

Petition for the Establishment of America's Choice Charter High School

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Sacramento City Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the America's Choice High School. America's Choice High School agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching in the charter school

By the Lead Petitioner:

Name (please print)	Signature	Date
---------------------	-----------	------

The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter that may be mutually agreeable and necessary to secure approval by the Sacramento City Unified School District governing board.

By the Petitioners:

Name (please print)	Signature	Date
---------------------	-----------	------

Name (please print)	Signature	Date
---------------------	-----------	------

Name (please print)	Signature	Date
---------------------	-----------	------

Name (please print)	Signature	Date
---------------------	-----------	------

Name (please print)	Signature	Date
---------------------	-----------	------

Name (please print)	Signature	Date
---------------------	-----------	------

Name (please print)	Signature	Date
---------------------	-----------	------

Name (please print)	Signature	Date
---------------------	-----------	------

Name (please print)	Signature	Date
---------------------	-----------	------

CHARTER OF AMERICA'S CHOICE HIGH SCHOOL

Introduction and Affirmations

High schools face the extraordinary challenge of educating all students to achieve at high levels, irrespective of their backgrounds and experiences. The purpose of the America's Choice School Design is to help make crucial changes in the way high school is organized and operated. America's Choice High School will continue to serve students with a wide range of skills and motivations for staying in school. This design prepares all students to go to college without having to take remedial courses once they get there.

Thus, in accordance with the Charter Schools Act of 1992, America's Choice High School petitions the Sacramento City Unified School District (SCUSD) to renew a 9 – 12 grade charter for 10101 Systems Parkway, Sacramento, CA, from July 2007 to July 2012.

America's Choice High School (ACHS) will continue to benefit from the expertise of the National Center on Education and the Economy (NCEE). The New Standards Program, developed by NCEE, has produced internationally benchmarked performance standards as well as professional development programs and has the capacity to offer a comprehensive technical support system.

America's Choice High School provides Sacramento City Unified School District and the Sacramento community with the following affirmations regarding the America's Choice High School charter:

1. America's Choice High School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of race, ethnicity, national origin, gender, or disability.
2. America's Choice High School shall admit all pupils who wish to attend the school subject to capacity. Admission to the school shall not be determined according to the residence of either the pupil or of his/her parent or guardian as long as they reside within the state as required or allowed under Education Code section 47605(d) (2). For additional details, see Element H below.
3. America's Choice High School shall comply with all applicable federal and state laws related to serving students with exceptional needs.
4. All meetings of the America's Choice High School governing board shall be conducted in accordance with the Brown Act.

5. America's Choice High School shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code section 60605, as well as, any other statewide standards authorized in the statutes or pupil assessments applicable to pupils in non-charter public schools.

Element A – The Educational Program

Target Population

America's Choice High School opened in September 2003, serving approximately 150 students in grades 9 and 10. Due to site restrictions and location challenges, the capacity for the 2007 – 2008 school year is limited to no more than 200 students. Once at the permanent site, enrollment will increase until the estimated capacity of 500 students is reached. While open to all students in the state, America's Choice High School will target families living in the Sacramento City Unified School District.

America's Choice High School will seek to recruit a student body that is diverse in culture, language, ethnicity, and socio-economic backgrounds and reflect the demographics of Sacramento City Unified School District. ACHS will be inclusive of students with a wide range of talents and achievement levels including those with special needs and those who are English Language Learners.

Vision

The vision of America's Choice High School is to bring students up to world-class standards by requiring all students to study a rich and challenging curriculum; one that stresses hands-on work, speaks to the lives of adolescents, and addresses real-world matters. High standards are the cornerstones of the America's Choice Design. Every student must work at a high level. They must attain a sufficient grasp of course content to allow them to enter college without having to do remedial work once they get there.

Mission

America's Choice High School's mission is to enable all students to succeed in a rapidly changing world by having all students meet state standards and graduate, prepared for college. We expect all students to develop a positive educational plan for themselves that focuses on becoming responsible, independent, self-directed learners and effective communicators who make informed and ethical choices about their academic future.

