



LAW OFFICES OF MIDDLETON, YOUNG & MINNEY, LLP

SEPTEMBER 21, 2010

Via Email and Hand Delivery

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Dr. Charles Weis  
County Superintendent  
Santa Clara County Office of Education  
1290 Ridder Park Drive  
San Jose, CA 95131

**Re: Appeal of ESUHSD Denial of Summit Public School: Tahoma  
Charter Petition**

CHASTIN H. PIERMAN  
JULIE D. ROBBINS  
KIMBERLY RODRIGUEZ  
ANDREA C. SEXTON  
SARAH J. KOLLMAN  
JANELLE A. RULEY  
ANDREW G. MINNEY  
MICHAEL E. HERSHER

Dear Superintendent Weis,

This letter and the accompanying documents constitute an appeal of the East Side Union High School District Board of Education's ("ESUHSD Board") denial of the Summit Public School: Tahoma charter petition on September 16, 2010.

The ESUHSD Board considered a motion to approve the petition at its September 16, 2010 meeting, and the motion to approve the petition failed by a vote of 2-2. One member was absent due to a medical leave. The denial of this petition was unlawful because the ESUHSD Board failed to identify any of the five (5) statutory reasons for denial of the charter petition. In fact, they approved a second, identical petition for another charter school proposed by Summit Public Schools at the same meeting by a 3-0 vote. The only difference between the two petitions was the name of the charter school. There is no doubt that the petition meets all legal criteria for approval since the ESUHSD Board voted to approve an identical petition the same night.

The reason cited by the Board President for voting differently on the second charter petition than the first charter petition was that he wanted to see API scores for two years at the first school before voting to approve another charter school for the petitioners. However, this is not one of the statutory reasons for which a charter school can be denied. It is also not a valid concern given the fact that the petitioners already operate two highly successful charter schools in Redwood City, California, one with an API score over 800, and one, in its first year of operation, that received a score of 774. Their existing charter schools also serve similar student populations. As a result, there is no doubt that they can successfully implement the educational program contained in the petition. Their existing charter schools far outperform ESUHSD high schools on the API.

Dr. Charles Weis

Re: Appeal of ESUHSD Denial of Summit Public School: Tehama Charter Petition

September 23, 2010

Page 2 of 2

In accordance with Title 5 California Code of Regulations Section 11967, I have attached the following:

1. A complete copy of the charter petition as denied, including the signatures required by Education Code Section 47605. This includes supplemental materials that were attached to the petition as denied by ESUHSD.
2. A signed certification stating that petitioners will comply with all applicable law.
3. A description of any changes to the petition necessary to reflect the Santa Clara County Board of Education as the chartering entity.

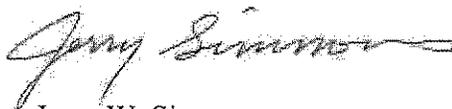
I am aware that Section 11967 also requires that the petitioners present to the County Board evidence of the District Governing Board's action to deny the petition (e.g. meeting minutes) and the Governing Board's written factual findings specific to the particular petition, when available, setting forth specific facts to support one or more of the grounds for denial set forth in Education Code section 47605(b). Minutes of the ESUHSD Board meeting have yet to be approved by the District. However, I will forward them to you as soon as they have been adopted.

Unfortunately, it is also not possible for me to attach a copy of the governing board's written factual findings specific to the particular petition setting forth specific facts to support one or more of the grounds for denial set forth in Education Code Section 47605(b). Such written factual findings were never adopted by the ESUHSD Board. However, since Title 5 California Code of Regulations Section 11967(b)(2) only requires that the findings be attached "when available," I trust that this will not hold up the review of the appeal in any way.

If there is any additional information that you need to process the appeal, please contact me at 916-646-1400.

Sincerely,

**LAW OFFICES OF  
MIDDLETON, YOUNG & MINNEY, LLP**



Jerry W. Simmons  
ATTORNEY AT LAW





LAW OFFICES OF MIDDLETON, YOUNG & MINNEY, LLP

SEPTEMBER 21, 2010

VIA: HAND DELIVERY AND EMAIL

PAUL C. MINNEY  
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Santa Clara County Board of Education  
1290 Ridder Park Drive  
San Jose, CA 95131-2304

**Re: *Description of Changes to the Petition Necessary to Reflect the  
Santa Clara County Board of Education as the Chartering Entity***

CHASTIN H. PIERMAN  
JULIE D. ROBBINS  
KIMBERLY RODRIGUEZ  
ANDREA C. SEXTON  
SARAH J. KOLLMAN  
JANELLE A. RULEY  
ANDREW G. MINNEY  
MICHAEL E. HERSHER

Dear Members of the Santa Clara County Board of Education:

Summit Public School: Tahoma ("Charter School") respectfully submits its charter petition on appeal to the Santa Clara County Board of Education ("SCCBE"). We have listed below the relevant and appropriate changes to the charter petition which are necessary to reflect approval by the SCCBE:

1. Chartering Authority

*Any text referring to the East Side Union High School District, ESUHSD, or the District as the chartering authority would be revised to read "Santa Clara County Board of Education" or "SCCBE."*

2. Special Education Plan

*The petitioners previously proposed being a school of the District or joining a SELPA as an independent LEA. The petitioners are now proposing that they will be a school of the County for purposes of special education or that the Charter School will be its own local educational agency ("LEA") and will apply directly for membership in the El Dorado County Charter SELPA.*

We will make every effort to submit any supplemental documentation that the SCCBE may request in a timely manner.

Sincerely,

**LAW OFFICES OF SPECTOR,  
MIDDLETON, YOUNG & MINNEY, LLP**

**JERRY W. SIMMONS**  
ATTORNEY AT LAW

1.

**CERTIFICATION OF COMPLIANCE WITH APPLICABLE LAW**  
***California Code of Regulations, Title 5, Section 11967(b)(3)***

A charter petition that has been previously denied by the governing board of a school district may be submitted to the county board of education or the State Board of Education. See Education Code Section 47605(j)(1). As per Education Code Section 47605(j)(5), the State Board of Education has adopted regulations implementing the provisions of Section 47605(j)(1). See Title 5, California Code of Regulations Section 11967 (5 CCR Section 11967).

5 CCR Section 11967 requires that a charter school petition that has been previously denied by a county board of education must be received by the County Board of Education not later than 180 calendar days after the denial. 5 CCR Section 11967(a). In addition, subdivision (b)(3) of Section 11967 requires the charter petitioner to provide a “signed certification stating that petitioner(s) will comply with all applicable law” when submitting the denied petition to the County Board of Education.

The following certification is submitted in compliance with 5 CCR Section 11967(b)(3).

**Certification**

By signing below, I certify as follows:

1. That I am the lead petitioner, and that I am competent and qualified to certify to the facts herein;
2. That, as lead petitioner, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of 5 CCR Section 11967(b)(3) only; and
4. That the charter petitioner(s) and the charter petition are in compliance with applicable law; and
5. That the charter petitioners(s) will comply with all applicable law.

Name: Dianne Tavenner, Lead Petitioner

Signature: \_\_\_\_\_

Date: September 21, 2010

School Name: **Summit Public School: Tahoma**



# Summit Public School: Tahoma

## Charter Petition

Submitted to the Eastside Union High School District

June 25, 2010

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This charter has been created in the format encouraged by the California State Board of Education in its adopted "Model Application for Charter Schools" (Appendix A) and goes beyond the legal requirements of Education Code Section 47605. According to the State Board of Education, the Model Application format ensures that charter petitioners cover all of the minimum elements required by law in a systematic way. However, as the Model Application format requires that statutory provisions in the Charter Schools Act be addressed out of the order presented in the Education Code, this "Table of Contents of Legal Requirements" is presented to assist the Reviewer in establishing that all requirements of law have been met.

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## **CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS**

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It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, 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.

California Education Code Section 47601(a)-(g)

In reviewing petitions for the establishment of charter schools the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.



## **AFFIRMATIONS / ASSURANCES**

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As the authorized lead petitioner, I, Diane Tavenner, hereby certify that the information submitted in this application for a charter for the creation of the California public charter school **Summit Public School: Tahoma** ("SPS: Tahoma") located within the boundaries of the Eastside Union High School District ("District") is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the charter, SPS: Tahoma will follow any and all other federal, state, and local laws and regulations that apply to SPS: Tahoma including but not limited to:

- SPS: Tahoma shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- SPS: Tahoma employees shall be employees of Summit Public Schools, a California nonprofit, public benefit corporation. Summit Public Schools shall operate SPS: Tahoma and shall be deemed the exclusive public school employer of the employees of SPS: Tahoma for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- SPS: Tahoma shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- SPS: Tahoma shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- SPS: Tahoma shall admit all students who wish to attend SPS: Tahoma, 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 lottery process with preferences as required by Education Code Section 47605(d)(2). Except as provided in Education Code Section 47605(d)(2), admission to SPS: Tahoma shall not be determined according to the place of residence of the student or his or her parents within the State. In the case of a public random drawing, the District shall make reasonable efforts to accommodate the growth of the charter and shall not take action to impede the charter school from expanding enrollment to meet pupil demand as required by Education Code Section 47605(d)(2) [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- SPS: Tahoma shall not discriminate on the basis of the characteristics listed in 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)]
- SPS: Tahoma shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans

with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- SPS: Tahoma 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)]
- SPS: Tahoma shall ensure that teachers in SPS: Tahoma 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 non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- SPS: Tahoma shall at all times maintain all necessary and appropriate insurance coverage.
- SPS: Tahoma 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 SPS: Tahoma 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. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Education Code Section 48200. [Ref. California Education Code Section 47605(d)(3)]
- SPS: Tahoma 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)]
- SPS: Tahoma 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)]
- SPS: Tahoma shall comply with any jurisdictional limitations to location of its facility. [Ref. California Education Code Section 47605 and 47605.1]
- SPS: Tahoma shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 48000 and 47612]
- SPS: Tahoma shall comply with all applicable portions of the No Child Left Behind Act.
- SPS: Tahoma shall comply with the Public Records Act.
- SPS: Tahoma shall comply with the Family Educational Rights and Privacy Act.

- SPS: Tahoma shall meet or exceed the legally required minimum of school days [Ref. Title 5 California Code of Regulations Section 11960.].

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for SPS: Tahoma to be located in the boundaries of the District is true to the best of my knowledge and belief; I further understand that if awarded a charter, the school will comply with all assurances listed above.

\_\_\_\_\_  
Diane Tavenner  
CEO, Summit Public Schools  
Petitioner for Summit Public School: Tahoma

\_\_\_\_\_  
Date

## **INTRODUCTION**

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The Eastside Union High School District (EUHSD) is one of the largest 9-12 districts in the state. Serving over 24,000 students in 18 high schools over 180 square miles, the district's mission is to provide a safe and effective learning environment; to provide support for all students and families; to strive for continuous improvement; and to implement clear measurements of success.

In 2009, students, parents and community members from Eastside approached Summit Public Schools to discuss the possibility of opening a Summit Model School in the area. Members of Summit Public Schools founded Summit Preparatory Charter High School ("SPCHS") and Everest Public High School ("EPHS") in Redwood City, CA. These nationally acclaimed schools focus on preparing a heterogeneous student population for success in four year college and to be contributing members of society. The Summit Model School is designed to provide high expectations and high support for every student through Personalized Learning Plans, rigorous academic classes, one-on-one mentoring and a small size to ensure that every student is known well. The Eastside students, parents and community members believe that a Summit Model School would provide a complementary alternative to their current high school options.

Summit Public Schools admires and honors the work of the ESUSD, and seeks to contribute and collaborate to achieve the District's admirable mission by bringing the Summit Model to Eastside. After extensive conversations with the parents and community members, assessment of the local demand and analysis of the collaborative relationship between our existing schools, Summit Public Schools proposes opening two identical Summit Model high schools in the Eastside Union High School District. We believe the two-school approach will provide the greatest benefit to the students, parents, teachers and community. These schools will be exact replications of Summit Preparatory Charter High School and Everest Public High School, which are two identical schools in the same community. One of the schools is described in this petition, and the other in a second petition, separately named and submitted.

Therefore, with the support and encouragement of hundreds of Eastside parents, this group of petitioners respectfully submits a charter petition for a new high school named Summit Public School: Tahoma for the district's consideration.

We are eager and excited to contribute to the Eastside Union High School District's admirable vision that every student will achieve academic, personal and social success.

Thank you for your consideration.

The Petitioners for Summit Public School: Tahoma

## I. FOUNDING GROUP

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The founding group of Summit Public School: Tahoma (“SPS: Tahoma”) is comprised of community leaders, educators and several founders of both SPCHS and EPHS. The group was brought together by their commitment to Summit Model Schools as an effective means for preparing all students for success in four year college and to be contributing members of society, and their interest in expanding this model of schooling to the eastside of San Jose.

### **Chief Executive Officer, Summit Public Schools: Diane Tavenner**

Expertise: Curriculum, instruction, assessment, organization, governance, and administration

Education and Experience:

Ms. Tavenner brings over eighteen years of experience teaching and administering in suburban and urban high schools in both Southern and Northern California. As the founder of Summit Public Schools, Summit Preparatory Charter High School, and Everest Public High School and former Executive Director of Summit Preparatory Charter High School, Ms. Tavenner has nine years of experience in opening and operating successful charter high schools. Her responsibilities have included program design, hiring, evaluation, student recruitment, budget development and management, curriculum and instruction, discipline, fundraising, and leadership development.

In 2010, Ms. Tavenner was presented the Hart Vision School Leadership award for her outstanding leadership of California Charter Schools. She was also named President of the California Charter Schools’ Association Member Council.

Prior to founding Summit Preparatory High School, Ms. Tavenner served as Assistant Principal, Curriculum and Instruction, at Mountain View High School. She was instrumental in opening access to the advanced placement and honors programs, which increased the diversity of the students taking the classes while maintaining passage rates that exceed national and state averages. She introduced processes that increased collaboration between administration, faculty and students in key areas such as master schedule creation and in campus groups. She also administered the counseling program at Mountain View High, instituting national standards in the department in order to focus on student outcomes.

Prior to Mountain View High School, Ms. Tavenner was a teacher and professional development coordinator at Hawthorne High School in the Los Angeles area and a part-time professor at Loyola Marymount University. During this time, she was a founding member of the Lawndale Academy, and worked in a K-12 partnership with UCLA’s Center X to create interdisciplinary programs for at-risk students focused on helping students complete high school and go on to college.

Ms. Tavenner has a BA in psychology and sociology from the University of Southern California, a Single Subject Teaching Credential in English Language Arts and CLAD certification from Loyola Marymount University and a MA in Administration and Policy Analysis from Stanford University. She is a certified teacher trainer in SDAIE methodology and group work.

**Chief Financial Officer, Summit Public Schools: Isabelle Parker**

Expertise: Finance, business management, organization and administration

Education and Experience:

Ms. Parker brings public and private sector business and management experience combined with school operations knowledge to her position. Her duties include budget development, reporting and analysis, contracts, loan and grant applications, insurance, and human resource management. She served on the founding team for Everest Public High School. Prior to joining Summit Public Schools, she was the Chief Operations Officer for Summit Preparatory Charter High School for nearly two years. Her duties there included finances and budget, purchasing, technology implementation and maintenance, human resources, facilities, contracts, and mentoring of students.

Prior to her role at SPCHS, Ms. Parker worked for EdTec, a back office service provider to California charter schools. At Edtec, she managed the finances for multiple schools producing multi-year budgets, cash forecast, monthly expenditure statements, and district and state reports. In addition, she developed budgets for charter petitions and prepared CDE Revolving Loan Applications and PCSGP Start-up and Implementation Grants. Before going to EdTec, Ms. Parker worked at the Reikes Center for Human Enhancement, a youth mentoring organization.

She is a coach for Woodside Vaulters, a female youth equestrian / gymnastics team. She serves as the Education Chair of the US Equestrian Federation Vaulting High Performance Committee and is a mother of two.

Ms. Parker holds an MBA from Kellogg School of Management at Northwestern University and a BA in Economics and Psychology from Claremont McKenna College.

**Vice President of Leadership, Summit Public Schools: Yvette Sarnowski**

Expertise: Curriculum, instruction, assessment, organization, governance, and administration

Education and Experience:

Ms. Sarnowski's career in education spans nearly 35 years and includes teaching and administration at K-12 and university levels. She currently designs and directs the Leadership Fellows program at The Summit Institute, a division of Summit Public Schools, which prepares teachers to be leaders of Summit Public Schools. She also served on the founding team for Everest Public High School. Prior to joining The Summit Institute, she served as the Director of Professional Development at Summit Preparatory Charter High School after retiring from her position as Associate Director of Clinical Work, Stanford Teacher Education Program (STEP). Her K-12 experiences prior to STEP include classroom teacher (7-12), founder of an interdisciplinary school-within-a school (9-12), International Baccalaureate Coordinator (9-12), Associate Principal for Curriculum and Instruction (9-12), and Director of Curriculum and Staff Development , K-12 for Modesto City Schools.

She also served as Director, Program in International & Multicultural Education, California State University, Stanislaus. Her work assisted classroom teachers in learning to be effective with diverse student populations. This included the training of veteran teachers in Complex Instruction through a satellite program she co-developed for San Joaquin Valley teachers through the Program for Complex Instruction at

Stanford University. Ms. Sarnowski has also served as a consultant in curriculum development, school design, and program evaluation. She holds a bachelors degree in Political Science and a master's degree in Educational Leadership.

**Assistant Director, Summit Preparatory Charter High School: Kelly Garcia**

Expertise: Curriculum, instruction, assessment, admissions, and administration

Education and Experience:

Ms. Garcia has been working in the field of education for over 14 years as a teacher, school reform coach, and administrator in Boston public schools and the Bay Area. Ms. Garcia spent her first two years at Summit Preparatory High School teaching 9<sup>th</sup> and 10<sup>th</sup> grade World Studies, then spent time as the Director of Admissions, Dean of Students, and Director of Academics. Currently she is the Assistant Director, where she works closely with the Executive Director and the larger school community.

As one of the founding teachers at Summit Preparatory High School, she has been responsible for curriculum development, academic program design, and the training of student teachers from Stanford University's School of Education. Additional positions within the organization had her responsible for developing and maintaining relationships with local middle schools, presenting an overview of SPCHS to the larger community, and recruiting new students with an emphasis on achieving a diverse applicant pool. In her current position, Ms Garcia is responsible for overseeing the admissions process, observing and coaching teachers, managing student discipline, and collaborating with the director on designing and implementing the larger vision of the school.

Prior to coming to SPCHS, Ms Garcia was a teacher and school reform coach at Tennyson High School in Hayward, CA. In the classroom she taught World History, US History, and American Government/Economics for students at all levels, making sure they fulfilled the University of California's A-G requirements for admission, and supporting students through the college application process. Outside of the classroom, she was a school reform coach through the Bay Area School Reform Collaborative (BASRC) where her primary expertise was in developing standards-based instructional units.

