits	\$ -	\$ 47,754	\$ 47,754	\$ 47,754	\$ 47,754	\$ 47,754	\$ 47,754	\$ 47,754	\$ 47,754	\$ 47,754	\$ 47,754	\$ 47,754	\$ 525,284	\$ 47,754	\$ 477,530
4000 Books and Supplies	\$ -	\$ 8,305	\$ 24,914	\$ 24,914	\$ 41,524	\$ 6,921	\$ 6,921	\$ 6,921	\$ 24,914	\$ 6,921	\$ 6,921	\$ 6,921	\$ 166,097	\$ -	\$ 166,097
5000 Services and Other Operating Expenditures	\$ -	\$ 107,036	\$ 107,036	\$ 107,036	\$ 107,036	\$ 107,036	\$ 107,036	\$ 107,036	\$ 107,036	\$ 107,036	\$ 107,036	\$ 107,036	\$ 1,177,894	\$ -	\$ 1,177,894
6000 Capital Outlay	\$ -	\$ -	\$ 5,052	\$ 5,052	\$ 120	\$ 120	\$ 120	\$ 120	\$ 120	\$ 120	\$ 120	\$ 120	\$ 1,181	\$ -	\$ 1,181
7000 Other Outlay	\$ -	\$ 4,463	\$ 10,012	\$ 10,012	\$ 10,012	\$ 10,012	\$ 10,012	\$ 10,012	\$ 10,012	\$ 10,012	\$ 10,012	\$ 10,012	\$ 104,575	\$ -	\$ 104,575
Short Term Loan Repayment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ 330,602	\$ 357,823	\$ 357,823	\$ 369,501	\$ 334,898	\$ 334,898	\$ 334,898	\$ 352,891	\$ 334,898	\$ 334,898	\$ 335,017	\$ 3,778,447	\$ 210,809	\$ 3,567,638
REVENUE LESS EXPENDITURES															
Reserve Requirement/Prior Year Carryover	\$ 508,704	\$ 95,263	\$ 119,105	\$ (233,433)	\$ (43,648)	\$ (22,716)	\$ 289,035	\$ (164,031)	\$ (11,852)	\$ (83,442)	\$ (136,095)	\$ -	\$ 117,683	\$ 675,046	\$ 675,046
NET INCREASE (DECREASE)	\$ 508,704	\$ 95,263	\$ 119,105	\$ (233,433)	\$ (43,648)	\$ (22,716)	\$ 289,035	\$ (164,031)	\$ (11,852)	\$ (83,442)	\$ (136,095)	\$ -	\$ 117,683	\$ 675,046	\$ 675,046
CASH BALANCE	\$ 1,254,810	\$ 1,350,073	\$ 1,489,178	\$ 1,235,745	\$ 1,192,097	\$ 1,169,381	\$ 1,457,417	\$ 1,293,985	\$ 1,281,533	\$ 1,481,533	\$ 1,198,092	\$ 1,061,996	\$ 865,168		
CASH BALANCE WITH RESERVES	\$ 1,254,810	\$ 1,350,073	\$ 1,489,178	\$ 1,235,745	\$ 1,192,097	\$ 1,169,381	\$ 1,457,417	\$ 1,293,985	\$ 1,281,533	\$ 1,481,533	\$ 1,198,092	\$ 1,061,996	\$ 865,168		

Staff Benefits Percentages

	2010-11	2011-12	2012-13	2013-14	2014-15
STRS	8.250%	8.250%	8.250%	8.250%	8.250%

PERS	10.707%	12.107%	14.207%	14.507%	14.507%
------	---------	---------	---------	---------	---------

Medicare/OASDI

1.450%

Rate is set by federal government; constant each y

Social Security

6.200%

Rate is set by federal government; constant each y

Unemployment Insurance in your area:

1.610%

of salary expense

Workers Compensation Insurance:

1.550%

of salary expense

Other Revenue Assumptions

Title I FRL threshold	45%
Title I conversion factor	0.33
Title I funding level (per student)	\$ 800

General Purpose Entitlement Block Grant

Grades K - 3	\$ 4,729
Grades 4 - 6	\$ 4,800
Grades 7 - 8	\$ 4,923
Grades 9 - 12	\$ 5,727

Categorical Block Grant	\$ 410		
New School Block Grant	\$ 127		
Special Education	n/a		
State Lottery	\$ 129		
Class Size Reduction	\$ 1,070	Include?	
SB 740 - % of eligible lease:	75%	or	
Economic Impact Aid (EIA)	\$ 318	<table border="1"><tr><td>\$ 750</td></tr></table> per ADA	\$ 750
\$ 750			

General Purpose Entitlement Block Grant - STATE Aid Portion PERMANENT Deferral Schedule Years 2-5 for all schools	
Jul	0.0%
Aug	0.0%
Sep	11.7%
Oct	0.0%
Nov	9.0%
Dec	9.0%
Jan	25.3%
Feb	0.5%
Mar	0.0%
Apr	4.6%
May	1.5%
Jun	0.0%
Deferred to following year	
Jul	22.6%
Aug	15.8%
Sep	0.0%
Oct	0.0%
Nov	0.0%
Dec	0.0%
Jan	0.0%
Feb	0.0%
Mar	0.0%
Apr	0.0%
May	0.0%
Jun	0.0%
TOTAL	100.00%

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