Motto

America's Choice High School, where success is the expectation.

We Believe...

It is of primary importance that all students meet the California Content Standards and master a core curriculum. All teachers will align their curriculum and instruction to the America's Choice Design which is composed of five themes: 1) standards and assessments; 2) an aligned instructional system; 3) parent/guardian and community involvement; 4) high-performance management, leadership, and organization; and 5) professional learning communities. In practice, this means that this school has high expectations for all students and communicates those expectations through explicit standards of performance. Teachers motivate students to achieve academically and offer instruction in a language comprehensible to each student. The smaller environment

allows each teacher to forge strong ties between students and families, and instills a sense that each student is valued and cared for in this uniquely rich setting. Individual Learning Plans (ILP) are developed for each student, including specialized populations that reflect compliance to the current legislation for English Language Learners and Special Education.

The America's Choice Design (the Design) offers a built in safety net system for students with deficits in English Language Arts (ELA) and mathematics including double-period classes in these subjects which are particularly important to 9th and 10th graders. While any population served in the Sacramento City Unified School District attendance areas will draw English Language Learners, courses tailored for this population will be offered through core teachers with specialized credentials. Each specialized population is served through a core of special education teachers who align their curriculum and instruction to the America's Choice Design.

America's Choice High School serves students in grades 9 through 12. Students who demonstrate deficiency in ELA and math receive specialized curriculum and instruction in a double block format. In the classes teachers not only focus an increased amount of time on math and literacy through Ramp-Up courses, they engage students in a 25 Books Campaign which is designed to reinforce literacy and language.

As an added safety net, America's Choice High School requires attendance in a study hall for each class a student is earning a grade of a C or below. In any college preparatory class in which a student receives a semester grade below a C, attendance at Winter and/or Summer Intersession is mandatory.

To provide the best opportunity for success of ACHS students, teachers will:

- attend training of at least four days in the America's Choice Design;
- commit to providing the support students need by receiving training in Ramp-Up courses of the double-period blocks in ELA and mathematics and providing the necessary classroom resources;
- work collaboratively in common planning periods;
- engage in analysis of student work;
- work with the Instructional Leader, the Design Coach, the Literacy Coach, the Math Coach, Parent and Student Outreach Coordinators, mentors, and tutors;
- attend institutes, academies, and network meetings and engage in opportunities for implementing the Design;
- focus on the five themes of the Design;
- strive to ensure that all students meet, or exceed, the California Content Standards and the America's Choice Performance Standards;
- teach a longer school year consisting of 190 teaching days;
- commit to a longer teaching day;
- attend training on how to provide instruction based on the analysis of individual and group achievement data;
- facilitate a daily advisory period during the school day (advisory is a 30-35 minute period where students are mentored by teachers on their academic achievement, social skills, life skills, and community outreach projects); and
- attend Student Study Team meetings as needed.

In order for the best learning to occur, each teacher will create and follow a curriculum map in each content area in order to ensure long-range planning. Teachers will create and follow lesson plans that adhere to the California Content Standards and can be modified weekly to reflect changing student needs as demonstrated by analysis of student data. While the emphasis of America's Choice High School is on high performance, it is incumbent upon teachers to utilize current motivational strategies enabling struggling students to achieve academically. These strategies may include, but, are not limited to:

- project-based activities,
- cooperative-learning, and
- community service and problem solving activities.

The core academic subjects will reflect all "a-g" requirements of the University of California system. The specialized design feature of America's Choice High School focuses on two Ramp-Up approaches for both the mathematics and the ELA curriculum allowing students to receive a double-period of instruction in these two key areas. It is also the intent of America's Choice High School to ensure that each student be enrolled in electives of their interest.