Ms. Garcia earned a BA in History and a certificate in the Children and Society Curriculum at Stanford University. She also holds an EdM in Teaching and Curriculum from Harvard University's Graduate School of Education and has passed the School Leaders Licensure Assessment.

**History Teacher, Summit Preparatory Charter High School, Diego Arambula**

Expertise: Curriculum, instruction, assessment

Education and Experience:

Mr. Arambula has more than 5 years of teaching experience at both the secondary and postsecondary level. He has taught grades 9-12 in California as well as assisted in Master's classes at Stanford over the summer.

Mr. Arambula joined Summit Preparatory Charter High School and the beginning of its third year of operation and has worked on a number of administrative projects throughout his five years as a classroom teacher. During his time, he has organized a large recruiting event for Summit and Everest, facilitated

numerous meetings, including a meeting of 30 math professionals from Summit, Stanford University and other local schools to develop a plan for math education. He has been a part of the Leadership Team that planned and implemented professional development experiences for the faculty, leading multiple sessions himself and even consulting on some for local middle school teachers. Mr. Arambula has used his previous experience with public speaking and media relations to speak at multiple venues in support of Summit, including but not limited to board meetings. At this same time, he has taught World History for freshman, AP US History for juniors, AP US Government and Politics for seniors and a college advisory curriculum known as Connections for all grades.

Prior to coming to Summit, Mr. Arambula served as Communications Director for Congressman Cal Dooley, just after serving as Deputy Campaign Manager for the Congressmen. These experiences gave him valuable insight into the political process and organizational management.

Mr. Arambula holds a BA in government with honors from Harvard University and a MA in Education from Stanford University. He has a Single Subject Teaching Credential in Social Studies.

**History Teacher, Summit Preparatory Charter High School, David Richards**

Expertise: Curriculum, instruction, assessment

Education and Experience

Mr. Richards has over 6 years of teaching experience at the secondary level. He has taught grades 9-12 in California as well as internationally in San Jose, Costa Rica and Guanajuato, Mexico. Before coming to Summit, he taught at a comprehensive high school in Oakland. Mr. Richards joined Summit Preparatory Charter High School and the beginning of its fourth year of operation and has worked on a number of administrative projects throughout his time as a classroom teacher.

During his time, he has organized a large recruiting event for Summit and Everest, facilitated numerous meetings, including a meeting of 30 math professionals from Summit, Stanford University and other local schools to develop a plan for math education. He has been a part of the Leadership Team that planned and implemented professional development experiences for the faculty, leading multiple sessions himself and even consulting on some for local middle school teachers. He also participated in the WASC accreditation. He has taught World History to freshman and sophomores, AP Government and Politics to seniors and the college advisory course known as Connections.

Prior to coming to Summit, Mr. Richards worked in various fields in the business and non-profit sector. He worked in public relations as an account manager in London and San Francisco, and as a media and public policy analyst in Washington, D.C. In addition, he has worked as a curriculum writer and a special education consultant.

Mr. Richards hold both a BA in History from UC Berkeley as well as a MA in Education from Stanford University. He has a Single Subject Teaching Credential in Social Studies.

**Board Chairman: Robert J. Oster**

Expertise: Finance, business management, organization, governance and administration

Education and Experience:



Mr. Oster started his career as a professional economist and corporate banker with Bank of America in 1967. He then moved on to positions in corporate finance with a number of Bay Area companies. In 1983, he joined Oracle Corporation as Vice President-Finance and Administration and was responsible for Oracle's initial public offering in 1986.

Since 1987, he has been a private venture investor working with other private and institutional investors in all phases of the venture investing process from incubation and due diligence through building the management team and sale of the company or initial public offering.

Mr. Oster received a BA in economics with honors from Occidental College in 1963 and an MA and Ph.D. in economics from the University of California, Berkeley in 1965 and 1967, respectively. He is an Overseer and a member of the Executive Committee of The Hoover Institution at Stanford University.

**Board Member:** Steven Humphreys

Expertise: Finance, business management, organization, governance and administration  
Education and Experience:

Steven Humphreys is CEO and Chairman of the Board of Directors of ActivCard Corporation (Nasdaq: ACTI), the leading provider of digital identity security software to the U.S. government and corporations worldwide. He also is Chairman of the Board of SCM Microsystems, Inc. (Nasdaq: SCMM). Mr. Humphreys was formerly the CEO and President of SCM Microsystems, which he joined in 1996 and took public in 1997. Prior to SCM, he served as President of Caere Corporation, a leading provider of optical character recognition software and technology. Previously, Mr. Humphreys held various executive positions at General Electric Information Services as well as other GE business units across a span of 10 years at General Electric.

Mr. Humphreys is an advisor on digital information security to leading venture firms in the US, Europe, and Asia. Mr. Humphreys is serving his first term as an elected member of the Portola Valley Elementary School District Board. He served as a member of the Summit Preparatory Charter High School from 2003-2008. He is active philanthropically, primarily in education and the arts, including The Girls' Middle School (Mountain View, California); The Resource Area for Teachers/RAFT (San Jose, California); Stanford University; and others.

Steven holds an MBA and MS from Stanford University and a BS from Yale University.

**Board Member:** Stacey Keare

Expertise: Legal procedures and issues, governance, organization, administration, analysis and application of education policy (curriculum, instruction and assessment)  
Education and Experience:

Stacey Keare is an attorney and a policy analyst. She most recently worked at Hancock, Rothert and Bunshoff in San Francisco, in the areas of employment law and insurance defense litigation. She has volunteered for a number of legal aid organizations such as Pro Bono Silicon Valley, the San Francisco Neighborhood Legal Assistance Foundation and the General Assistance Advocacy Project. She received a

Master of Public Policy at the Kennedy School of Government at Harvard University, where she studied health and education policy. Ms. Keare and her husband created a family foundation of which she is President, focused on the areas of health, education, and human rights.

Ms. Keare was a member of the Board of Directors of Summit Preparatory High School from the fall of 2004 through June 2008. She also volunteers as a fundraiser for Stanford University and is actively involved in the Woodside Elementary School where she has three daughters in school.

Ms. Keare received her law degree from Hastings College of the law, her MPP from the Kennedy School of Government at Harvard University, and a B.A. in International Relations from Stanford University.

**Board Member: Blake Warner**

Expertise: Finance, Business Management, Organization, Administration

Education and Experience:

Mr. Warner founded Silicon Valley Partners in 2009 with more than 16 years of investment banking experience, advising media and technology companies. Prior to founding Silicon Valley Partners, Mr. Warner was a Managing Director and Co-head of the Software, Media and Telecommunications group at Thomas Weisel Partners, a San Francisco-based investment bank specializing in growth companies. Prior to joining TWP, Mr. Warner spent five years at Bank of America specializing in structured finance in the Entertainment, Media & Gaming practice.

Mr. Warner earned his Masters of Business Administration from the Marshall School of Business at the University of Southern California. He received his Bachelor of Arts degree with a double major in Business Economics and Political Science from the University of California at Santa Barbara. He serves as the Chairman of the Governance Council for Everest Public High School (a newly-founded charter school) and as Board Member of Summit Public Schools in Redwood City, California, an educational non-profit organization. Mr. Warner is married, has three children and lives in the San Francisco Bay Area.

**Board Member: Robert O'Donnell**

Expertise: Finance, Business Management, Organization, Administration

Education and Experience:

Mr. O'Donnell is senior vice president and a director of Capital Research and Management Company, and vice chairman, principal executive officer and a director of American Balanced Fund. He is also vice chairman, principal executive officer and a trustee of Endowments with portfolio responsibilities for American Balanced Fund, Washington Mutual Investors Fund and Endowments.

Prior to joining Capital in 1975, Bob was a security analyst for the American Express Investment Management Company. Earlier in his professional career, he spent three years in public accounting.

Bob graduated Phi Beta Kappa and summa cum laude from the University of California at Berkeley, where he received both a bachelor's degree and an M.B.A. He is a member of the American Institute of Certified Public Accountants and the Institute of Chartered Financial Analysts. He is past chairman of the U.C.

Berkeley Foundation and Vice President of the Library Advisory Board at Berkeley. He is Director, Sequoia Hospital Foundation. He is also a visiting pro bono lecturer at the Haas Business School at U.C. Berkeley.

**Community Member: Brad Geldert**

Expertise: Organization, Governance

Education and Experience:

Brad Geldert is an active volunteer in the East San Jose local community. He has served as the president of his homeowners association for the last ten years overseeing the budget and numerous projects for the neighborhood association of over 550 members.

Brad has been involved in public education as a volunteer for many years. Currently, he chairs the Communication Committee and the Middle School Committee at his youngest daughter's school. He has been a member of the Mt. Pleasant School District Advisory Council for over five years. He has served on several district budget committees and has been a school site council representative at four different schools. Brad also works on school fundraisers helping to bring much needed resources to the schools. Additionally, he has volunteered at weekly homework centers and currently helps in the classroom on a regular basis.

Brad Geldert is employed in a management position with the State of California. He is a graduate of San Diego State University with a degree in Public Administration and he and his wife, Lila, have five children; the youngest two are currently in middle school.

**Community Member: Bernie Kotlier**

Expertise: Facility, Organization, Governance

Education and Experience:

Bernie Kotlier is responsible for the development and implementation of California LMCC green building education and training programs, as well as related green energy business development activities. His department promotes photovoltaics, energy management and energy efficiency systems through green building training for electricians, as well as business development programs for contractors, throughout the state. He is a member of the California Public Utilities Commission Advisory Committee on Energy Efficiency Workforce Development, and the Working Group on Lighting. Kotlier also currently serves as Co-Executive Chairman of the California Advanced Lighting Controls Training Program (CALCTP), and is Chairman of CALCTP's Curriculum Committee.

Bernie came to the LMCC from Solectria Renewables where he directed business development for the Western United States. Educated at Bennington College and The University of California, Berkeley, Bernie went on to promote energy conservation in the transportation sector by building a twenty year career in the bicycle industry. Before moving to the renewable energy field he served as President of Brunswick Bicycles International, President of Bell Sports Specialty Retail Division, and President of Service Cycle/Mongoose, a division of American Recreation, Inc. He has also been a published contributor to the *Harvard Business Review*.

**Community Member: Rolando Loera**

Expertise: Finance, Facility, Business Management, Organization  
Education and Experience:

Mr. Loera is a self-motivated entrepreneur with over 20 years of Executive Management experience in multiple industries. As an accomplished Chief Financial Officer for Touche Manufacturing, Mr. Loera was able to successfully complete a leveraged buyout to take control of the company. As President and CEO of TMC Electronic, his leadership provided the vision to successfully take the company public on the NASDAQ stock exchange with its IPO in 1996. Today, Mr. Loera is involved in providing consulting services to the Senior Care Industries.

Mr. Loera holds a Bachelor of Arts in Business Administration from University of Washington and has received many awards for his leadership and involvement in the Community, including Commendations from the San Jose City Council and the Santa Clara County Board of Supervisors. Mr. Loera and his wife Natalie reside in East San Jose and have an 11 year old son.

**Community Member: Art Meza**

Art Meza has lived in East San Jose for 43 years. Following his graduation from Independence High School in 1985, Art completed four years in the Marine Corps specializing in Logistics and Embarkation. Stationed in Okinawa Japan for two and a half years, and more than a year in 29 Palms, California, Art was honorably discharged as a Marine Corporal. After completing some college classes, Art developed a solid foundation for his professional career in high technology by working for ten years in tech/PC support. Currently, and for the last five years, Art has worked in customer service for Fremont based Netversant Solutions, a provider of voice, video and data communications services.

Even though he often works weekends, Art has found time to make significant contributions to the community by devoting many hours to the public schools. Since the inception of the Alum Rock School District Small Schools Program, about five years ago, Art has been a strong supporter. He is a People Acting in Community Together (PACT) Leader and Small Schools Advocate.

Art and his wife Linda live in East San Jose with their five children who have attended all three Alum Rock District Small Schools - LUCHA, Adelante, and Renaissance. Art founded the PTA and was president for the first few start-up years at both Adelante, and Renaissance.

**Community Member: Raul Perez**

Raul Perez has lived in East San Jose for over 40 years and has volunteered his time as a "Servant of the San Jose Community" for more than 30 years. During those three decades Raul has been involved in local organizing with People Acting in Community Together (PACT), Most Holy Trinity Youth Ministry and, for the past 6 years, with Adelante Dual Language Academy School. At Adelante, Raul served as Vice President of the School Site Council, member of the leadership team, and a strong advocate for the school. His committed involvement with Adelante is based on his belief that parents should not only assist their children academically, but also be present as volunteers in the classroom and the community. Professionally, Raul has combined his passion for community service with his vocation by working for the City of San Jose

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serving at-risk youth and their families. Raul and his wife Maribel live on the East Side with their two children, Marisa who's 11 years old, and Sofia who is five.

**Community Member: Lisa Vanbuhler**

Lisa is a wife, devoted mother of three children, and a full-time homemaker. Lisa retired from her work as a registered Respiratory Therapist working with premature babies in the Neonatal Intensive Care Unit at Good Samaritan Hospital in 1999. Since then she finds much to keep her busy by volunteering. She incorporated her love of dogs into volunteering and eventually running the Bay Area chapter of Great Dane Rescue of Northern CA. Once her children became preschool age, she served on the board of directors for East Hills Preschool in San Jose. During the six years her children attended the preschool she served board positions as Personnel Chair and Long range Planning Chair as well as serving on the Social, Hospitality and Auction committees.

Now that her children are in elementary school Lisa has been active in the PTA, served as PTA Secretary and a member of the School Site Council. She currently serves as Parent Coordinator for 3<sup>rd</sup> grade, and also Parents Academic Support Organization (PASO) representative for 3<sup>rd</sup> grade. She splits her time volunteering in her children's classrooms (K and 3<sup>rd</sup>) and training her young horse so that others may share in the joy of horse riding.

**Summary of necessary background critical to charter school success**

	Curriculum	Instruction	Assessment	Finance	Facilities	Business Management	Organization	Governance	Administration
Tavener									
Parker									
Sarnowski									
Garcia									
Arambula									
Richards									
Oster									
Humphreys									
Keare									
Warner									
O'Donnell									
Geldert									
Kotlier									
Loera									
Meza									
Perez									
Vanbuhler									

## **II. EDUCATIONAL PHILOSOPHY AND PROGRAM**

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*“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 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”*

*-California Education Code Section 47605(b)(5)(A)*

### **Mission Statement**

SPS: Tahoma’s mission is to prepare a heterogeneous student population for success in college and to be thoughtful, contributing members of society. The school aims to provide a personalized learning experience that affords each and every student the opportunity to achieve their academic goals regardless of their previous preparation and background. To this end, SPS: Tahoma seeks to develop educators that are trained and skilled in best practices that enhance achievement for all students. The school aspires to serve as a model for high schools endeavoring to prepare all students for post secondary academic pursuits.

### **Educational Philosophy**

#### ***Students to be Served***

SPS: Tahoma seeks to serve a heterogeneous group of 100 students in grade 9 upon inception in the 2011-2012 school year. In all subsequent years, enrollment will increase by a grade level, with 100 students per grade. In 2014-2015 the total school enrollment will reach capacity of 400 students (100 students in each of the grades 9-12).

The students’ primary interest should be preparing for acceptance to and success in college. The students’ backgrounds should represent the heterogeneity found in the population of the Eastside Union High School District (“District”), which draws its students from The East Side community with a population of over 434,000 that is rich in racial and cultural diversity.

#### ***What it Means to be an Educated Person in the 21<sup>st</sup> Century***

The 21st century educated person is one that thinks globally but acts locally. Students today must understand the opportunities and dilemmas that will arise continually from changes in the political, social, economic, and environmental conditions in this country, and in other countries around the world. As adults, these students will be responsible for making decisions that will affect our world in the 21st Century. Creating an environmentally stable economy in the United States and addressing the complex issues of the global economy will be two, among a myriad of, problems facing the next generation of leaders. Students at SPS: Tahoma will acquire the academic and practical foundation necessary to understand these issues, enabling them to make more informed decisions as adults.

The competitive nature of the 21st century global economy requires citizens in the United States to compete with others from around the world for employment opportunities, as greater numbers of

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businesses develop multi-national operations. Globalization of the economy demands that students possess a deeper understanding of other countries, their cultures, and their economies. New ways of engaging in international cooperation and competition will be a mandatory skill for students in the 21st century. This challenge will require an educational program that is far more interdisciplinary in nature than in the past.

In educating students for work and citizenship in the 21st century, SPS: Tahoma will foster the following habits of mind: intellectual curiosity; creative expression; moral reasoning; and empathy for others. SPS: Tahoma will expect its graduates to engage in a system of thinking that involves articulating ideas and making informed decisions by hypothesizing, connecting, analyzing, using evidence, and evaluating significance and perspective. The SPS: Tahoma's educational program will create the conditions under which its students will become self-motivated, competent, and life-long learners.

### ***How Learning Best Occurs***

SPS: Tahoma's believes that learning best occurs in an environment that is structured to support learning for each and every student. Drawing from the work of Linda Darling-Hammond, The School Redesign Network at Stanford University, the Coalition for Essential Schools and other respected educational research, SPS: Tahoma believes that learning best occurs in a school that successfully implements the following features:

- Common Focus
- High Standards and Performance-based Assessment
- Personalization
- Continuous Relationships
- Authentic Curriculum
- Adaptive Pedagogy
- Knowledgeable and Skilled Teachers
- Devoted faculty time to collaborate and develop professionally
- Family and Community Connections
- Democratic Decision-making

For more discussion on teaching methods, please see "pedagogy" below.

### **Program Design**

SPS: Tahoma is a **site-based** program. Students are expected to attend school daily and follow a prescribed schedule (Appendix B – Proposed Bell Schedule and Appendix U –School Calendar). Core instruction will take place between 8:15 AM and 3:10 PM. Additional support and learning opportunities will happen before 8:15 AM, between 3:10 and 5:15 PM and on weekends. In addition to the full course load taught at the school site by SPS: Tahoma instructors, students will have the opportunity to engage in community college courses, distance learning on-line, community organization classes, and internships.



The environment will be **small and personalized**. Research shows that small schools allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. SPS: Tahoma will provide these opportunities to its students and faculty through its small size (400 students) and small classes (25 students). In addition, SPS: Tahoma will facilitate productive teacher-student relationships by minimizing the number of different students each teacher sees during a given academic term. We also will support interdisciplinary teams of teachers working at a particular grade level to make connections across the curriculum.

The program will be **untracked and college preparatory**. Graduates from SPS: Tahoma will exceed all academic entrance requirements for UC college admissions. SPS: Tahoma is a cohort model, which means that all students of the same grade level will take the same course in English, history, math and science each year. SPS: Tahoma's target student population is extremely heterogeneous, thus the school will use a variety of supports and pedagogical strategies to ensure that all students can successfully access the curriculum.