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

Element B – Measurable Pupil Outcomes

Students of America's Choice High School will demonstrate the following skills upon graduation:

1. Academic Skills

America's Choice High Schools requires its students:

- a. earn an Academic Foundation Certificate, certifying readiness to do upper division course work without remediation. After earning the Academic Foundation Certificate, students are eligible to attend a local junior college or California State University, Sacramento. An Academic Foundation Certificate certifies that the student has demonstrated mastery of the California Content Standards and the America's Choice Performance Standards. To earn an Academic Foundations Certificate, students must:
 - i. complete Algebra I and Geometry with a grade of C or better, and pass the school's end-of-course exams in these subjects;
 - ii. complete two years of college preparatory courses in English Language Arts and pass the school's end-of-course exams;
 - iii. complete one year of a laboratory science course and pass the school's end-of-course exam;
 - iv. complete two years of college preparatory courses in social studies and pass the school's end-of-course exams in these subjects; and
 - v. complete twelve semesters of elective courses.
- b. complete SCUSD graduation requirements;
- c. complete University of California entrance requirements; and
- d. meet other requirements set by ACHS.

2. Life-long Learning Skills

Students will develop skills that will enable them to pursue learning throughout their adult lives, including:

- a. productive study skills and habits;
- b. the ability to plan, initiate, and complete a project; and
- c. the ability to reflect on and evaluate learning.

3. Social and Interpersonal Skills

Students will:

- a. demonstrate strong citizenship and leadership skills by completing community service hours;
- b. demonstrate the ability to collaborate and effectively work with others in cooperative groups;
- c. participate in job readiness and career development course work; and
- d. prepare for post-secondary educational opportunities.

The America's Choice High School curriculum provides English Language Learners (ELL) with the appropriate support systems necessary for academic success. An assessment process is in place to determine English proficiency for all ELL students. Safety nets have been established to help students maintain satisfactory levels of achievement and participate in a wide range of learning opportunities in preparation for graduation and post-secondary options. ELL students will receive instruction that will promote the rapid and effective acquisition of English. ELL students will meet grade level and content performance standards in an appropriate length of time. There will be sufficient materials and human resources available to implement all aspects of the instructional and support programs so that all ELL students are able to achieve the standards.

Special Education at America's Choice High School follows the SCUSD policies and the Special Education Local Plan Area (SELPA) guidelines in order to offer the best possible programs to Special Education students. These programs include, but are not limited to:

- the SST process;
- referral procedures;
- IEP meeting procedures;
- interim placement procedures for RSP and SDC students;
- behavior intervention plans;
- appropriate promotion and retention procedures;
- appropriate suspension and expulsion policies; and
- IEPs that align with the California Content Standards and the America's Choice Performance Standards.

Element C – Assessments

Methods to Assess Pupil Progress Toward Meeting Outcomes		
Outcome	Curriculum	Assessment
Proficiency in ELA	<ul style="list-style-type: none"> • Interdisciplinary projects • Skill-building classes • Creative and expository writing exercises • Reading comprehension passages • Cooperative group work 	<ul style="list-style-type: none"> • California Standardized tests • Classroom-based tests, quizzes, and homework assignments • Informal assessments* • Portfolios of written work graded pursuant to school-developed rubrics • Presentations of projects graded pursuant to school-developed rubrics
Proficiency in mathematics	<ul style="list-style-type: none"> • Skill-building classes • Interdisciplinary projects • Cooperative group work 	<ul style="list-style-type: none"> • California Standardized tests • Classroom-based tests, quizzes, and homework assignments • Informal assessments* • Portfolios of written work graded pursuant to school-developed rubrics • Presentations of projects graded pursuant to school-developed rubrics
Proficiency in the social sciences	<ul style="list-style-type: none"> • Interdisciplinary projects • Skill-building classes • Research paper • Field trips to local and state historical sites 	<ul style="list-style-type: none"> • California Standardized tests • Classroom-based tests, quizzes, and homework assignments • Informal assessments* • Portfolios of written work graded pursuant to school-developed rubrics • Presentations of projects graded pursuant to school-developed rubrics
Proficiency in the sciences	<ul style="list-style-type: none"> • Interdisciplinary projects • Skill-building classes • Science labs • Research paper • Cooperative group work 	<ul style="list-style-type: none"> • California Standardized tests • Classroom-based tests, quizzes, and homework assignments • Informal assessments* • Portfolios of written work graded pursuant to school-developed rubrics • Presentations of projects graded pursuant to school-developed rubrics
World language proficiency	<ul style="list-style-type: none"> • Interdisciplinary projects • Skill-building classes • Research paper • School-sponsored cultural activities and events • Cooperative group work 	<ul style="list-style-type: none"> • School-developed end-of-course writing exam • School-developed oral exam to assess listening and speaking skills • School-developed reading exam • Portfolios graded pursuant to a school-developed rubrics • Presentation of projects graded pursuant to school-developed rubrics
Community service	<ul style="list-style-type: none"> • Interdisciplinary community service projects • Skill-building classes • Cooperative group work 	<ul style="list-style-type: none"> • Presentation of written reports or portfolios documenting the successful identification, implementation, and completion of community service projects • Teacher observations and narratives • Student self-evaluations

* Informal assessments include use of tutorials, academic conferences, parent conferences, teacher observations, and group discussions and analysis.

Element D – Governance Structure of School

America's Choice High School is a dependant charter of the Sacramento City Unified School District (the District). As a dependant charter, the school functions as a legal arm of the District. Ultimate control over the school will rest with the governing board of the District. Upon development and adoption of appropriate school-level policies, and in conformity with applicable laws, the governing board of the District has control over key elements of the school's operations, including the following:

- development and approval of the school's annual budget;
- evaluation of the performance of the school's principal and the power to dismiss the principal in the event that the performance evaluation determines that the principal is not meeting the school's needs or expectations;
- selection and establishment of the school's curriculum, instructional methods and strategies, and instructional calendar, provided these are reasonably aligned with state-mandated academic content standards;
- selection of student assessment practices beyond those mandated by applicable state law; and
- the selection, hiring, evaluation, and retention of all staff.

These policies will be submitted for approval to the District's governing board. The District's governing board agrees to review all reasonable policies in a timely manner. Upon approval, such policies shall be deemed a material revision of the charter.

America's Choice High School will establish a Charter Advisory Board (CAB). The CAB's composition will include the principal, teachers and other staff, parents, and may also include community members and students. The CAB will develop a set of comprehensive, written bylaws that document the CAB's composition, terms of office, officers, committees, and meeting and advisory procedures. The bylaws will be forwarded to the District within 60 days of the beginning of the 2007 -2008 school year. The CAB will ensure parents of America's Choice High School students will be actively involved in the governance of the school through parent surveys and questionnaires, interviews, and involvement on action teams. Through these action teams ACHS fully intends to involve parents in creating a vision, maintaining their input for plans for school-wide change, and be actively involved in a culture which supports parental participation in monitoring and ensuring progress for student achievement.

Element E – Employee Qualifications

Every teacher holds a valid teaching credential or certificate issued by the California Commission on Teacher Credentialing. All documents are maintained on file at ACHS and are subject to periodic inspection by the District. All ACHS teachers are appropriately credentialed so that they may teach all students, including English Language Learners. In addition, a sufficient cadre of credentialed special education teachers will be maintained to serve the student population. Teachers with multiple single subject credentials are given preference in hiring. Teachers who have taught in urban settings, have demonstrated commitment to reform and redesign initiatives, have demonstrated competency in subject matter, and who have successfully worked with students of diverse backgrounds will be actively recruited.