The environment will be personalized via an **advisory program**. Each student will have one faculty member serve as his/her mentor for four years. The mentor will meet daily for ten minutes with the advisees and lead a weekly ninety minute Connections course that will support both a healthy, balanced, and productive high school experience while ensuring a successful transition to college. In addition, it will develop academic literacy skills.

The program will foster **self-discovery and goal setting**. SPS: Tahoma students will explore their values, ethics, interests, passions, talents, and visions for the future. They also will consider the contributions they would like to make in the world. Based on these in-depth analyses, students will develop more meaningful aspirations that will help them to set specific goals and action plans for their education, career, personal relationships, and contributions to their community. Understanding oneself and setting clear goals creates a natural motivation to learn, as well as a foundation for success, which will support students throughout their lives.

Each student will have a **Personalized Learning Plan ("PLP")**. As part of the self-discovery and goal-setting process, mentors will work with students to identify what they need to study and learn to achieve their goals. The mentor and student, in collaboration with his or her parents, will develop a Personalized Learning Plan that reflects the student's learning style, preparation, challenges, interests and his or her personal and professional aspirations. Our goal is to support students to work at their full potential, pursue their individual passions, and take personal responsibility for their own learning and success. Each year, students will participate, with their mentor and parents, in evaluating what they have learned and achieved in order to refine their goals and plans based on their educational experiences. This process will help them to begin the next cycle of self-exploration, goal setting, and planning. Increasing students' self-awareness and their participation and experience in setting goals and evaluating how well they are doing in reaching those goals are important skills that are essential for success in the 21<sup>st</sup> century workplace. Templates for the PLPs are included in Appendix V.

Each student will be guided through **college and career planning**. It is expected that a significant percentage of SPS: Tahoma's population will be first-generation college students and our program will assist them in building relevant skills and goals, while fully preparing every student for college entrance.

Through classroom activities, small groups, and individual counseling, students will clarify why they want to go to college, and what kind of institution of higher education will be a good match for them. They will learn how to find information about colleges and choose a group that seems to match their goals, write and submit their college applications, and develop habits that will help ensure a successful experience at the college of their choice. They will explore career options of interest to them, find out about the prerequisite knowledge and skills needed for particular careers, and develop job search and workplace skills.

Studies have shown that **emotional intelligence and life skills** (e.g., motivation, leadership, interpersonal skills) can be as important for success in today's workplace as academic qualifications (Daniel Goleman, *Emotional Intelligence*). The goals of the program are to improve social and professional relationships, to foster mutual cooperation among students and teachers in solving problems, to have students develop a stronger sense of belonging to the school and the community, to foster cross-cultural sensitivity among students and respect for life, and to develop a sense of self-empowerment in making healthy life choices. Specific life skills to be addressed in this program include: respect, responsibility, organization, cooperation, perseverance, friendship, integrity, initiative, flexibility, sense of humor, effort, common sense, problem solving, patience, curiosity, caring, time management, public speaking, financial literacy, resiliency and stress management, personal empowerment, leadership, communication, and self-confidence.

Each student will set a **community contribution** goal each year. Many goals will involve a community service project or internship that will enable them to make a difference in their community and to have a real world, career-related experience. Through the goal setting process, students will identify issues they care about, decide how they would like to make a difference through this experience, and what they would like to learn.

The faculty will consist of **highly performing teachers** who are **well supported**. Teachers will hold appropriate teaching certifications and be encouraged to pursue National Board for Professional Teaching Standards Certification within their first five years at SPS: Tahoma. Professional development, teacher planning time, and other opportunities for collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, SPS: Tahoma will ensure collaborative planning time for teachers to design interdisciplinary curricula, so that students will be able to make connections across the subjects, and thereby deepen their conceptual understanding of content.

There will be an emphasis on **culture and professional development**. The culture of the school will be that of a learning community in which each member works towards a set of individual goals, takes responsibility for the success of their own PLP (personal learning plan), and is nurtured by the community to reach their highest potential. Teachers, administrators, and staff will work with a professional mentor or coach to develop annual goals and to set up an evaluation process similar to the students' PLP. This process is highly motivating and supportive for teachers, and is likely to enhance retention, as teachers are respected, have access to a career path that continues to develop and mature over time, and have mechanisms through which they may address career issues in a supportive environment.

### ***Pedagogy (Teaching Methods)***

SPS: Tahoma recognizes that there is no single pedagogical strategy that is best for all students at all times. Therefore, SPS: Tahoma will employ a range of pedagogical strategies that are considered “best practices” in the field and supported by the most current educational research. This variety of instructional methods will provide opportunities for all students to learn academic content at high levels of conceptual understanding.

***Differentiated Instruction:*** Teachers will be trained to effectively develop and deliver curriculum to heterogeneous groups of students.

***Interdisciplinary Curriculum:*** To facilitate greater conceptual understanding and to make content more relevant, lessons, units and study trips will integrate the various core curricular areas whenever possible.

***Project-based instruction:*** Projects will link the curriculum content with students’ real world experiences, making learning more relevant and valuable to their lives outside of school. Research on project- and problem-based learning indicates the importance of connections between the classroom curriculum and the “world beyond the classroom. Students engaged in projects that are relevant to their lives tend to learn more quickly and are more motivated to learn.

***Integrated technology:*** Technology will be used as a tool throughout a student’s experience at SPS: Tahoma to provide each student with access to information stored around the world, to facilitate communication and collaboration on projects with other students, both at SPS: Tahoma and at other high schools or organizations, and as another vehicle through which a student can express his or her knowledge and understanding of content.

***Direct instruction:*** Direct instruction has a purpose and a role in college preparation. Lectures will be given when appropriate, and students will work to develop their note-taking, recall, and response skills.

***Complex Instruction:*** Complex Instruction evolved from over 20 years of research at the Stanford School of Education. The goal of this instruction is to provide academic access and success for all students in heterogeneous classrooms by using multiple ability curricula and specific instructional strategies including the treatment of status problems to equalize group interactions.

A narrative description of the average daily experience of various SPS: Tahoma students is included in Appendix B – Narrative Description of a Typical Day for SPS: Tahoma Student.

## ***Curriculum***

The curriculum at SPS: Tahoma will offer a foundation of academic content knowledge in six core content areas, and poise students to enter a college or university with the academic literacy and higher-order thinking skills required for post secondary education. The curriculum will be aligned with the California State Standards, and all core courses will be approved by the University of California to meet the a-g requirements. All Advanced Placement Courses will be approved by the College Board. The focus of the

curriculum will be rigor and relevance, with a dedication to meeting the needs of a heterogeneous student population.

*If the proposed school will serve high school pupils a description of the manner in which the charter school will inform parents about the transferability of courses to other public high school and the eligibility of courses to meet college entrance requirements.*

*- Education Code Section 47605(b)(5)(A)(ii)*

Upon completion of SPS: Tahoma's graduation requirements, students will have exceeded the University of California's a-g subject requirements. Students and parents will be informed of how each course taken meets graduation and college entrance requirements and transfers to other public high school programs via the Student and Parent Handbook that will be provided each school year and upon new student enrollment and posted on the school website. A sample handbook is contained in Appendix C.

**Core Academic Coursework:** Students will be required to demonstrate mastery of standards in six core academic subject areas: English Language Arts, history/social sciences, mathematics, the natural sciences, language other than English, and visual and performing arts. SPS: Tahoma's core course requirements will exceed those of the University of California subject requirements.

**Advanced Placement Exams:** Students will be expected to prepare for and pass at least one AP exam. Preparation will include course work as well as some teacher directed independent study.

**Technology:** Students will develop technological proficiency in the areas of word processing, graphic design, spread sheets, slide presentation, and internet research within their core academic subjects and through their elective courses. Students will be expected to utilize technology in ways that will prepare them for post-secondary work and college life.

**Approved Courses:** All courses offered at SPS: Tahoma in the six core subject areas will be approved to meet the school's graduation requirements. Additionally, students may seek administrative approval for online distance learning courses, community college courses or high school courses from other institutions to be accepted as meeting the school's graduation requirements. Outside courses will only be considered if they are college preparatory, comparable to the courses taught at SPS: Tahoma and taught by an accredited institution. Approval for such courses must be obtained from the Executive Director prior to the commencement of the course.

Revisions to the list of courses offered by the institution will be made based on a continual improvement process that involves analyzing student performance data and educational trends to determine how the curriculum can best meet the needs of the student population and align with the mission of the school. SPS: Tahoma intends to teach the following courses at this time. Each course listed is a one year course or the equivalent of one (1) UC credit or a traditional high school's ten (10) credit course. The course descriptions and curriculum will be modeled on the courses currently taught at SPCHS and EPHS and approved by the UC system. Sample course descriptions from each subject area are contained in Appendix D.

a - Social Science

- World History and Geography I
  - World History and Geography II
  - US History AP & Government and Politics AP I
  - US History AP & Government and Politics AP II
- b – English
- Literature and Personal Choice
  - The Individual and Society
  - English Language and Composition AP
  - English Literature and Composition AP
- c – Mathematics
- Geometry
  - Advanced Algebra
  - Trigonometry / Pre-Calculus
  - Statistics AP
  - Calculus AP
- d – Laboratory Science
- Physics
  - Chemistry
  - Biology
  - Environmental Science AP
- e – Language other than English
- Spanish I
  - Spanish II
  - Spanish III
  - Spanish IV
  - Spanish Language AP
  - Spanish Literature AP
- f – Visual and Performing Arts
- Musical Theater I, II, III
  - Art Survey I, II, III
  - Instrumental Music
  - Photography
  - Film-making

**Graduation Requirements:** To be eligible for graduation from SPS: Tahoma, students must meet the following requirements:

- Complete the following number of approved year-long courses with a C- grade or better:
  - 4 History / Social Science
  - 4 English
  - 4 Mathematics
  - 4 Laboratory Science
  - 4 Language other than English
  - 1 Visual and Performing Art

- Received credit for the following number of year-long courses or equivalent experiences:
  - 3 Elective
  - 4 Connections
  - 4 Physical Activity

### **Materials**

The materials used by SPS: Tahoma's teachers will be selected in accordance with the guidelines and recommendations provided by the California Department of Education, the College Board's Advanced Placement Program and the National Council for Teachers of the six core subject areas.

The materials SPS: Tahoma will use are necessary to support a college preparatory and AP program, and include:

- Textbooks
- Computers and Projection Devices
- Software Programs
- Laboratory Science Equipment and Materials
- Test Preparation Guides
- The Internet
- A Research Library
- A Reading Library
- Manipulatives
- Maps and Atlases
- Dictionaries and Thesauruses
- Graphing calculators
- Digital Cameras, Recorders and Voice Recording Devices
- Televisions, VCRs and DVD players
- Musical Instruments
- California Physical Fitness Test Equipment

Appendix E includes a detailed list of materials and texts that will form the basis for those selected for use at SPS: Tahoma.

## **Academically Low Achieving Students**

### **Overview**

At SPS: Tahoma, low-achieving students are defined as those who perform at a basic level on California State Standards Exams and / or those who earn one or more grades of C- or lower per grading period. At-risk students are defined as those who perform at a below basic or far below basic level on California Standards Exams and/or do not pass the California High School Exit Exam on the first attempt and/or who earn one or more failing grades per grading period. Students from either of these groups may or may not qualify for special education services (as discussed below).

Educational research and best practices in pedagogy indicate that low-achieving and at-risk students benefit from learning experiences that are relevant to their lives, include multiple modes and measures, and have clear and high expectations combined with a supportive learning environment. Additionally, low achieving and at-risk students benefit greatly from placement in a heterogeneous classroom.

Low-achieving and at-risk students are thoroughly integrated into the entire student body at the school and participate fully in all aspects of the curriculum. SPS: Tahoma teachers are using the well-researched and documented pedagogical strategies of Complex Instruction and heterogeneous group work to support these students in the content standards based courses. The student, his/her parent and mentor determine what additional supports are needed and should be accessed through the Personalized Learning Plan. These supports can consist of daily tutoring by peers or adults, weekly office hours held by each teacher, subject specific workshops to re-teach previously learned concepts or material, and one-on-one and small group sessions with the teacher during the intersession. Each student's progress is regularly monitored by his/her mentor.

The following list provides examples of the methods by which SPS: Tahoma will serve its low achieving/at risk students. These services are available to all SPS: Tahoma students. Appendix F summarizes a comprehensive list of supports and services and related faculty expectations and supports in A Summary of Typical Support Systems for SPS: Tahoma Students. Appendix B includes a narrative description of a typical daily experience for an academically low achieving / at risk student.

### ***Faculty Office Hours***

For six hours each week, the student's classroom teachers hold office hours between 3:15 and 5:15 pm. The teachers have a rotating schedule to ensure that every student can see all five of his/her classroom teachers at least 30 minutes per week, in a small group or individual session. Low-achieving and at-risk students are encouraged - and often commit via their Personalized Learning Plan - to attend these sessions on a weekly basis. During the sessions, the teachers re-teach material, provide additional support for completing assignments, provide additional individualized instruction and offer alternative assessments.

### ***Tutoring***

Monday through Friday from 3:15 to 5:15 pm, SPS: Tahoma provides tutoring for students. Students have the option of a peer tutor or a volunteer adult tutor. Tutors are appropriately matched, given each individual student's needs, and are available in all courses. Tutors provide support on current assignments and course work, and on remediation work to help develop missing skills and poor academic literacy.

Upon student request or teacher recommendation, low-achieving and at-risk students meet on a weekly basis with a time management/organization consultant who teaches the students to organize and manage their time, assignments and work, then subsequently monitors their efforts.

### ***Intersession***

For eight weeks of the school year, students engage full-time in a sixth course. During the 3:15 to 5:15pm timeframe of these weeks, low-achieving and at-risk students work individually and in small groups with

their course teachers to revisit course concepts and revise material that they were not able to master to standard during the regular semester. With intensive support and the additional time, students demonstrate mastery during these periods, and are prepared to move the next semester or course.

### ***Independent Learning***

During the regular semester, students have one daily period in which they complete their homework with the support of student study groups and an adult supervisor.

### ***Faculty Discussions / Interventions / Individual Plans***

During bi-weekly faculty meetings, all grade level teachers meet and discuss individual low-achieving and at-risk students. The discussions focus on tracking progress, identifying areas of need and effective strategies for working with the individuals.

All grade level teachers meet with at-risk students and their parents when necessary throughout the semester in “intervention” meetings. The result of such meetings is a plan that has consensus on how to support the individual student, with specific responsibilities delegated to the students, parents and teachers. The student’s mentor monitors the plan to ensure that it is followed. Appendix X includes a template used during the Intervention meetings.

### ***Connections / Academic Literacy***

Each week, students meet with their mentor in the Connections course. One of the curricular units of this course is academic literacy. Throughout the four years of high school, the Connections curriculum focuses on teaching and building skills such as time-management, organization, test-taking strategies, exam preparation strategies, study strategies, research skills, and reading skills, among others.

## **Academically High-Achieving Students**

At SPS: Tahoma academically high-achieving students are those who perform at an Advanced level on California State Standards Exams and / or who consistently earn A grades in a majority of his/her courses.

Four of the core content areas offer at least one, if not two, Advanced Placement (AP) Courses. The differentiated curriculum regularly provides high achieving students with opportunities to deepen their study of concepts and subject matter, via specialized projects and assignments. Finally, SPS: Tahoma’s structure encourages high achieving students to concurrently enroll in community college courses for more advanced study. A narrative description of a typical daily experience for an Academically High-Achieving Student is included in Appendix B.

## **English Learners**

### ***Overview***



SPS: Tahoma will meet all applicable legal requirements for English Learners 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. SPS: Tahoma will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

### ***Home Language Survey***

SPS: Tahoma will administer the home language survey upon a student's initial enrollment into SPS: Tahoma (on enrollment forms).

### ***CELDT Testing***

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment<sup>1</sup> and at least annually thereafter between July 1 and October 31<sup>st</sup> until re-designated as fluent English proficient.

SPS: Tahoma will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

### ***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 California English Language Development Test or 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 parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

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<sup>1</sup> 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.

- 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.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

### ***Strategies for English Language Learner Instruction and Intervention***

The school will serve EL students at the school site through a sheltered English immersion program. Under this program, the EL student is enrolled in a regular class and receives supplementary instruction in order to learn English. Appendix B includes a narrative description of a typical daily experience for an EL student.

## **Serving Students with Disabilities**

### ***Overview***

The following provisions summarize the manner in which the Charter School will serve its students with disabilities:

- It is understood that all children will have access to the Charter School and no student shall be denied admission due to disability.
- The Charter School shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEIA" or "IDEA"), Section 504 of the Rehabilitation Act ("Section 504") and the Americans with Disabilities ("ADA").
- The Charter School shall be solely responsible for compliance with Section 504 and the ADA.
- The Charter School agrees to implement a Student Study Team Process, a regular education function which shall monitor and guide referrals for Section 504 and special education services.
- SPS: Tahoma wishes to be deemed an LEA and a member of a Special Education Local Plan Area ("SELPA") for provision of special education services pursuant to Education Code Section 47641(a). SPS: Tahoma shall seek the Districts support in the provision of data or information in SPS: Tahoma's pursuit of membership in a SELPA as an LEA. Once an LEA, and a member of a SELPA, the Charter School shall be solely responsible for compliance with the IDEIA and the costs thereof. SPS: Tahoma will consider its options for SELPA membership, including but not limited to the El Dorado County Charter SELPA.
- Until such time as a SELPA grants the Charter School membership in the SELPA as an LEA, the Charter School shall be deemed a public school of the District that granted the charter pursuant to Education Code Section 47641(b) and shall work jointly with the District to ensure full compliance with the IDEIA as further described below. An anticipated timeline for application and membership in a SELPA is included in Appendix G.

## Section 504 of the Rehabilitation Act

SPS: Tahoma 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 SPS: Tahoma. 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 School.

A 504 team will be assembled by the Executive Director 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 who 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 include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent 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 the 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 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. Attached as Appendix W, please find the SPS: Tahoma 504 policy, Administrative Procedures and Parent Rights Form.

#### Services for Students under the IDEIA

SPS: Tahoma intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the applicable SELPA. As stated above, SPS: Tahoma shall pursue SELPA membership as an LEA to begin the first year of operation, but can make no guarantees as to approval as an LEA in that time frame. As such, until such time as SPS: Tahoma is approved as an LEA member of a SELPA pursuant to Education Code Section 47641(a), SPS: Tahoma shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b).

The following sections describe first the situation where SPS: Tahoma operates as a public school of the District for special education purposes pursuant to Education Code Section 47641(b); followed by a description of operation as an LEA for special education purposes.