Teacher Qualifications and Expectations:

- possession of a valid Teaching Credential;
- knowledge, skill, and ability in successfully teaching content standards;
- willingness to participate in training throughout the school year;
- commitment to providing the support students need in the Ramp-Up courses and double-period blocks;
- ability to work according to a master schedule that has common preparation periods for teaming with other teachers;
- engage in the analysis of student work and achievement data in order to align their instruction;
- willingness to work with design coach, literacy coach, and math coach on an on-going and regular basis;
- willingness to attend specially designed America's Choice Institutes and network meetings;
- demonstrate a commitment to push students to exceed state content standards;
- demonstrate a willingness to work a longer school day and year;
- willingness to cooperate with businesses, colleges, and community partners;
- willingness to be observed by other teachers and outside educators;
- work collaboratively in an advisory period designed to offer special assistance to students; and
- demonstrate a willingness to work in a four-by-four modified block schedule.

Instructional Leader expectations:

- possession of a valid Administrative Services Credential;
- demonstrate leadership in implementing and monitoring content standards;
- willingness to actively participate in, and lead, training sessions for the staff;
- Knowledge of, and ability to, independently work in a small learning environment;
- willingness to demonstrate the America's Choice Design in a classroom setting;
- knowledge of creating a master schedule;
- ability to work in teams, lead action teams, and monitor school progress;
- demonstrate the ability to analyze and interpret data;
- willingness to act as Design Coach, Literacy Coach, or Math Coach;
- willingness to be held accountable for the implementation and monitoring of the America's Choice Design;
- demonstrate commitment to working a longer school day and year; and
- work actively with parents and students to ensure a climate of academic achievement and college preparedness.

All other staff will be required to meet the basic work requirements as set out by the SCUSD. All applicable requirements for employment under the law will be met.

Element F – Health and Safety Procedures

America's Choice High School has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies shall be developed in consultation with the Sacramento City Unified School District. The policies address the following topics:

- immunizations of students to the extent required for enrollment in non-charter public schools;
- procedures for response to natural disasters and emergencies, including fires, floods, and earthquakes;
- the prevention of contact with blood-born pathogens;
- encouraging instructional and administrative staff to receive training in emergency response, including “first responder” training or its equivalent;
- the administration of prescription drugs and other medicines;
- the housing of ACHS in district facilities or facilities that have received state Fire Marshal approval and that have been evaluated by a licensed structural engineer who has determined the facilities present no substantial seismic safety hazard;
- establishing ACHS as a drug, alcohol, and tobacco free school and workplace;
- constant supervision by the classroom teacher, or designated personnel, for all guest lecturers and volunteers;
- the utilization of security personnel and school monitors;
- a requirement for all visitors to sign in at the reception desk and wear a visitor's badge at all times while on America's Choice High School premises;
- the establishment of a safe place off the grounds to move the students in the event of danger;
- all staff will follow the District's guidelines and be tested for tuberculosis;

These policies will be incorporated, as appropriate, into the ACHS student and staff handbooks.

Element G – Means to Achieve Racial and Ethnic Balance Reflective of the Sacramento City Unified School District

To achieve a racial and ethnic balance among its students that is reflective of the District, America's Choice High School will implement broad-based, aggressive recruiting methods that include, but are not limited to, the following:

- district-wide advertising of the America's Choice High School's program, policies, and procedures;
- distribution of informational materials in a variety of languages; and
- outreach efforts to specific populations via neighborhood groups, community organizations, churches, mosques, temples, and other leadership organizations.

Element H – Admissions Requirements

Students will be considered for admission to America's Choice High School without regard to race, ethnicity, national origin, primary language, gender, disability, or achievement level. Students interested in America's Choice High School will be required to adhere to the expectations set out by the school. Each student will be required to complete an academic and behavioral contract, which specifies their commitment to high academic standards, involvement in community service, and active participation in all assessment and testing practices of the school. Under no circumstance will a student be allowed to either circumvent the testing and assessment program of the school or be excluded from the program of rigorous assessment. America's Choice High School will honor the right granted to parents under Education Code 60615 to seek a waiver of STAR testing.

America's Choice High School maintains all assessment results in each student's cumulative folder.