#### **Services for Students under the IDEIA if the School remains a public school of the District**

*The following provisions are meant to summarize SPS: Tahoma Petitioner's understanding of the manner in which special education instruction and related services shall be provided by SPS: Tahoma and the **District if at any point SPS: Tahoma exists as a public school of the District for special education purposes** pursuant to Education Code Section 47641(b). The following mirrors the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and SPS: Tahoma as agreed upon in a Memorandum of Understanding ("MOU").*

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, SPS: Tahoma seeks services from the District for special education students enrolled in SPS: Tahoma in the same manner as is provided to students in other District schools. SPS: Tahoma will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the

confidentiality of pupil records. SPS: Tahoma will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. SPS: Tahoma will request an annual meeting between SPS: Tahoma and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that SPS: Tahoma and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

SPS: Tahoma acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. SPS: Tahoma agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. SPS: Tahoma believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

### Staffing

All special education services at SPS: Tahoma will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is SPS: Tahoma’s understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs SPS: Tahoma that current District practice is for the individual school sites to hire site special education staff or the District and SPS: Tahoma agree that SPS: Tahoma must hire on-site special education staff. In that instance, SPS: Tahoma shall ensure that all special education staff hired by SPS: Tahoma is qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by SPS: Tahoma (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

### Notification and Coordination

SPS: Tahoma shall promptly notify the District of all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

SPS: Tahoma shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to

imposing a suspension or expulsion. SPS: Tahoma shall assist in the coordination of any communications and immediately act according to District and SELPA policies relating to disciplining special education students.

### Identification and Referral

SPS: Tahoma shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. SPS: Tahoma will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred by SPS: Tahoma for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is SPS: Tahoma's understanding that the District shall provide SPS: Tahoma with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that SPS: Tahoma is provided with notification and relevant files of all students who have an existing IEP and who are transferring to SPS: Tahoma from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

### Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. SPS: Tahoma shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. SPS: Tahoma shall not conduct special education assessments unless directed by the District.

### IEP Meetings

In accordance with the role of the District and the District school sites, the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. SPS: Tahoma shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Principal and/or SPS: Tahoma designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher (if Charter School employee as opposed to District employee); the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at SPS: Tahoma and/or about the student. It is SPS: Tahoma's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

### IEP Development

SPS: Tahoma understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the District, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

### IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District; the District shall be responsible for all school site implementation of the IEP. SPS: Tahoma shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, SPS: Tahoma shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for SPS: Tahoma's non-special education students, whichever is more. SPS: Tahoma shall also provide all home-school coordination and information exchange unless directed otherwise by the District. SPS: Tahoma shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations, unless directed otherwise by the District. SPS: Tahoma shall comply with any directive of the District as relates to the coordination of SPS: Tahoma and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

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

For students who enroll in SPS: Tahoma from another school district outside of the SELPA with a current IEP, the District and SPS: Tahoma shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the District and SPS: Tahoma shall implement the existing IEP at SPS: Tahoma, to the extent practicable or as otherwise agreed between the District and parent/guardian.

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

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. SPS: Tahoma shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. SPS: Tahoma shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

### Non-discrimination

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

### Parent/Guardian Concerns and Complaints

SPS: Tahoma shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. SPS: Tahoma shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. SPS: Tahoma shall immediately notify the District of any concerns raised by parents.

The District's designated representative, in consultation with SPS: Tahoma's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. SPS: Tahoma shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

SPS: Tahoma and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and SPS: Tahoma shall comply with the District's decision.

SPS: Tahoma and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

### Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. SPS: Tahoma agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and SPS: Tahoma shall work together to defend the case. In the event that the District determines that legal representation is needed, SPS: Tahoma agrees that it shall be jointly represented by legal counsel of the District's choosing.

SPS: Tahoma understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.



## SELPA Representation

It is SPS: Tahoma's understanding that the District shall represent SPS: Tahoma at all SELPA meetings and report to SPS: Tahoma of SELPA activities in the same manner as is reported to all schools within the District.

## Funding

SPS: Tahoma understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and SPS: Tahoma. SPS: Tahoma anticipates, **without binding the District to these terms** that based upon State and Federal law that the fiscal relationship could be summarized as follows:

### *Retention of Special Education Funds by the District*

The District shall retain all state and federal special education funding allocated for Charter School students through the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

### *Retention of ADA Funds by the District for Non-Public Placements*

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at SPS: Tahoma's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in a County Office of Education program, in a non-public school, at home, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from SPS: Tahoma the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at SPS: Tahoma site.

### *Contribution to Encroachment*

SPS: Tahoma shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, SPS: Tahoma shall pay to the District a pro-rata share of the District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall invoice SPS: Tahoma for SPS: Tahoma's pro-rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. SPS: Tahoma ADA shall include all Charter School students, regardless of home district.

***SPS: Tahoma is eager to discuss the above arrangement, or a mutually agreed upon reasonable alternative in our discussions with the District to develop the MOU.***

## **Services for Students under the IDEIA when the School Becomes an LEA and Member of SELPA**

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Summit Public School: Tahoma

Submitted to the Eastside Union High School District June 25, 2010

*As stated above, upon charter approval, SPS: Tahoma will apply for SELPA membership. The Board of SPS: Tahoma already operates two schools which operate as LEAs and are members of the San Mateo County SELPA. The following language applies while SPS: Tahoma is an LEA and member of the SELPA pursuant to Education Code Section 47641(a):*

Upon approval as a member of the SELPA, the Charter School shall be solely responsible and liable for providing special education services under the Individuals with Disabilities Education Improvement Act ("IDEIA") (20 U.S.C. 1400, et seq.) with respect to eligible students. All obligations of the District recited above with respect to identifying, assessing, and serving special education students will default to SPS: Tahoma. SPS: Tahoma shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, SPS: Tahoma 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 pupils. As an LEA, SPS: Tahoma 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.

### III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

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*“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.”*

*-California Education Code Section 47605(b)(5)(B)*

and

*Governing Law:* *The method by which pupil progress in meeting those pupil outcomes is measured.*

*-- California Education Code Section 47605(b)(5)(C)*

#### **Measurable Student Outcomes**

The School’s outcomes are designed to align with the school’s mission, curriculum and assessments and the California State Standards for courses offered at SPS: Tahoma. Upon graduation from the School, students will have demonstrated the following which indicate their ability to be self-motivated, competent life-long learners.

Graduates will be able to meet the Expected School-wide Learning Results (ESLRs):

- Evaluate possibilities to make informed decisions
- Recognize how perspectives shape ideas and decisions
- Effectively articulate processes, ideas and concepts

Graduates will demonstrate mastery (a basic or higher proficiency as assessed by an objective rubric) of the following skills that will indicate their ability to meet the (ESLRs) listed above by earning a passing grade in each of the course required for graduation:

- Analysis
- Application
- Connection
- Evaluation
- Hypothesis
- Use of Evidence

Graduates will demonstrate mastery (a basic or higher proficiency as assessed by an objective rubric) of the California State Content Standards in the following subjects as an indication of their ability to meet the ESLRs:

- English Language Arts 9-10
- English Language Arts 11-12
- Geometry
- Algebra II
- Trigonometry
- Probability and Statistics
- World History, Culture, and Geography: The Modern World

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Summit Public School: Tahoma

Submitted to the Eastside Union High School District June 25, 2010

- United States History and Geography: Continuity and Change in the Twentieth Century
- Principles of American Democracy and Economics
- Physics
- Chemistry
- Biology / Life Science

Additionally, Graduates will pursue the following outcomes:

- Complete with a C- or better the UC/CSU entrance requirements (A-G) for college admission
- Apply to and be accepted for admission to at least one four year college or university

## **Academic Performance Index / Adequate Yearly Progress**

SPS: Tahoma is based upon the school models of Summit Preparatory Charter High School (“SPCHS”), which has consistently performed in the top 20% of the state on the Academic Performance Index (“API”) and which met 7 out of 7 Adequate Yearly Progress criteria. Therefore, the SPS: Tahoma founders believe that the SPS: Tahoma performance on the API will be comparable to SPCHS which is included in Appendix H. (Everest Public High School has just completed its first year and does not have an API score yet.)

SPS: Tahoma shall pursue continuous growth on the API and if applicable, its API growth target. SPS: Tahoma shall also continuously pursue AYP.

## **Methods of Measurement**

The following assessment tools will be used at the indicated frequency to assess student progress in meeting the desired student outcomes.

**Annually**, performance on

- California State Standards Exams
- California High School Exit Exam
- California English Language Development Test
- 9<sup>th</sup> Grade Test of Physical Fitness
- Cumulative Final Exams
- Advanced Placement Exams
- PSAT
- SAT I
- SAT II

**Each Semester**

- Progress in coursework
- Progress toward achieving Personalized Learning Plan goals
- Progress toward achieving Individual Education Plan (IEP) goals

**Ongoing**, student performance against school rubrics for the following tasks:

- Experiment design

- Problems of the Week
- Research Projects
- Revision Process
- Complex Instruction Activity
- Socratic Seminar
- Classroom Discussion
- Structured Academic Controversy
- Peer Assessment
- Persuasive Speech
- Essay
- Lab Report
- Self Assessment

### ***Upon Graduation***

- Completion of all graduation requirements
- Applications to four year colleges
- Acceptance letters to four year colleges

## **Use and Reporting of Data**

The primary tool to be used for capturing student data is PowerSchool, a database designed specifically for school use. In addition, the school will utilize the Naviance data base system to capture all college data and Zoom Data system to analyze classroom achievement. The three systems combined have the capability to record results for all of the tools described in the previous section.

### ***Collection***

- Standardized assessment results are all available electronically and are uploaded by the Executive Director or his/her designee.
- All results from assessments given at school are input by faculty members.
- All information pertaining to student goals is input by mentors or RSP teachers.
- Seniors, mentors and parents enter all college data into the Naviance system.

### ***Analysis***

- Individual students, their parents and mentor will analyze each student's individual performance on all of these measures listed below in the context of their semi-annual Personalized Learning Plan discussions.
- The school faculty will analyze data from all of the tools listed for individual students, as well as school-wide, at least two times per year.
- The Board will review the data and the faculty's analysis of it at least two times per year.

### ***Reporting***

- Results from all of the tools listed above are available for each individual student and his parents to view at all times via a secure web-based PowerSchool platform that can be accessed from any

internet connection or on specifically designated computers at the school during regular operating hours.

- Annually, the school will publish a School Accountability Report Card (SARC) that will be posted on the school's website and made available in the school lobby.
- On an as-needed basis, the School will publish bulletins reporting general student or school performance data.

### ***Continuous Improvement***

SPS: Tahoma is committed to using student performance data to refine and improve the educational program. Specifically, the faculty will devote substantial amounts of time during the two intersession periods to analyze the data, and to propose research-based changes to the educational program based upon it. Changes will be adopted based on full faculty consensus and planning for implementation will occur during the intersession periods. Additionally, the school will complete an extensive self-study in an effort to become an accredited school through the Western Association of Schools and Colleges ("WASC").

### ***District Visitation/Inspection***

SPS: Tahoma will comply with a District requested visitation process to enable the District to gather information needed to validate the school's performance and compliance with the terms of this charter. However, SPS: Tahoma agrees to and submits to the right of the District to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

### ***Response to Inquiries***

Pursuant to Education Code Section 47604.3 the School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District, the County Office of Education, County Board of Education, and the State Superintendent of Public Instruction.

#### **IV. GOVERNANCE STRUCTURE**

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*“The governance structure of the school including, but not limited to, the process to be followed by the school to ensure parental involvement.”*

*-California Education Code Section 47605(b)(5)(D)*

##### **Legal Status**

Summit Public Schools<sup>2</sup> has constituted itself as a California non-profit public benefit corporation pursuant to California law and is a 501(c)(3) tax exempt organization, as Summit Public Schools. Summit Public School’s Amended Articles of Incorporation state:

*The specific purposes of this Corporation are as follows: (1) to train, consult and advise California public school teachers and administrators, and to provide support and administrative services to California public schools; and (2) to manage, operate, guide, direct and promote one or more California public charter schools.*

Pursuant to the second stated legal purpose of Summit Public Schools, SPS: Tahoma will be operated by Summit Public Schools in accordance with Education Code Section 47604(a). Summit Public Schools and SPS: Tahoma shall be governed pursuant to the corporate bylaws adopted by the Board of Directors of Summit Public Schools which shall be consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws. Summit Public Schools Articles of Incorporation and approved by-laws are included in Appendix I.

SPS: Tahoma shall operate autonomously from the Eastside Union High School District, with the exception of supervisory oversight as required by statute. Pursuant to Education Code Section 47604(c), the Eastside Union High School District shall not be liable for the debts and obligations of Summit Public Schools or SPS: Tahoma, operated as a California non-profit, public benefit corporation or for claims arising from the performance of acts, errors, or omissions by the school, as long as the Eastside Union High School District has complied with all oversight responsibilities required by law.

##### **Board of Directors of Summit Public Schools**

Summit Public Schools is governed by a Board of Directors (the “Board”). The Board shall be ultimately responsible for the operation and activities of the School. The Board shall be governed in its operations and its actions by the corporate bylaws of the organization which shall be consistent with the charter, the Charter Schools Act and all other applicable laws. The primary methods for executing their responsibilities are to create, adopt and monitor a long term strategic plan and associated budget, and to employ and evaluate the Executive Director of SPS: Tahoma.

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<sup>2</sup> The organization that is Summit Public Schools as described and referenced in this charter petition was originally incorporated under the name of The Summit Institute. The Summit Institute will file a Certificate of Amendment to the Articles of Incorporation for a name change with the Secretary of State by July 16, 2010, and expects approval of the name change to Summit Public Schools within approximately three weeks of that date. As such, we have used Summit Public Schools throughout this document.

The Board consists of at least four members and should not exceed fourteen members. Each Board member will serve a three year term, with the exception of the Chief Executive Officer who will serve on the board the entire time he/she is employed. Terms will be staggered to ensure that at any given time no more than one third of the members have less than one year of experience on the board. New board members will be mentored by experienced members during their first year. Board members are not subject to a limit on the number of terms they may serve.

Board members' terms will expire according to the Board of Directors with Term Expiration Dates chart, included below. Board members shall have experience in one or more areas critical to charter schools success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising.

**Summit Public Schools Board of Directors with Term Expiration Dates**

<b>Member</b>	<b>Position</b>	<b>Term Expiration Date</b>
Robert Oster	Chairperson	July 2014
Steven Humphreys	Community Outreach Committee	July 2013
Stacey Keare	Governance Committee Chairperson	July 2013
Robert O'Donnell	Finance Committee Chairperson	July 2014
Blake Warner	Finance Committee	July 2015
Diane Tavenner	Chief Executive Officer	No expiration date

***Governance Council of SPS: Tahoma***

The day-to-day management of the School shall be by the Executive Director and overseen by a sub-committee, the Tahoma Governance Council, of the Board of Directors. The chairman of the SPS: Tahoma Governance Council will be a member of the Summit Public Schools Board. The Governance Council is approved by Summit Public Schools Board of Directors. Members of the initial Governance Council will likely be drawn from the group of school founders. All future appointments to the Board and Governance Council will follow a Nomination and Appointment Process outlined in the Bylaws.

Governance Council members shall have experience in one or more areas critical to charter schools success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership, fundraising, parent volunteerism or the local community.

In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Governance Council.

**Board and Governance Council Responsibilities:**

Both the Board and Governance Council will meet on a regular basis. The responsibilities of the Board include but are not limited to:

- Uphold the mission of the School
- Oversee the implementation of the charter



- Approve and monitor the school budget, fiscal reports, and the School's fiscal practices
- Approve all contracts and expenses
- Receive and review the yearly independent financial audit
- Approve and monitor the school's facility arrangements and plans
- Oversee and evaluate the Executive Director
- Hire the Executive Director
- Hire SPS: Tahoma employees upon recommendation of the Executive Director
- Employee action upon recommendation of the Executive Director
- Approve Board Policies

The Board will comply with all federal, state and local laws that are applicable to independent public charter schools, including but not limited to the Brown Act and the Political Reform Act. Summit Public Schools has adopted a conflicts code, which is included in Appendix I. The organization will retain its own legal counsel when necessary, and will purchase and maintain, as necessary, general liability, officers and directors', property, workers' compensation, and unemployment insurance policies.

Summit Public Schools may initiate and carry out any program or activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which charter schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School or the Governance Council any of those duties with the exception of budget approval or revision, approval of the fiscal audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing,
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board of Directors and Governance Council members will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

### **Executive Director**

The Executive Director will work full-time within the school and will communicate directly with the Board of Directors and to the District Board of Trustees through its Superintendent or designee as necessary. The Executive Director is fully responsible for the execution of all Board policy, all day-to-day operations, and all functions of the school.

The responsibilities of the Executive Director or his/her designee may include, but are not limited to, the following:

- Attend District Administrative meetings as necessary and stay in direct contact with District regarding changes, progress, etc.
- Develop Governance Council meeting agendas in conjunction with the Chairman in compliance with the Brown Act.
- Supervise all employees of the School.
- Provide timely performance evaluations of all School employees.
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with School legal counsel and any outside consultants.
- Stay abreast of school laws and regulations.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Establish and execute enrollment procedures.
- Develop and administer the budget in accordance with generally accepted accounting principles.
- Provide assistance and coordination to the faculty in the development of curriculum.
- Oversee parent/student/teacher relations.
- Attend IEP meetings when necessary.
- Supervise student disciplinary matters.
- Coordinate the administration of Standardized Testing.
- Plan and coordinate student orientation.
- Attend all Charter Board meetings and attend as necessary at District Board of Education meetings as the charter representative.
- Establish procedures designed to carry out Charter Board policies.

### ***Board Committees***

The Board may appoint one or more committees comprised of faculty, parents, community members or other members of the public with varying areas of expertise. The purpose of a committee is to provide advice, expertise and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the school. The committees will be selected by the Board of Directors.

### ***Parent Participation***

As the school is being established to serve the needs of the students, it is imperative that families are actively involved. SPS: Tahoma will encourage parents to form a Parent Organization which will be established to facilitate communication between all members of the organization and to bring needed human resources to help meet the goals and objectives of the school.

SPS: Tahoma expects that all parents or guardians of SPS: Tahoma students contribute at least 30 hours (Community Hours) per family each school year. There are a variety of on-site and at-home, short-term and ongoing, day-time and evening opportunities. The assignment, managing, and tracking of community hours are the responsibility of the SPS: Tahoma Parent Organization. All membership requirements,

responsibilities, job descriptions and procedures for the organization will be outlined in the Student and Parent Handbook. All parents and guardians are notified of their responsibilities via the Handbook that is distributed during the mandatory orientation and also available on the school website and in the lobby of the school.