Every participating student will be expected to attend an orientation to the school along with a parent or guardian. All parents and students will be asked to sign an America's Choice High School contract that outlines the duties and responsibilities of students. Although every participating parent will be encouraged to sign the contracts, no student will be punished or otherwise denied access if they do not sign.

The America's Choice High School will admit all students who wish to attend the school. Admission to the school will not be determined based upon the residence of the pupil or his or her parent in the state of California. However, if the number of students seeking enrollment in America's Choice High School exceeds the capacity of 500, a lottery will be held to determine admission. Admission preferences in the lottery will be given to students residing within SCUSD boundaries. Existing students of the school will be guaranteed a space for the following year.

Element I – Financial Audit

The school's budget and funds are incorporated into those of the District. As a component financial unit of the District, the school's financial affairs will be audited through the District's annual external audit process.

Element J – Pupil Suspension and Expulsion

America's Choice High School follows the student suspension and expulsion policies of the Sacramento City Unified School District. The CAB may develop its own school-specific student discipline policies and follow such policies provided they shall be in alignment with all applicable laws and shall ensure that students are accorded due process. Such policies shall be considered a material amendment to the charter and brought to the SCUSD board for prior approval.

Element K – Retirement System

As employees of the District, the school's staff will participate in the STRS, PERS, and Social Security system in the same fashion as other district staff.

Element L – Attendance Alternatives

Students who opt to leave America's Choice High School may attend other district of residence schools, or pursue an interdistrict transfer, in accordance with the existing enrollment and transfer policies of the District or county of residence. Admission to America's Choice High School does not guarantee the right of any student into any other school of the District.

Element M – Description of Employee Rights

As a dependent charter school, the staff of ACHS are employees of the District and do not need to leave the District to work at ACHS. It should be noted that the District and SCTA have reached a contract addendum that allows flexibility for small, dependent charter schools. (See Attached document – “Small High School Dependent Charter Agreement for Identified Schools”.)

Element N – Dispute Resolution

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the District, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The staff, CAB, and the District, agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising from within the School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and CAB members of the school, shall be resolved pursuant to policies and processes previously established by the District.

Disputes between the School and the Charter-Granting Agency

In the event that the school or granting agency have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the District, the staff and CAB members of the school and district agree to first frame the issue in written format and refer the issue to the Superintendent of the District (or his/her designee) and the Principal of the school. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Principal and the Superintendent (or designee) shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective boards who shall jointly meet with the Superintendent and the Principal and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and the Principal, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the boards of the school and the district jointly agree to bind themselves. Each party shall bear their own costs of participation in the dispute resolution process. It is intended that the "Small High School Dependent Charter Agreement"; section F be adhered to. (See Attached)

Oversight, Reporting, Revocation, and Renewal

The District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the Principal prior to any observation or inspection unless such notice would prevent the performance of reasonable oversight functions. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the District without the mutual consent of the CAB.

If the governing board of the District believes it has cause to revoke this charter, the board agrees to notify the CAB of the school in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety.

The District agrees to receive and review an annual performance report prepared by the school. Within two months of the receipt of this annual report, the district will notify the CAB of the school as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the District's conclusions.

The CAB of the school may request from the District governing board a renewal or amendment of the charter at any time prior to expiration. The school should present renewal requests no later than 120 days prior to the expiration of the charter. The District governing board agrees to hear and render a renewal decision pursuant to the initial charter petition review timelines and processes as specified in the Education Code Section 47605.

Element O – Labor Relations

The Sacramento City Unified School District shall be deemed the exclusive public school employer for purposes of the Education Employment Relations Act. It should be noted that the District and SCTA have reached a contract addendum that allows flexibility for small, dependent charter schools. (See Attached document – “Small High School Dependent Charter Agreement for Identified Schools”.)

Element P – School Closure

As a dependent charter school, the assets and liabilities of the ACHS shall remain those of the Sacramento City Unified School District. In the event of closure of ACHS, its assets and liabilities shall remain those of the District and shall be audited through usual and customary audit and property inventory processes.