### ***Other Opportunities for Parent Involvement***

In addition to community hours, SPS: Tahoma parents are strongly encouraged to become actively involved in the school and their child's education. Several opportunities for parent involvement exist and include:

- Parents participate in the annual development of their child's Personalized Learning Plan.
- Parents are encouraged to attend the several Parent Education Nights held each year. Evenings are planned by the parent organization in conjunction with the school administration. Meetings address such topics and college preparation, financial aid, SAT prep, school finances, and organizational planning.
- Parents are invited to all school social functions.

### ***Parent Organization***

The Parent Organization will be led by a leadership team. They will meet regularly with the school administration to bring parent community questions, concerns, and ideas to the school administration. The leadership team will be bi-lingual in English and Spanish and will be representative of the community. A description of the EPHS Parent Organization is included in Appendix J. SPS: Tahoma parents will develop their own organization based on the needs of the Eastside community.

## V. HUMAN RESOURCES

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### Qualifications of School Employees

*“The qualifications to be met by individuals to be employed by the school.”*

*-California Education Code Section 47605(b)(5)(E)*

SPS: Tahoma will recruit professional, effective and qualified personnel for all administrative, instructional, and non-instructional support positions. All employees will demonstrate a belief in the mission, program design, instructional philosophy, and curriculum documented in this charter. All employees of the school will be employees of Summit Public Schools.

In accordance with Education Code 47605(d)(1), Summit Public Schools shall be nonsectarian in its employment practices and all other operations. Summit Public Schools shall not discriminate against any individual (employee or pupil) 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). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the school. All employees must comply with the employee processing policies and procedures (to include, but not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and TB screening).

#### ***Specific Qualifications for all Staff***

The Board of Directors shall define specific employee minimum qualifications that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing SPS: Tahoma’s program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment to working with parents as educational partners.
- Strong, written and verbal communication skills.
- Knowledge of the developmental needs of students.
- Awareness of the social, emotional and academic needs of the students.
- Ability to plan cooperatively with other staff.
- Willingness to continue education through additional courses and training, workshops, seminars and staff development.
- Active participation in faculty meetings.
- Focus on working closely with the school faculty by providing any information regarding a student's behavior change, attitude and/or classroom performance.
- Take a leadership role in some aspect of the School’s development.

#### ***Administrators***

The Executive Director and Assistant Director at SPS: Tahoma shall possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Executive Director shall possess skills in hiring and supervising excellent teachers, and, if possible, business experience.

SPS: Tahoma administrators should possess a masters degree or higher in education and have demonstrated at least three years of successful teaching experience. SPS: Tahoma administrators will demonstrate proficiency on the California/Interstate School Leader Licensure Consortium's six Professional Standards for Educational Leaders. SPS: Tahoma will give preference to administrative candidates who hold a valid California Administrative Services Credential or those who have met the California standard for passage of the School Leaders Licensure Assessment.

### **Teachers**

Instructional employees will hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. SPS: Tahoma will comply with Section 47605(l), which states:

*"Teachers in charter schools shall 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. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses."*

SPS: Tahoma will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing and have experience commensurate with the applicable job specification. The teachers will be of the caliber currently employed by Summit Preparatory Charter High School and Everest Public High School as represented in Appendix K, which includes short biographies on the 2009-2010 teachers at SPCHS and EPHS. Additionally, core teachers, as defined by the No Child Left Behind Act ("NCLB"), shall meet the applicable definitions of the highly qualified requirements as illustrated by this chart published by the California Department of Education:

	<b>“New” to The Profession</b>	<b>“Not New” to The Profession</b>
	Holds a Credential or an Intern Credential or Certificate Issued <u>on or after July 1, 2002</u>	Holds a Credential or an Intern Credential or Certificate Issued before July 1, 2002
GRADE SPAN	HIGH SCHOOL	HIGH SCHOOL
REQUIREMENTS	<p>1) Bachelor’s degree</p> <p>2) California Credential or an Intern Credential or Certificate for no more than three years</p> <p>3) Core academic subject competence must be demonstrated by :</p> <p>EXAM: Pass a subject matter examination approved by the CCTC in each subject taught</p> <p>or</p> <p>COURSEWORK: In each core area taught complete a:</p> <p>A) CCTC approved subject matter program, or B) Major, or C) Major equivalent, (32 semester units or the equivalent) or D) Graduate degree</p>	<p>1) Bachelor’s degree</p> <p>2) California Credential or an Intern Credential or Certificate for no more than three years</p> <p>3) Core academic subject competence must be demonstrated by :</p> <p>EXAM: Pass a subject matter examination approved by the CCTC in each subject taught</p> <p>or</p> <p>COURSEWORK: In each core area taught complete a:</p> <p>A) CCTC approved subject matter program, or B) Major, or C) Major equivalent, (32 semester units or the equivalent) or D) Graduate degree</p> <p>or</p> <p>ADVANCED CERTIFICATION: National Board Certification in the core area</p> <p>or</p> <p>HOUSSE: Complete California’s High Objective Uniform State Standard of Evaluation</p>

In addition to the specific qualifications expected of all SPS: Tahoma staff members, the following qualifications are expected of all teachers:

- Strong instructional leadership.
- Caring about students and their success in learning.
- Familiarity with or willingness to be trained in SPS: Tahoma’s curriculum, instructional methodology, and procedural compliance.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Commitment to the philosophy of the charter school and the mission.
- Accepting the parent as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community.
- Deep commitment to student achievement.
- Accepting responsibility and accountability for instruction.

The expectations and responsibilities of SPS: Tahoma's teachers are included in Appendix K which details The Role of Summit Public Schools Educator.

SPS: Tahoma may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the teacher of record, except in non-core, non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position with SPS: Tahoma as outlined in the Employee Handbook. The Summit Institute Employee Handbook is contained in Appendix L.

### ***Non-Instructional***

All non-instructional staff will possess experience and expertise appropriate for their position with SPS: Tahoma as outlined in the Employee Handbook. Summit Public Schools Employee Handbook is contained in Appendix L.

### ***Services Provided Via Contractors***

SPS: Tahoma will receive service from employees of organizations with which SPS: Tahoma contracts. Additionally, SPS: Tahoma will receive financial, human resource, technology, leadership, facilities and professional development services from Summit Public Schools. SPS: Tahoma will ensure that the qualification of the employees of contractors and Summit Public Schools are consistent with the expectations for SPS: Tahoma's employees.

### ***Professional Development***

Each faculty and staff member has a Personalized Educator Plan ("PEP"). The plan is developed by the employee with the input and approval of the Executive Director and using the template which is included in Appendix M. The plan asks the employee to identify a set of professional development goals from seven different areas that have been identified as the strands most pertinent to the success of an SPS: Tahoma educator. They include content, curriculum, instruction, assessment, mentoring, leadership, and knowing and understanding learners. The plan identifies the teacher's present level of performance in each strand using a standard rubric. The plan indicates the teacher's annual goals for growth in one or more strand, how the goals will be measured and what will define success. Additionally, a strategy for achieving the goals is designed, and subsequently supported by the school and its professional development activities throughout the year.

## **Compensation and Benefits**

*"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."*

*-California Education Code Section 47605(b)(5)(K)*

The financial compensation for school employees will include a base salary that is competitive with like jobs in other local public high schools and the opportunity to earn an annual achievement bonus. The achievement bonus will be awarded based upon the employee successfully achieving goals and objectives that are mutually agreed upon by both the employee and the Executive Director and documented in the Personalized Educator Plan (PEP).

The Executive Director will oversee the arrangements for retirement coverage for all SPS: Tahoma employees.

All certificated employees of SPS: Tahoma shall participate in the State Teachers Retirement System (STRS). All classified employees will participate in a 401(a) retirement plan.

SPS: Tahoma will make all required employer contributions. SPS: Tahoma will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of a California employer.

Refer to the Employee Handbook in Appendix L for more information on compensation and benefits.

## **Employee Representation**

*"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act."*

*- California Education Code Section 47605(b)(5)(O)*

For the purposes of the Educational Employment Relations Act ("EERA"), Summit Public Schools as the California non-profit public benefit corporation operating SPS: Tahoma is deemed the exclusive public school employer of the employees of the charter school. Thus, the collective bargaining contracts of local school districts shall not be controlling. SPS: Tahoma recognizes the employees' rights under the EERA provisions to organize for collective bargaining.

Persons employed by the school are not considered employees of the Eastside Union High School District for any purposes whatsoever.

## **Rights of School District Employees**

*"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."*

*-California Education Code Section 47605(b)(5)(M)*

All employees of SPS: Tahoma shall be considered the exclusive employees of Summit Public Schools and not any school district or the Eastside Union High School District unless otherwise mutually agreed in writing. Employees of the District who resign from employment to work at Summit Public Schools and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment in accordance with District policy, applicable law, and applicable bargaining agreements.

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Summit Public School: Tahoma

Submitted to the Eastside Union High School District June 25, 2010



Summit Public Schools shall not have any authority to confer any rights to return on District employees. Sick or vacation leave or years of service credit at the Eastside Union High School District or any school district shall not be transferred to the Charter School.

A former employee of any school district shall have the following rights:

- Any rights upon leaving the employment of a local education agency to work in the charter school that the local education agency may specify.
- Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify.
- Any other applicable rights upon leaving employment to work in the charter school that are outlined in law.

## **Health and Safety**

*“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.”*

*- California Education Code Section 47605(b)(5)(F)*

A healthy and safe environment is imperative to productive teaching and learning. SPS: Tahoma will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the School’s insurance carriers. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies will be incorporated as appropriate into the Student / Parent and the Employee handbooks. The Board has adopted a set of Health and Safety Policies. The policies are contained in Appendix O. No later than 90 days prior to operation the policies will be tailored to the unique facility needs be submitted to the District.

The following summarizes the health and safety policies of SPS: Tahoma:

### ***Procedures for Background Checks***

Employees and contractors at SPS: Tahoma will be required to submit to a criminal background check and furnish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the school shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. 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 classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

### ***TB Testing***

SPS: Tahoma will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

### ***Immunizations***

SPS: Tahoma will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

### ***CPR /First Aid Training***

All employees at SPS: Tahoma should be CPR/First Aid trained.

### ***Medication in School***

SPS: Tahoma will adhere to Education Code Section 49423 regarding administration of medication in school.

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

SPS: Tahoma shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the School.

### ***Emergency Preparedness***

SPS: Tahoma shall adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This plan shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

### ***Blood borne Pathogens***

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

## **Facility Safety**

SPS: Tahoma shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the California Building Standards Code. The School agrees to maintain visitor policies, test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills at least twice per school year in accordance with Title 5 California Code of Regulations Section 550.

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

SPS: Tahoma shall maintain a drug and alcohol and smoke free environment.

## **Integrated Complaint and Investigation Procedure**

SPS: Tahoma adopted a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the Charter School. Under the direction of the Board of Summit Public Schools, the Executive Director shall be responsible for investigation, remediation, and follow-up on matters submitted to the Charter School through this procedure.

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

SPS: Tahoma 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. Summit Public Schools has adopted a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School policy included in Appendix O.

## **Procedures**

The Summit Institute on behalf of the Charter School adopted procedures to implement the policy statements listed above.

## **Dispute Resolution**

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.”*

*- California Education Code Section 47605(b)(5)(N)*

## **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. The Charter School understands that agreement to a dispute resolution process must be bilateral and the Charter School cannot unilaterally bind the District to a specific procedure. As such, the following represents the Charter School's proposed process for resolving disputes between the District and the Charter School. The Charter School agrees that this process may be revised as agreed upon by the District and Charter School in a mutually agreed upon MOU.

### ***Public Comments***

The staff and Board and Eastside Union High School District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

### ***Disputes Arising from within SPS: Tahoma***

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the School. The Eastside Union High School District shall not intervene in any such internal disputes without the consent of the Board of Directors of the Charter School and shall refer any complaints or reports regarding such disputes to the Board of Directors or the Executive Director for resolution in keeping with the School's policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of the material provisions of the charter or related laws or agreements has occurred, or unless the Board of Directors of the school has requested the District to intervene in the dispute.

### ***Disputes Between SPS: Tahoma and the Eastside Union High School District***

The School and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

- **Actions That Could Lead to Revocation: Charter School Due Process**  
In the event that the District determines that the School has engaged in an act that could lead to revocation of the charter, the District and the Charter School shall have a face to face meeting within 10 days of the Superintendent's and/or designee's determination that a violation has occurred. Present in the face-to-face meeting shall be at least the Superintendent of the District or designee and the School's Executive Director. If after such meeting, the District Board determines that a violation has occurred which requires a cure, the District Board may act to send a formal written notification to the School outlining the alleged violation and demanding the violation be cured in accordance with Education Code Section 47607. The School shall have a reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the District, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion. Thereafter, if necessary, revocation of the charter may be commenced by the District Board of Education in accordance with Education Code Section 47607 or applicable law.

- Disputes not Leading to Revocation: Dispute Resolution  
In the event that SPS: Tahoma and the Eastside Union High School District have disputes regarding the terms of this charter or any other issue regarding the School and the District's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between SPS: Tahoma and the School District, the staff and Board of the school and the District administration agree to first frame the issue in written format and refer the issue to the Superintendent of the School District and the Executive Director of SPS: Tahoma. The party initiating the dispute resolution process shall prepare and send to the other party a notice of dispute that shall include the following information: (1) the name, addresses and phone numbers of designated representatives of the party; (2) a statement of the facts of the dispute, including information regarding the parties attempts to resolve the dispute; (3) the specific sections of the charter, memorandum of understanding, law etc. that are in dispute; and (4) the specific resolution sought by the party. Within ten days from receipt of the notice of dispute the representatives from the Charter School shall meet with representatives from the District in an informal setting to try to resolve the dispute.

If the informal meeting fails to resolve the dispute the party initiating the dispute resolution process shall notify the other party (the responding party) in writing that it intends to proceed to mediation of the dispute and shall request the State Mediation and Conciliation Service to appoint a mediator within seven days to assist the parties in resolving the dispute. The initiating party shall request appointment of a mediator who is available to meet as soon as possible but not later than 45 days after receipt of the request for appointment. If the State Mediation and Conciliations Service is not available the parties shall mutually agree upon a mediator. The party initiating the dispute shall forward a copy of the notice of the dispute to the appointed mediator. The responding party shall file a written response with the mediator and serve a copy on the initiating party within seven days of the first scheduled mediation. The mediation procedure shall be entirely informal in nature; however, copies of exhibits upon which either party bases its case shall be shared with the other party at least five (5) business days before the mediation. The relevant facts should be elicited in a narrative fashion to the extent possible, rather than through examination and cross-examination of witnesses. The rules of evidence will not apply and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the District and the Charter School. If the District and the Charter School fail to meet within the specified time line, have not reached an agreement within 15 days from the first meeting held by the mediator, or if the mediator declares the parties at impasse, either party may terminate mediation and may pursue its dispute as otherwise allowed by law.

All costs of the mediation, including but not limited to, the mediators' fees, per diem, travel, and subsistence expenses, and the costs, if any, of the location for mediation, shall be borne equally by the District and the Charter School.

All timelines and procedures for mediation as described herein may be revised by mutual agreement.

This dispute resolution procedure shall not apply to any request for equitable or injunctive relief prior to the mediation to preserve the status quo pending the completion of that process. Except for such an action to obtain equitable or injunctive relief, neither party may commence a civil action with respect to the matters submitted to dispute resolution until that process is complete.

## **VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION /EXPULSION POLICIES**

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### **Student Admissions Policies and Procedures**

*Admission requirements, if applicable.*

*- California Education Code Section 47605(b)(5)(H)*

The Board of Directors, with the advice of the Governance Council, shall determine all policies, processes, and procedures governing application, admission, and enrollment at SPS: Tahoma. All students attending SPS: Tahoma must follow the application, admission, and enrollment policies of the school.

The application packet for admission to SPS: Tahoma shall include information that allows students and parents to be informed about the school's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the School. The application packet shall include:

- A brief description of what a charter school is and how it differs from regular public schools.
- A brief description of Summit Public Schools.
- SPS: Tahoma's Mission Statement and a summary of the School's educational philosophy.
- A description of SPS: Tahoma's educational program including a school calendar, daily schedule, core curriculum, enrichment and extracurricular programs, attendance expectations, grading policy, testing and evaluation procedures, promotion and retention policy, and graduation standards (exit outcomes).
- An overview of the academic performance of students who have attended SPS: Tahoma (e.g., API results) or those who have attended SPCHS and EPHS until data is available for SPS: Tahoma students.
- A description of SPS: Tahoma's governance structure and how the School encourages parental involvement.
- A listing of the rights and responsibilities of SPS: Tahoma parents and teachers.
- Descriptions of admission criteria, public random drawing preferences, conditions of enrollment, and consequences of misrepresenting admission and enrollment information (as described in the following sections).
- School Capacity.

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at SPS: Tahoma. The determination of school capacity shall be based on, among other things, the school's academic program, the school's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the school.

## ***Admission Criteria***

SPS: Tahoma shall be open to all students at the appropriate grade levels who wish to attend within the minimum and maximum age requirements specified in applicable law. SPS: Tahoma shall be open to all students without regard for the place of residence of students or parents within California except as provided in Education Code Section 47605(d)(2). If oversubscribed, admission to SPS: Tahoma, except for existing students, shall be determined by public random drawing in accordance with the preferences given in the next section.

The only admission requirement is that students wishing to attend SPS: Tahoma must follow the school's admission procedures with respect to completing applications, and enrollment forms and documents by the announced deadlines. Application deadlines, which will normally be in the winter for admission the following September, shall be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them. Late applications for admission shall result in loss of admission and enrollment preferences as listed below. Late return of enrollment packets following notification of admission shall result in loss of place on the admission priority list discussed below.

There shall be no admission testing or other evaluation required of any applicant. SPS: Tahoma shall not charge an application fee nor shall it charge tuition [California Education Code Section 47605(d)(1)]. SPS: Tahoma will encourage parent contributions to help fund SPS: Tahoma's educational programs but shall not require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the school's required educational activities.

SPS: Tahoma shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student 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). [Education Code Section 47605(d)(1)].

## ***Public Random Drawing and Preferences***

If the number of students who wish to attend SPS: Tahoma within each grade level exceeds the school's capacity, except for existing students, enrollment shall be determined by a public random drawing for each grade level conducted in advance of each academic semester<sup>3</sup>. In accordance with Education Code Section 47605(d)(2), preference in the public random drawing shall be provided in the following order of declining priority:

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<sup>3</sup> While receiving Public Charter Schools Grant Program funding, this Public Random Drawing shall be held as one single weighted lottery.

1. Children of current Summit Public Schools employees and founders of SPS: Tahoma<sup>4</sup>
2. Siblings of currently enrolled students or graduates of SPS: Tahoma residing within the boundaries of the District <sup>5</sup>
3. Students residing within the boundaries of the District
4. Siblings of currently enrolled students or graduates of SPS: Tahoma residing outside the boundaries of the District
5. All other students who wish to attend the School

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the public random drawing. This wait list, called an admission priority list, will allow students the option of enrollment in the case of an opening during the current school semester. In no circumstance will a waitlist carry over to the following school semester. The order of admission of students at any time during the semester shall be based solely on the order of applicants on the admission priority list. SPS: Tahoma shall maintain a list of students interested in transferring to the school. After the admission priority list has been exhausted or at the conclusion of the school semester, the school will advertise if a space has become available and applications are being accepted. If more applicants than spaces are available, another public random drawing will be conducted for the open spaces as described above.

### ***Conditions of Enrollment***

SPS: Tahoma shall have the following requirements that must be met by each student and their family before beginning classes at the School:

- Attend an orientation session to receive the Student and Parent Handbook.
- Complete enrollment/registration forms including student data sheet, emergency information cards and other required documents.
- Provide records documenting immunizations required by charter schools (as described above)

Research shows the importance of parental involvement in students' achievement; SPS: Tahoma strongly encourages and supports parents' involvement in their children's education. Parents will be expected to volunteer a minimum of 30 hours per year to support the school as outlined in the Parent/Student Handbook. In no circumstance will a parent's inability to meet the volunteer expectation result in an educational detriment to the student.

Admission tests will not be required; however, assessments will be administered to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of students' reading, writing and math skills.

### **Non-Discrimination**

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<sup>4</sup> While receiving Public Charter Schools Grant Program funding, this preference will be handled as an exemption to the public random drawing and limited to 10% of total enrollment and will be limited to children of "faculty" and founders.

<sup>5</sup> While receiving Public Charter Schools Grant Program funding, this preference will be handled as an exemption to the public random drawing and limited to siblings of current students.



*The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.*

*- California Education Code Section 47605(b)(5)(G)*

SPS: Tahoma will strive to recruit a student population that will be reflective of the school age population of the granting agency. SPS: Tahoma will engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population. These strategies will include:

- Enrollment timeline and process that allow for a broad-based recruiting and application process
- Outreach efforts via neighborhood groups, community organizations, churches and other leadership organizations
- Marketing brochures and TV/radio public service advertisements targeted toward diverse populations and, when needed, in various languages
- Each year the School shall review its racial and ethnic balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population.

A detailed description of the planned activities for recruiting the fall 2011 entering 9<sup>th</sup> grade class is included in Appendix P.

## **Public School Attendance Alternatives**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”*

*- California Education Code Section 47605(b)(5)(L)*

Students who opt not to attend SPS: Tahoma may attend school district of residence schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in SPS: Tahoma shall be informed that the pupil(s) has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in SPS: Tahoma, except to the extent that such a right is extended by the local education agency.

## **Suspension/Expulsion Procedures**

*“The procedures by which pupils can be suspended or expelled.”*

*- California Education Code Section 47605(b)(5)(J)*

SPS: Tahoma will have a comprehensive set of suspension and expulsion policies which are attached in Appendix Q. The policies will be printed and distributed as part of SPS: Tahoma’s Student/Parent Handbook and will clearly describe the school’s expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. These policies

will provide all students with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs.

## **VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY**

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### **Budget**

*“...provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.”*

*- California Education Code Section 47605(g)*

SPS: Tahoma’s budget is based upon the experience of operating SPCHS from 2003 – 2010 and EPHS from 2009 – 2010 year. The five year budget, cash flow and assumptions can be found in Appendix R.

The budget demonstrates that when the school is fully enrolled with 400 students, there will be a very small need for private funding. The school will operate its basic program on the general purpose entitlement, categorical block grant revenue and Title funding amounts.

### **Financial Reporting**

Summit Public Schools fiscal control policies and procedures (Appendix R) will be used to guide SPS: Tahoma’s operation. The fiscal policies have been adopted by the Board of Summit Public Schools and reviewed by the auditors of both SPCHS and EPHS. SPS: Tahoma shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

### **Insurance**

Summit Public Schools agrees that it will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of this size and nature for the operation of SPS: Tahoma. Currently, Summit Preparatory Charter High School, Everest Public High School and numerous other California charter schools are covered by the Joint Powers Authority through the California Charter Schools Association, which offers the lowest rate available to charter schools. It is SPS: Tahoma’s intention to secure coverage with this provider, unless a more prudent option is discovered. A summary of EPHS’s coverage is included in Appendix S, as an example of what SPS: Tahoma will expect for coverage.

### **Facilities**

SPS: Tahoma will operate within the boundaries of East Side Union High School District. SPS: Tahoma wishes to be located on the Eastside of San Jose, California. This location is ideal for the student population the school seeks to serve. A description of SPS: Tahoma’s anticipated facility requirements for the first year of operation is included in Appendix T.

### **Transportation**

The school does not anticipate the need to make arrangements for transportation of the students, except as required by law for students with disabilities in accordance with a student's IEP which shall be handled in accordance with the MOU between the District and SPS: Tahoma if the school operates as a public school of the District for special education purposes, but solely by SPS: Tahoma in accordance with SELPA policy and the IDEIA once SPS: Tahoma becomes an LEA and a member of the SELPA as intended by this charter.

## **Financial Audits**

*“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.”*

*- California Education Code Section 47605(b)(5)(l)*

An annual independent fiscal audit of the books and records of SPS: Tahoma will be conducted as required under the Charter Schools Act, section 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 Controllers Guide.

An audit committee appointed by the Board of Summit Public Schools will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and 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.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and meet with the District with regard to resolution of audit exception or deficiencies to the satisfaction of the District and shall report to the Board of Directors of Summit Public Schools with recommendations. The Board of Summit Public Schools will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any appeals of audit exceptions will be made to the Education Audit Appeals panel in accordance with applicable law.

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

Under the management of members of Summit Public Schools, SPCHS has received seven consecutive clean audits. EPHS will conclude its first audit at the conclusion of this fiscal year.

## **Closure Protocol**

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Summit Public School: Tahoma

Submitted to the Eastside Union High School District June 25, 2010

*“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 public records.”*

*- California Education Code Section 47605(b)(5)(P)*

The following procedures shall apply in the event the charter school closes. The following procedures apply regardless of the reason for closure.

Closure of the school shall be documented by official action of the Board of Summit Public Schools. The action shall 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 School, the District, the Santa Clara County Office of Education, the School's SELPA, the retirement systems in which the 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 and guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board shall ensure notification to the parents and students of the school provides information to assist parents and students in locating suitable alternative programs and the manner in which they can obtain a copy of their child(ren)'s student record. This notice shall be provided promptly, within 10 business days following the Board's decision to close the school.

Upon proper notification and request by a new school of attendance, student records will be transferred. During the close out process, all pupil records shall be maintained by the "responsibility entity" designated by the Board. SPS: Tahoma shall otherwise assist students in transferring to their next school. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g.

Personnel records shall be maintained and transferred in accordance with applicable law by the "responsibility entity" designated by the Board.

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.

The School will ask the District to store remaining original records of Charter School students. All records of the School shall be transferred to the District upon 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.

As soon as reasonably practical, the school shall prepare final financial records. The school shall also have an independent audit completed within six months after closure. The school shall pay for the final audit. The

audit shall be prepared by a qualified CPA selected by the school and shall be provided to the District , County Office of Education, and California Department of Education promptly upon 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 SPS: Tahoma.

SPS: Tahoma will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the school, all assets of the school, including but not limited to all leaseholds, tangible and intangible personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the school, shall remain the sole property of Summit Public Schools and shall be distributed in accordance with the corporation's Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon 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, Summit Public Schools shall remain responsible for satisfaction of all liabilities arising from the operation of the school.

As Summit Public Schools is organized as a nonprofit public benefit corporation under California law, if Summit Public Schools will dissolve along with the Charter School, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

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

## VIII. IMPACT ON THE CHARTER AUTHORIZER

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*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. (Education Code Section 47605(g)).*

### **Potential Civil Liability Effects**

#### **Intent**

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of the Charter School on the District.

#### **Civil Liability**

SPS: Tahoma shall be operated by a California non-profit public benefit corporation, Summit Public Schools. 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 23701d.

Pursuant to the 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. SPS: Tahoma shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of SPS: Tahoma.

Further, Summit Public Schools and the District shall enter into a memorandum of understanding, wherein SPS: Tahoma shall indemnify District for the actions of SPS: Tahoma under this charter.

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

District shall be named an additional insured on the general liability insurance that Summit Public Schools maintains for the operation of SPS: Tahoma..

The Board of Summit Public Schools will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## IX. CONCLUSION

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By approving this charter the Eastside Union High School District will be fulfilling the intent of the California Legislature.

*Education Code Section 47601. It is the intent of the Legislature, in enacting this part, 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 schoolsite.*

*(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.*

SPS: Tahoma pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible charter proposal requesting a five-year term.

Approval of the charter shall be governed by the standards and criteria in Education Code Section 47605.



# CALIFORNIA STATE BOARD OF EDUCATION MODEL CHARTER SCHOOL APPLICATION

THE MODEL CHARTER SCHOOL APPLICATION IS EXEMPLARY, NOT MANDATORY. HOWEVER, THERE ARE THREE REASONS THAT USE OF THIS MODEL IS ENCOURAGED.

- TO ENSURE THAT CHARTER PETITIONERS COVER ALL OF THE MINIMUM ELEMENTS REQUIRED BY LAW IN A SYSTEMATIC WAY.
- TO EXPEDITE THE PROCESS OF APPEAL, BY KEEPING FORMATTING GENERALLY THE SAME FOR THE BENEFIT OF APPELLATE BODIES.
- TO PROVIDE FOR A MEASURE OF UNIFORMITY IN EVALUATION FROM CHARTER AUTHORIZER TO CHARTER AUTHORIZER AND WITHIN THE PROCESS OF APPEAL.

AT THIS TIME, THE MODEL CHARTER SCHOOL APPLICATION DOES NOT ENCOMPASS STATEWIDE CHARTER SCHOOLS, WHICH ARE SUBMITTED DIRECTLY TO THE STATE BOARD OF EDUCATION. REGULATIONS DEFINING TERMS AND OTHERWISE ELABORATING UPON THE STATUTORY PROVISIONS ESTABLISHING STATEWIDE CHARTER SCHOOLS ARE STILL IN PROCESS, AND THE MODEL WILL BE APPROPRIATELY AMENDED ONCE THOSE REGULATIONS ARE OPERATIVE.

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## Letter from State Board President

### *To the Applicant:*

Since passage of the Charter Schools Act of 1992, California has become a leader in the national movement for accountable, autonomous public schools. Charter schools are now a viable educational alternative for many students statewide, and some of these charters are among the State's top academic performers.

The California State Board of Education has worked assiduously with the Governor and the State Legislature to strengthen quality and academic accountability in the charter sector. With this model charter school application, we are taking another important step. Our objective is to provide a template through which charter petitioners present their ideas in a systematic, comprehensive way that reflects the requirements of statute and regulation. Our vision is that this application would be the charter petition that a charter authorizer would approve or deny.

If approved, we would envision a charter application (petition) being supplemented, as necessary, by memoranda of understanding (or comparable documents) developed cooperatively by the petitioners and representatives of the charter authorizer. We would also anticipate that reasonable provisions would be made for minor changes in the petition – that are often necessary as a charter is put into actual operation – without such changes being separately approved by the charter authorizer. If denied (and if an appeal is possible), we would envision the same application (petition) being the document considered by the charter authorizer at the next level (modified only as technically necessary to reflect the different charter authorizer). With the degree of structure provided in this package, we believe that charter applications can become the type of focused, meaningful documents intended in state law, not documents that either lack essential detail or include unnecessary verbiage.

It is important to bear in mind that the model charter school application is not a mandate. Therefore, prospective charter petitioners are reminded to contact the charter authorizer to which they plan to submit an application for information about any specific requirements the authorizer may have adopted.

The model charter school application is offered, as stated above, with the intent of strengthening the processes of charter development and consideration. Where, in the sections that follow, "evaluation criteria" are included, they are exemplary, offered as suggestions to help ensure rigor and consistency statewide.

There are three routes to school chartering in California.

**1. School district governing board.** Most typically, a charter petition is submitted to a local school district governing board for the operation of a single school. If denied, the local governing board's decision may be appealed to the county board of education (first level) and, if also denied by the county board, to the State Board of Education (second level).

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**2. County board of education.** Two types of charter petitions may be submitted directly to a county board of education. One type of petition is for a charter school to serve pupils for whom the county office of education would otherwise be responsible. If denied, a county board's decision on a petition to establish this type of school may be appealed to the State Board of Education. The second type of petition is for a charter school intended to serve on a countywide basis a population of students that cannot be served as well through a petition presented to a school district. If denied, a county board's decision on a petition to establish this type of school may not be appealed.

**3. State Board of Education.** A petition to establish a statewide charter school may be submitted directly to the State Board of Education. A statewide charter school must offer "instructional services of statewide benefit" that cannot be provided by a school operating in only one school district, or only in one county. A decision to deny such a petition may not be appealed. At this time, regulations defining terms and otherwise elaborating upon statutory provisions establishing statewide charter schools are in process, and the model application does not encompass them. The model application will be amended appropriately once the regulations are operative.

State law also provides for districtwide charters (sometimes referred to as "all-charter districts"), in which all of the schools in a district are converted to charter schools. Petitions to establish districtwide charters are approved jointly by the State Superintendent of Public Instruction and the State Board of Education. They are treated differently from petitions to establish individual charter schools in that they are reviewed directly (in the first instance) by staff of the California Department of Education. Only a few districtwide charters have been proposed and approved. A principal complication with respect to districtwide charters is that they must comply with a provision of law that no student can be compelled to attend a charter school. Therefore, districtwide charters are only practical where district boundaries (and the capacity of neighboring districts to accept additional students) are such that students desiring non-charter schools can be reasonably accommodated. For more information about becoming a districtwide charter, please contact the Charter Schools Division of the California Department of Education.

In order to promote thoughtful consideration of charter petitions, we recommend that original applications be submitted no later than September 1 of the year prior to a school's proposed opening. This will provide ample time for all types of petitions to be considered, for a complete round of appeals to be completed (if necessary), for any supplemental memoranda of understanding (or like documents) to be created (if necessary), and for charter operators to prepare for a successful launch.

Nothing is more important in creating high quality charter schools than an application and approval process that asks the right questions, enlists talented and experienced reviewers, and identifies applicants strong enough to surmount the rigors of opening and running a new school. The State Board of Education hopes that this Model Charter School Application will give potential applicants a clear picture of what is expected of

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them, and will provide charter authorizers with plentiful information about the capacities of aspiring charter operators.

Together with the parents (guardians), teachers, and entrepreneurs who will petition to operate charter schools in the coming years, the State Board of Education looks forward to creating a diverse group of new schools united by common bonds of quality and accountability.

*Reed Hastings, President  
California State Board of Education 2003*

## **Key Questions and Answers**

### ***What is a "charter school"?***

A charter school is a public school and may provide instruction in any of grades kindergarten through 12. A charter school is usually created or organized by a group of teachers, parents and community leaders or a community-based organization, and is usually authorized by an existing local public school board or county board of education. Specific goals and operating procedures for the charter school are detailed in an agreement (or "charter") between the authorizing board and charter organizers.

### ***What is the purpose of a "charter school"?***

The purpose of a charter school is to: (1) improve pupil learning; (2) increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils identified as academically low achieving; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; (5) provide parents and students with expanded educational opportunities within the public school system without the constraints of traditional rules and structure; (6) provide schools a way to shift from a rule-based to a performance-based system of accountability; and (7) provide competition within the public school system to stimulate improvements in all public schools. [Ref. Education Code §47601]

### ***Who is eligible to write a charter?***

Anyone may write a charter. However, for new charter schools (not conversions of existing public schools), charter developers must obtain the signatures of either 50 percent of the teachers meaningfully interested in teaching at the school, or 50 percent of the parents of pupils expected to enroll at the school. For conversion schools, signatures of 50 percent of the teachers at the school to be converted are required. The petition must contain a prominent statement that a signature means that the person signing is meaningfully interested in teaching in, or in having their child attend the school. The proposed charter must be attached to the petition. [Ref. Education Code §47605(a)]

### ***What are the restrictions on the establishment of a charter school?***

There are a few restrictions on the establishment of a charter school. With a few exceptions, a new charter school may only be located in the district that approves it. The law expressly prohibits the conversion of private schools to public charter schools. A charter school must be nonsectarian in its programs, admission policies, employment practices, and all other operations. A charter school may not discriminate against any pupil and may not charge tuition. In addition, the school's charter must include a description of the school's means for achieving a racial and ethnic balance among its pupils that is reflective of the general population residing in the district. Pupils may not

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be required to attend a charter school, nor may teachers be compelled to teach there. [Ref. Education Code §§47602(b), 47605(a), (b), (d), (e), and (f)]

### ***Can a private school convert to a charter school?***

No. The law expressly prohibits private schools from converting to charter schools. [Ref. Education Code §47602(b)]

### ***Is there a "cap" on the number of charter schools?***

Yes. The cap is currently set at 750 (for the 2003-04 fiscal year), and will increase by 100 each July 1. During the 2003-04 school year, it is anticipated that there will be approximately 485 charter schools operating in California. [Ref. Education Code §47602]

### ***Who may approve a charter school petition?***

Under California law, it is the local school district governing board that serves as the primary chartering authority. With a few exceptions, a school district may only approve a new charter that will operate within the district boundaries. Also, a district may not approve a new charter school that will serve grade levels not served by the district unless the charter will serve all grades offered by the district.

A petitioner may seek approval of a charter from a county board of education, if the pupils to be served are pupils that would normally be provided direct education and related services by the county office of education, the petition has been previously denied by a local school district governing board within the county, or if the charter provides county-wide services that cannot be provided by a district-approved charter school.

Petitioners may request the State Board of Education to review a charter petition if the petition has been previously denied by a local school district governing board and a county board of education, or if the charter school will provide services of a statewide benefit that cannot be met through a district-approved or county-approved charter. [Ref. Education Code §47605(a)(6), (b) and (j), 46705.6, and 47605.8]

### ***How should special education and related services be coordinated when there are multiple sites of a single charter in varying locales?***

The number of sites or locales of a charter school is irrelevant to the question of responsibility for provision of special education and related services. The California Department of Education holds the charter-authorizing local education agency (LEA) responsible for ensuring the provision of special education and related services to eligible students pursuant to each student's individualized education program, and for ensuring that the charter school (including all satellite locations) complies with special education law. How these services are provided, and how they are funded, may be (but are not required to be) negotiated locally between the charter school and the charter-authorizing

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*September 2003*

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LEA. For example, services may be provided via contract with another district, or a non-public school or agency. In cases where the charter school is operating multiple sites located outside the geographic area of the charter-authorizing LEA, contracts with local districts and/or other service providers may be a particularly useful tool in facilitating the provision of appropriate services in remote locations. *[Reference: Education Code §47646(a)]*

### ***What is the timeline for developing and approving a charter petition?***

Charter developers may begin developing their charter petition at any time. The law specifies that a local governing board must hold a public hearing to consider the proposed charter within 30 days from receipt of the completed petition, and, within 60 days from receipt of the petition, must either grant or deny the charter. This timeline may be extended by 30 days if both parties agree to the extension. Once approved by a local board, a charter petition must be forwarded to the State Board of Education for assignment of a charter number. A charter school in its first year of operation must commence instruction between July 1 and September 30. *[Ref. Education Code §47605(b)]*

Additional time is required in the event a charter is denied by a school district governing board and subsequently appealed to a county board of education and, perhaps, to the State Board of Education. In order to provide adequate time for a complete cycle of appeals to be conducted (if necessary), this Model Charter School Application recommends that a charter application (petition) be submitted by September 1 of the year preceding the year in which the petitioners seek to have school in operation.

### ***For how long is a charter granted, and is it renewable?***

A charter may be initially granted for up to five years. Charters may be renewed for an unspecified number of five-year periods. Charters may not be renewed for less than five-year periods. *[Ref. Education Code §47607]*

### ***How should we go about requesting a number from the State Board of Education (SBE)?***

The SBE must assign a charter number to each charter that has been approved, and may only assign numbers to charters that have been approved. The SBE's numbering of approved charters ensures that the maximum number of charters operating in the state does not at any time exceed the statutory cap. An SBE number is also necessary before a charter school can be set up in the California Department of Education (CDE) systems of funding and identification. As part of the numbering process, the CDE reviews each charter for the SBE. CDE staff may offer comments to district- or county-charter authorizers based on the review and may inform the SBE of any concerns noted. Specific information about obtaining an SBE charter number is posted on the CDE Web site at <http://www.cde.ca.gov/sp/cs/re/cssbenum.asp>.



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### *What happens after the State Board of Education (SBE) numbers my school?*

After the SBE acts to number a charter, the California Department of Education (CDE) will send a letter notifying the school of the action, and providing information on next steps, including forms for the charter school to complete. The school should request a county-district-school (CDS) code from the CDE using the form provided. Additional information about requesting a CDS code is available on the CDE Web site at <http://www.cde.ca.gov/ds/si/ds/index.asp>. The school will also need to complete a charter school funding survey by May 31 prior to the school's opening. The funding survey is mailed to each charter school in the spring. The most recent funding survey is available on the CDE Web site at:

<http://www.cde.ca.gov/sp/cs/re/csfundsurvey0405.asp>

If the charter school is going to be direct-funded, the school must also submit the provided payee record data form (std. 204).

The CDS code request, the payee data record form and the annual funding survey must be completed and returned to the CDE before any operational funding will be provided to the charter school.

*Answers to other "Frequently Asked Questions" about charter schools, including the issues of Start-up, Governance and Charter Oversight, Special Education, Facilities, and Funding and Apportionment, can be found at*  
<http://www.cde.ca.gov/sp/cs/re/csgatoc.asp>

## **Application Format**

The application guidelines below allow charter petitioners to address each of the factors defined by law upon which a charter proposal may be evaluated. While the guidelines generally follow the sequence found in the Charter Schools Act, for the sake of clarity some factors are grouped into broader categories such as “Human Resources.” Following the format provided in these guidelines enables the objective review of petitions. Petitioners are encouraged to:

- Include a Table of Contents that lists page numbers for each section of the application
- Follow the same format and order as outlined in these guidelines
- Include the proposed charter and signatures
- Limit the overall length of the application to approximately 30 pages, with approximately additional 30 pages of Attachments (See page X for more detail on possible attachments.)
- Submit at least 6 copies of the application to the charter authorizer, including one copy that can be used as a master to duplicate more copies if necessary
- Include tabs to separate each of the sections of the Application, except in the duplicating master

The narrative of the application should be limited to a discussion of each of the evaluation criteria presented in the guidelines. Additional information that may support the information presented in the narrative and help the charter authorizer to assess the proposed charter school should be included in the Attachments. Examples of Attachments include curriculum samples; content and performance standards (to the extent different from state content and performance standards); resumes; letters of support; program descriptions; architectural drawings/floor plans of potential school sites; financial statements; management agreements; bylaws; Articles of Incorporation; drafts of Parent, Student, or Staff handbooks; samples of student work (if the petition is to establish a new charter school than is similar to an existing charter school); and organizational charts.

The purpose of the application is to ensure that charter petitioners provide all necessary detail, but avoid unnecessary elaboration. It is anticipated that, if approved, a charter (as reflected in an application) will be supplemented with memoranda of understanding (or comparable documents), as needed. The application will guide charter petitioners in creating the type of focused, meaningful documents intended in state law.

The application guidelines make reference periodically to provisions of the California Code of Regulations, Title 5. For the most part, these references relate to matters specific to charter petitions being heard on appeal by the State Board of Education. While the criteria prescribed in these regulations are not technically required for approval at the district or county level, it is suggested that petitioners apply them, along with any local

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criteria, to ensure a comprehensive charter document. Furthermore, as appeals are part of the complete process of consideration, these regulations are included herein.

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**Application Guidelines**

Charter authorizers are fundamentally concerned that charter schools be held responsible for meeting the following expectations:

- (1) *provision of a sound educational program for all of the school's students;*
- (2) *faithful implementation of the provisions of the charter;*
- (3) *compliance with all requirements of applicable federal, state, and local laws; and*
- (4) *prudent operation of the charter school in all respects, including governance, educational program, faculty and staff, facilities, business management and support services, and relationships with students and families.*

**NARRATIVE: RESPONSES TO ITEMS I THROUGH IX ON THE FOLLOWING PAGES SHOULD BE LIMITED TO APPROXIMATELY 30 PAGES TOTAL.**

**I. FOUNDING GROUP**

Describe the founding group for the proposed charter school, providing evidence that the applicant(s) possess(es) the necessary background in the following areas critical to the charter school's success and/or that the founders have a plan to secure the services of individuals who have the necessary background in these areas:

- Curriculum, instruction and assessment;
- Finance, *facilities*, and business management; and
- Organization, governance, and administration

[Ref. Criteria for Review and Approval of Charter School Petitions; California Code of Regulations, Title 5, §11967.5.1(c)(4)]

*Explain the circumstances that brought the founding group together to form this charter school. Include resumes of the individuals and names of any organizations or agencies that are partners in planning and establishing the school, along with a description of the role they have played and any resources contributed by them. Note whether any member of the founding group is a proposed board member, school leader, or other "key" staff of the charter school. If the petitioner is an organization that manages a network of charter schools, provide a statement of the background and capacities of the organization in the above-mentioned areas.*

**Evaluation Criteria:**

*Substantial evidence is provided that the founding group:*

- *Demonstrates the capacity to establish and sustain an excellent school;*
- *Will manage public funds effectively and responsibly, or will secure necessary staff expertise for this purpose; and*
- *Includes members who possess skill and experience in areas such as education, management, finance, and law, and/or will secure necessary staff expertise in these areas.*

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## II. EDUCATIONAL PHILOSOPHY AND PROGRAM

**MISSION** – Provide a clear and concise mission statement that defines the purposes and nature of the charter school. *Describe here, as well as within other applicable elements of the application, how the charter will improve learning for the targeted population and increase learning opportunities for its students. This statement should be written for understanding by the charter authorizer and the general public.* [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(B)]

**EDUCATIONAL PHILOSOPHY** – Describe the educational program of the proposed charter school:

- Identify those whom the school is attempting to educate;
- Describe what it means to be an “educated person” in the 21<sup>st</sup> century; and
- Provide the applicant’s view of how learning best occurs.

The goals identified in the educational program must include the objective of enabling students to become self-motivated, competent, and lifelong learners. [Ref. California Education Code §47605 (b)(5)(A)(i)]

**HIGH SCHOOL PROGRAMS** – If the proposed school will serve high school students (any of grades nine through twelve), the petition must describe how the school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. [Ref. California Education Code §47605(b)(5)(A)(ii)]

**STUDENTS TO BE SERVED** – Identify the proposed charter school’s target student population, including, at a minimum, grade levels, approximate numbers of students, and specific educational interests, backgrounds, or challenges. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(A)] As necessary, confirm that grade levels to be served by the charter school will coincide with the charter authorizer’s grade levels. [Ref. Education Code §47606(a)(6).]

**CURRICULUM AND INSTRUCTIONAL DESIGN** – Include a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population. Describe the basic learning environment (e.g., site-based matriculation, independent study, technology-based education). Discuss how the chosen instructional approach will enable the school’s students to achieve the objectives specified in the charter and master the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code §60605. The discussion of instructional design should include, but not be limited to, curriculum, teaching methods, materials, and technology. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(C-E)]

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At a minimum, applicants should provide a full curriculum for one course or grade level as an attachment. A full curriculum should be submitted to the charter authorizer prior to the opening of school.

**PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING<sup>1</sup>** –

Indicate how the charter school will identify and respond to the needs of students who are not achieving at or above expected levels. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(F)]

**PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING** –

Indicate how the charter school will identify and respond to the needs of students who are academically high achieving. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]

**PLAN FOR ENGLISH LEARNERS** – Indicate how the charter school will identify and respond to the needs of English learners. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]

**PLAN FOR SPECIAL EDUCATION** – Indicate how the charter school will identify and respond to the needs of students with disabilities. Fully describe the charter school’s special education plan, including, but not limited to, the following:

- The means by which the charter school will comply with the provisions of Education Code §47641;
- The process to be used to identify students who qualify for special education programs and services;
- How the school will provide or access special education programs and services;
- The school’s understanding of its legal responsibilities for special education students; and
- How the school intends to meet those obligations.

[Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G-H)]

**Evaluation Criteria:**

*Substantial evidence is provided of an educational philosophy and program that:*

- *Indicates the proposed charter school’s target student population, including, at a minimum, grade levels, approximate numbers of students, and specific educational interests, backgrounds, or challenges;*
- *Specifies a concise school mission that expresses clear priorities; includes specific, realistic objectives; and conveys the applicant’s sense of an “educated person”;*
- *Demonstrates alignment between mission and programs;*
- *Shows evidence that the school’s approach will lead to improved student performance;*
- *Is founded on an understanding of effective, research-based educational practices or, if innovative, presents a reasonable likelihood for success.*

<sup>1</sup> Preference shall be given to petitions that demonstrate the capability to provide comprehensive learning experiences to (students) identified by the petitioner/s as academically low-achieving pursuant to the standards established by the State Department of Education under Section 54032. [Ref. California Education Code §47605(h)]

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**III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA**

**MEASURABLE STUDENT OUTCOMES** – Describe the clearly measurable student outcomes that will be used by the charter school. “*Student outcomes*,” for the purposes of this part, means the extent to which all students enrolled in the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. [Ref. California Education Code § 47605 (b)(5)(B)]

**ACADEMIC PERFORMANCE INDEX** – Where applicable, include a plan for attaining the school’s Academic Performance Index growth target. [Ref. Criteria for Review; CCR-5, § 11967.5.1(f)(2)(B) ].

**METHOD(S) OF ASSESSMENT** – Describe the proposed method(s) by which student progress in meeting the desired student outcomes will be measured. [Ref. California Education Code §47605(b)(5)(C)] The school’s plan should describe a variety of assessment tools that are appropriate to the grade level, subject matter, skills, knowledge, and/or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress. Assessments should include annual results from the Statewide Testing and Reporting (STAR) program and any other statewide standards or student assessments applicable to students in non-charter public schools, including, but not limited to, the California High School Exit Examination, the California English Language Development Test, and the physical performance test. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(2)(A), §11967.5.1(f)(3)(A-B) and California Education Code §47605(c)(1)].

**USE AND REPORTING OF DATA** – Outline the plan for collecting, analyzing, and reporting data on student achievement to school staff, parents, and guardians. Also describe the plan for utilizing the data continuously to monitor and improve the charter school’s educational program. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(3)(C) and California Education Code §47605(c)(2)]

**Evaluation Criteria:**

*Substantial evidence is provided of an assessment approach that:*

- *Specifies skills, knowledge, and attitudes that reflect the school’s clearly measurable educational objectives.*
- *Can be assessed by objective means that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress.*
- *Meets the requirements of the assessment system prescribed by law for all California public schools;*
- *Features a clear and externally credible design that incorporates multiple measures of student outcomes, reported both in terms of absolute scores and year-to-year gains/losses;*
- *Will facilitate continuous improvement in the educational program.*

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**IV. GOVERNANCE STRUCTURE**

Describe the planned governance structure of the school, including the process to be followed by the school to ensure the involvement of parents and guardians in supporting the school’s effort on behalf of the school’s students. [Ref. California Education Code §47605(b)(5)(D)] and Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)]

Specifically illustrate how the school will be organized – and how that structure is designed to support student success. Describe respective roles of the governing body and administration, the domains for which each will be responsible, and how their relationship will be managed. In addition, provide details of how the charter school’s board will be developed, in terms of supplementing necessary skills and providing training in effective board practices.

Describe how the design of the governance structure reflects a seriousness of purpose necessary to ensure that: (1) the charter school will become and remain a viable enterprise; (2) there will be active and effective representation of interested parties, including, but not limited to parents and/or guardians; and (3) the educational program will be successful. If incorporated, evidence of the organization’s incorporation should be provided as an Attachment, as necessary. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)]

<p><b>Evaluation Criteria:</b> <i>Substantial evidence is provided of an effective governance structure and proposed practices that will:</i></p> <ul style="list-style-type: none"><li>▪ <i>Provide a strong vision and continuity of leadership;</i></li><li>▪ <i>Include board members who are committed to the mission of the school and cognizant of their responsibilities;</i></li><li>▪ <i>Demonstrate a track record of success in the private or public sector among the proposed members of the governing body;</i></li><li>▪ <i>Clearly delineate the roles and responsibilities of the governing body and the staff.</i></li></ul>
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**V. HUMAN RESOURCES**

**QUALIFICATIONS OF SCHOOL EMPLOYEES** – Describe the qualifications to be met by individuals to be employed by the school. [Ref. California Education Code §47605(b)(5)(E)] This description should include standards that will be used in hiring teachers, administrators, and other school staff, including, but not limited to the general qualifications for the various categories of employees the school anticipates hiring and the desired professional backgrounds, depth of experience, and other qualities to be sought in their selection. Show how those qualities will help the school implement its vision, and how they will satisfy the requirements for “highly qualified teachers” under the No Child Left Behind Act. The qualifications should be sufficient to ensure the health and safety of the school’s faculty, staff, and students. Identify positions that will be regarded as “key” in each category and specify the additional qualifications expected of individuals assigned to those positions. Include an assurance that all requirements for



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employment set forth in applicable provisions of law will be met, including, but not limited to credentials, as necessary. [Ref. *Criteria for Review; CCR-5, §11967.5.1(f)(5)*]

**COMPENSATION AND BENEFITS** – Provide a brief explanation of how the school will structure employee compensation to attract candidates with the necessary skills and experience. Describe the manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, and/or federal social security; or how the school will create a system of its own to accommodate employees’ retirement funding. Include the specific positions to be covered under each system and the staff designated to ensure that appropriate arrangements for that coverage are made. [Ref. *California Education Code §47605(b)(5)(K) and Criteria for Review; CCR-5, §11967.5.1(f)(11)*]

**EMPLOYEE REPRESENTATION** – Make a declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employee Relations Act (EERA). [Ref. *Education Code §47605(b)(5)(O).*] Provide information regarding the employee’s status in regard to the EERA, and a description of the charter school’s understanding of its responsibilities in the event employees are represented under the EERA.

**RIGHTS OF SCHOOL DISTRICT EMPLOYEES** – Provide, as applicable, 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. [Ref. *California Education Code §47605(b)(5)(M) and Criteria for Review; CCR-5, §11967.5.1(f)(13)*]

**HEALTH AND SAFETY** – Describe the procedures that the school will follow to ensure the health and safety of students and staff, including how the school will provide for proper immunization, as well as vision, hearing, and scoliosis screening for students; and the steps the school will take to ensure that criminal background checks and proof of an examination for tuberculosis are collected from all school personnel. [Ref. *California Education Code §47605(b)(5)(F) and Criteria for Review; CCR-5, §11967.5.1(f)(6)*]

**DISPUTE RESOLUTION** – Provide a description of the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Describe how the costs of such a dispute resolution process, if needed, will be funded. [Ref. *California Code §47605(b)(5)(N) and Criteria for Review; CCR-5, §11967.5.1(f)(14)*]

**Evaluation Criteria**

*Substantial evidence is provided of:*

- *A plan for the recruitment and development of staff that is manageable and consistent with the school’s mission and educational program, as well as federal legislation;*
- *A clear understanding of staffing needs and requirements as they relate to the educational program and student population;*
- *Working conditions and compensation packages that will attract and retain high quality staff;*
- *A dispute resolution process that provides fair and prompt action, respects the due process rights of all parties, and operates in the spirit of the school’s mission.*

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**VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/  
EXPULSION POLICIES**

**STUDENT ADMISSION POLICIES AND PROCEDURES** – Describe the policies and procedures the school will develop and implement for the admission and enrollment of students, including any proposed timetable or calendar and the school’s implementation of the random lottery process as required by law. Include assurance that the charter school will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, national origin, gender, or disability. [Ref. California Education Code §47605(b)(5)(H), §47605(d) and Criteria for Review; CCR-5, §11967.5.1(f)(8)]

**NON-DISCRIMINATION** – Describe how the charter school will ensure a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. [Ref. California Education Code §47605(b)(5)(G) and Criteria for Review; CCR-5, §11967.5.1(f)(7)]

**PUBLIC SCHOOL ATTENDANCE ALTERNATIVES** – As applicable, describe the public school attendance alternatives for students in the district who choose not to attend the charter school. At a minimum, specify that the parent or guardian of each student enrolled in the charter school will be informed that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. [Ref. California Education Code §47605(b)(5)(L) and Criteria for Review; CCR-5, §11967.5.1(f)(12)]

**SUSPENSION/EXPULSION PROCEDURES** – Describe the procedures by which students can be suspended or expelled. [Ref. California Education Code §47605(b)(5)(J)] Include a preliminary list of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively. Identify the procedure by which students can be suspended or expelled and the process by which parents/guardians and students will be informed about the reasons for any such actions and their due process rights. Explain how the charter school will take into account the rights of students with disabilities in regard to suspension and expulsion. Outline how policies and procedures regarding suspension and expulsion will be periodically reviewed and, when necessary, modified. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(10)]

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**Evaluation Criteria**

*Substantial evidence is provided of:*

- *A demonstration that admission policies at the proposed school will comply with applicable law;*
- *Assurance that the school has a viable plan for recruiting a student population reflective of the population in the surrounding community;*
- *A continuing plan for broad outreach and recruitment, including families traditionally less informed about education options;*
- *A student admissions plan that ensures adequate enrollment and full accessibility of the school to all eligible students;*
- *Evidence that petitioners have reviewed the offenses for which students may or must be suspended or expelled in non-charter public schools;*
- *Evidence that the proposed suspension/expulsion procedures provide adequately for the safety of students, staff, and visitors to the school; provide adequate due process for students; and serve the best interests of the school's students and their parents or guardians.*

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**VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY**

**BUDGETS** – Provide a proposed first-year operational budget, including startup costs, that includes:

- Reasonable estimates of all anticipated revenues and expenditures necessary to operate the school – including special education; and
- Budget notes that clearly describe assumptions or revenue estimates, including, but not limited to the basis for average daily attendance estimates and staffing levels.

Also provide cash flow and financial projections for the first three years of operation; and plans for establishment of a reserve. It is recommended that charter schools maintain a reserve equivalent to that required by law for a school district of comparable size. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(B)]

**FINANCIAL REPORTING** – Describe the systems and processes by which the school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the charter authorizer by September 15 of each year.

**INSURANCE** – Agree that the school will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, and provide evidence that the cost and availability of such insurance has been researched by the petitioners. [Ref. Criteria for Review; CCR-5, §11967.5.1(c)(3)(C)]

**ADMINISTRATIVE SERVICES** – Describe the structure for providing business/administrative services (including, at a minimum, personnel transactions, accounting, and payroll) that reflects an understanding of school business practices and expertise needed to carry out administrative services or a reasonable plan and timeline to develop and assemble such practices and expertise. For any contract services planned to serve the school, describe the criteria and procedures for the selection of contractors. [Ref. Criteria for the Review; CCR-5, §11967.5.1(c)(3)(A)]

**FACILITIES** – Describe the types and potential location of any facility/ies needed to operate the size and scope of educational program proposed in the charter. If (a) specific facility/ies has/have not been identified, provide evidence of the type and projected cost of the facility/ies that may be available in the location of the proposed charter school(s). Facilities plans must reflect reasonable costs for the acquisition or leasing of facilities to house the charter school. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(D)]

**TRANSPORTATION** – Provide a description of the arrangements, if any, to be made for transportation of students, including expected level of need, proposed contracts, and adequate types and levels of insurance.

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**AUDITS** – Describe the manner in which annual, independent financial audits, as required by law, will be completed by December 15 following the close of each fiscal year, and the anticipated timeline in which audit exceptions and deficiencies (if any) will be resolved to the satisfaction of the charter authorizer. [Ref. California Education Code §47605(b)(5)(I) and (m) and Criteria for Review; CCR-5, §11967.5.1(f)(9)] Additionally, describe who will be responsible for contracting and overseeing the independent audit, including a specification that the auditor will have experience in education finance. Outline, as applicable, the process for providing audit reports to the charter authorizer, county office of education (if not the charter authorizer), State Controller’s Office, and California Department of Education. Though not required by law, it is recommended that the audit include a review of average daily attendance reported by the charter school. [Ref. Criteria for Review §11967.5.1(f)(9)]

**CLOSURE PROTOCOL** – Provide a detailed description of the procedures to be used in the case of a decision by the charter authorizer or State Board of Education to revoke the school’s charter, a decision by the charter authorizer not to renew the charter, or a decision by the school voluntarily to close, including plans for a final audit of the school; disposition of net assets; communication of the closure to parents and staff; and maintenance and transfer of student records. [Ref. California Education Code 47605(b)(5)(P)]

### **Evaluation Criteria**

*Substantial evidence is provided of:*

- *Sound budget planning that supports the educational mission and operational plans of the proposed school and makes the most of limited funds (i.e., demonstrates that public funds will be used effectively and responsibly);*
- *Realistic revenue and expenditure projections over the first three years of operation, including realistic projections relative to cash flow and buffers in case of shortfalls;*
- *An understanding of the timing of the receipts of various revenues and their relative relationship to timing of expenditures;*
- *Adequacy of financial management systems and procedures;*
- *A plausible plan for obtaining and financing adequate space in time for an orderly opening and operation of the school.*

**SCHOOL MANAGEMENT CONTRACTS** – If the proposed charter school intends to enter into a contract with an education management organization (EMO), inclusion of the following is recommended:

- A description of the proposed contract including roles and responsibilities, performance evaluation measures, payment structure, conditions for renewal and termination, and investment disclosure;
- A draft of the proposed management contract;
- A recent corporate annual report and audited financial statements for the EMO;

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- A description of the firm's roles and responsibilities for the financial management of the proposed charter school and the internal controls that will be in place to guide this relationship;
- A list of other schools managed by the school management company, including contact information; and
- A summary of the company's history and philosophy, past results of its school management efforts, and background on its corporate leaders.

### **Evaluation Criteria**

*Substantial evidence is provided of clear understanding and agreement concerning the respective roles and responsibilities of the governing board and any proposed management company, including a clearly defined performance-based relationship between the organization and the school's board.*

## **VIII. IMPACT ON THE CHARTER AUTHORIZER**

Provide information regarding the potential effects of the charter school on the charter authorizer and/or the school district in which it will be located, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects. *[Ref. California Education Code §47605(g)]*

### **Evaluation Criteria**

*Substantial evidence is provided that the applicant has made a thorough and conscientious attempt to examine the issues listed here through dialogue with the charter authorizer and/or school district officials.*

*--Remainder of page intentionally left blank--*

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**ASSURANCES**

*This form is intended to be signed by a duly authorized representative of the applicant and submitted with the Full Application.*

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for \_\_\_\_\_ (name of school) to be located at \_\_\_\_\_ is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter, the school:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
2. Will/will not (**circle one**) be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code.<sup>2</sup> [Ref. California Education Code §47605(b)(5)(O)]
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
4. Will not charge tuition. [Ref. California Education Code §47605(d)(1)]
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]
6. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. .
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
9. Will ensure that teachers in the 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 non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)]
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

\_\_\_\_\_  
*Authorized Representative's Signature*

\_\_\_\_\_  
*Date*

<sup>2</sup> In the case of any petition to establish a charter school that is approved by the State Board of Education, the charter school must be deemed the exclusive public school employer.

# CALIFORNIA STATE BOARD OF EDUCATION MODEL CHARTER SCHOOL APPLICATION

## **SUBMISSION PACKAGE**

### ***Application:***

In addition to the narrative in response to Sections I through XIII of the guidelines above, applicants should include the attachments listed below. Again, the application should not exceed approximately 30 pages (with approximately 30 additional pages of Attachments as may be necessary) and should be completed on 8-1/2" by 11" paper with readable font and reasonable margins. The total number of pages should be clearly referenced in the text and the table of contents. It is recommended that at least 6 copies be provided to the charter authorizer, including one that may be used as a master to duplicate more copies if necessary.

### ***Attachments:***

1. Necessary Signatures, i.e., signatures that comply with the provisions of Education Code §47605(a) or §47605.6(a), as applicable.
2. Completed Assurances page
3. Evidence of the organization's incorporation, if applicable
4. Sample curriculum
5. Letters of support from partner organizations (optional)
6. Organizational chart of school
7. Budget
8. Others of the applicant's choosing



# CALIFORNIA STATE BOARD OF EDUCATION MODEL CHARTER SCHOOL APPLICATION

## Resources

### **California Department of Education, Charter Schools Web Page**

<http://www.cde.ca.gov/sp/cs/> - includes information about charter schools in the state and contact information for the state Charter Schools Office.

### **California Charter Schools Association (CCSA)**

[www.charterassociation.org](http://www.charterassociation.org) - a charter school membership organization that provides advocacy, resources, and services to charter schools in California.

### **Charter Schools Development Center (CSDC)**

[www.cacharterschools.org](http://www.cacharterschools.org) - provides experienced and expert technical assistance, training, and resources to California charter school developers, operators, charter-granting agencies, and policy makers. Offers downloadable sample documents, policy papers, and planning tools for charter school leaders.

### **U.S. Department of Education (Charter Schools website)**

<http://www.ed.gov/nclb/choice/charter/charter.html> - serves as an overall information clearinghouse about charter schools, including federal efforts to support charter schools

### **Center for Education Reform (CER)**

<[www.edreform.com](http://www.edreform.com)> - provides information about the status of charter schools in each state, as well as legislation and charter news from around the country.

### **Charter Friends National Network (CFNN)**

<[www.charterfriends.org](http://www.charterfriends.org)> - a network of state charter school support organizations, CFNN provides resources on facilities financing, accountability, special education, working with EMOs and school designs, and other issues.

## **California Charter School Law and Regulations**

The California Charter School Law, *California Education Code Sections 47600 – 47616.5*, “*Charter Schools Act of 1992*,” as amended can be found at <http://www.cde.ca.gov/charter/regs/law>.

## Proposed Bell Schedule

### Week A

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-9:10	Spanish	Spanish	Spanish	Spanish	Spanish
9:15-10:10	Biology	Biology	Biology	Biology	Biology
10:10-10:25	World Studies I	World Studies I	World Studies I	World Studies I	World Studies I
10:25-11:20	English/Language Arts I	English/Language Arts I	English/Language Arts I	English/Language Arts I	English/Language Arts I
12:20-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:55	Algebra/IL	Algebra/IL	Connections	Algebra/IL	Algebra/IL
2:00-2:55	Geometry	Geometry	Connections	Geometry	Geometry
3:00-3:10	Mentor Meeting	Mentor Meeting	Mentor Meeting	Mentor Meeting	Mentor Meeting

### Week B

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-9:10	Algebra/IL	Algebra/IL	Algebra/IL	Algebra/IL	Algebra/IL
9:15-10:10	Geometry	Geometry	Geometry	Geometry	Geometry
10:10-10:25	Spanish	Spanish	Spanish	Spanish	Spanish
10:25-11:20	Biology	Biology	Biology	Biology	Biology
12:20-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:55	World Studies I	World Studies I	Connections	World Studies I	World Studies I
2:00-2:55	English/Language Arts I	English/Language Arts I	English/Language Arts I	English/Language Arts I	English/Language Arts I
3:00-3:10	Mentor Meeting	Mentor Meeting	Mentor Meeting	Mentor Meeting	Mentor Meeting

### Week C

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-9:10	World Studies I	World Studies I	World Studies I	World Studies I	World Studies I
9:15-10:10	English/Language Arts I	English/Language Arts I	English/Language Arts I	English/Language Arts I	English/Language Arts I
10:10-10:25	Algebra/IL	Algebra/IL	Algebra/IL	Algebra/IL	Algebra/IL
10:25-11:20	Geometry	Geometry	Geometry	Geometry	Geometry
12:20-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:55	Spanish	Spanish	Connections	Spanish	Spanish
2:00-2:55	Biology	Biology	Connections	Biology	Biology
3:00-3:10	Mentor Meeting	Mentor Meeting	Mentor Meeting	Mentor Meeting	Mentor Meeting

## **Narrative Description of a Typical Day for a Student**

### **Average Student**

The school opens at 7am each morning. The student will arrive between 7am and 8:10am. Prior to the start of class the student may utilize the computers or study spaces to complete homework, work with peers or group work partners or to meet with a teacher. At 8:15am the student will begin his first class. Between 8:15 and 12:20pm the student will engage in two blocks of instruction. After lunch between 1pm and 2:55pm the student will engage in the third block of instruction for the day. The first block of instruction will focus on English/Language Arts and Social Science. Fifty students from the same grade level will be assigned to two teachers during this two hour block. During the second block the student will have a science and Spanish course and in the third block the student will have a math course and an Independent Learning period. During the Independent Learning period, the student will be instructed as to how to form study groups and receive and give appropriate help and support to peers. Students are taught and monitored by a member of the faculty and required to complete as much homework as possible during this period, implementing the taught strategies. The average student will likely complete assignments for two classes. Students are encouraged to work on the most difficult subjects and assignments while they have access to peers and faculty members.

Depending upon the curriculum objectives, the classes may be organized into groups of twenty five with each teacher for approximately 55 minutes. Alternatively, the teachers may combine the classes and team teach all 50 students for two hours, or each teacher may keep 25 students for two hours on one day and switch with the teaching partner the next day to see the other 25 students for two hours. There are even ways that the teachers rotate the blocks, so for example the math and science teacher can teach joint lessons. There are an endless number of combinations that are used to maximize the objectives and goals of the lessons for each course and to realize the interdisciplinary curriculum that is designed by all of the teachers of a grade level.

In the classroom, students will regularly be engaged in group work activities where the teacher facilitates active learning and inquiry. Students will be asked to read, write, listen, speak, present, and discuss throughout the lessons and day. On this day the student might attend a joint lesson in history and social science where the English Language Arts teacher is focusing on the standards involving research and the history teacher is teaching about the Viet Nam war in a jointly planned lesson and culminating project. The students will also be reading and analyzing *The Things They Carried* by Tim O'Brien.

Teachers will utilize pre-assessment information to guide expectations for individual students' level of mastery on the standards for each unit, which must be at least basic, and can range to proficient or advanced. Multiple methods for assessing mastery are regularly offered, and often students will have choices. Typical assessments will include written exams, oral exams, projects, essays, presentations, Socratic seminars, experiments, and lab reports. All students are given 100% extended time on classroom assessments. A student will never have more than one assessment or major mastery assignment on a single day. All grade level teachers work together to ensure that all assessments and major assignments are evenly distributed throughout the semester,

and that the student will have approximately 30 minutes of work to be completed outside of the classroom each day, including studying and preparing for assessments. During each class period the teacher will check to ensure that every student has completed the homework assigned from the previous day. If the student has not completed the assignment, the teacher will sign the student's Mandatory Academic Study Hall (MASH) card. This signature will require that the student stay after school that day to complete the assignment. The student will be required to stay after school every day until the assignment has been completed and turned in to the teacher. The student will have lunch on the campus between 12:20 and 1pm. The student may bring his lunch or purchase a school lunch from the school lunch caterer. During this time the student will be encouraged to socialize and engage in school clubs or activity meetings.

At 2:55pm, the student will report to his mentor meeting location. Each student has a mentor who is a faculty member. The mentor will meet with his approximately 16 mentees for ten minutes at the end of each day, with the exception of Wednesday when the mentor meets with the group for 90 minutes. During this time the mentor will share school announcements, facilitate a 10 minute academic literacy lesson, engage the students in a "check-in" to gauge their mood, stress, and needs, or accompany them to an all school meeting where students are recognized for displaying good character or academic performance. Additionally, the mentor will check each student's MASH card. If the student is required to stay after school, the mentor will escort that student to the assigned room and check him in with the supervising faculty member.

The average student will periodically attend his teacher's office hours between 3:15 and 5:15pm to ask individual questions or receive help. The student will have approximately 90 minutes of homework to complete after 3:15pm having completed 60 minutes during the Independent Learning time during the school day. This student will likely access the PowerSchool system to check the homework assignments or access the handouts and materials. Additionally, the student and his parents will use this system to track his current grades, attendance and due dates.

This student may also participate on a school athletic team or go to a partner gym for physical activity. The remainder of the student's time for that day will be spent on activities ranging from a part-time job to clubs or community service, all of which will be documented in the student's Personalized Learning Plan (PLP) which is completed at the start of each school year and monitored by the student and his mentor.

### **At-Risk Student / Low Achieving**

This student's daily experience will be similar to the average student's experience with differences described in the following paragraphs.

During the development of this student's Personalized Learning Plan (PLP), the student, parent and mentor will agree to a daily and weekly schedule designed to support the student to succeed. The schedule will reflect the individual's needs, but will likely include one or more mandatory supports that the student will access on a daily basis. It is probable that this student will commit to remaining at school until 5:15pm each day to complete his homework with the assistance of his teachers, mentor, or tutors. The student will attend all office hour sessions and will regularly work with tutors. If the student misses a session the mentor will call home to notify the parent and together they will work to ensure the student is in attendance going forward.

This student will attend additional instructional sessions led by the faculty members and held before school, on Friday afternoon or on Saturday. During these sessions the teachers will work with small groups of students on skill remediation. The student will likely enroll in the Math Support Class which will be taken during the Independent Learning hour. A dedicated math teacher will lead this small, mixed grade level class which is designed to remediate math skills and support the course work the students are currently completing. It is also designed to ensure that the students have the skill and knowledge to successfully pass the California High School Exit Exam.

If the student is not experiencing success, all of the student's teachers and an administrator will meet with the student and/or his parents for an "intervention". During the intervention the team will discuss the barriers to success and devise a response plan that identifies what actions will be taken, who is responsible, the expected results, and a six to eight week timeline for reassessing the student's progress. At the end of six to eight weeks the team will reconvene and assess if the plan is working. If it is working the team will likely keep the existing supports in place because they are achieving success. If it is not working, the team will determine if it is because the responsibilities are not being carried out or if additional or different supports are needed. The team will make appropriate adjustments and plan to reconvene in six to eight weeks to reassess. If at this time the team meets and determines that all of the supports have been implemented and the student is still not successful, the team will recommend that the student is assessed for a suspected learning disability.

It is likely that this student will not have demonstrated mastery of all required content for each course at the end of the semesters. If this is the case, the student will be required to attend a series of Mandatory Academic Review Sessions (MARS) facilitated by each teacher during the Intersession periods. During these sessions the teacher will work with individual and small groups of students to help them achieve a conceptual understanding and basic mastery of all content from that semester.

Sometimes the students may not be able to achieve mastery by the end of an intersession period. In these cases, the student is given an Incomplete for the semester grade and a contract is developed to specify exactly what must be done to clear the incomplete and receive a passing grade. The contracts are individualized, but typically if the grade is in a first semester course, it will be cleared after successfully completing the second semester. The curriculum builds, and so the teacher will differentiate the assignments and assessments in the second semester, so the student can continue to work on the mastery of the first semester, while applying the knowledge to the second semester. This student may have additional assessments as a part of the units that reassess the skills from the previous semester. The student will be supported to master the material in office hours and through the support of tutors and extra sessions. If the grade is for a second semester, often the student will enroll in a summer school course. The work completed in that course will be used to assess mastery of the required skills and clear the incomplete or the course will be accepted for transfer credit and recorded on the transcript to fulfill the graduation and college entrance requirement.

### **Special Education**

Depending upon the student's disability and goals, this student's daily experience will be similar to either the average or the at-risk student's experience with differences described in the following paragraphs.

During the daily Independent Learning period this student will likely meet with a special education service provider to receive services. The most common service will be Resource Teacher support which will range from individual to small group instruction designed to support the achievement of the IEP goals. However, some students will meet with a speech and language specialist, occupational therapist or school psychologist. If the student experiences difficulty or a disability in math, he/she will attend the math support class described in the at-risk narrative. This may occur during the Independent Learning period or the student's graduation requirements may be modified to require, for example, only two years of Language other than English, so as to free a period for the support class.

The student's case manager will regularly check in with the student before and after school and will maintain regular communication with the student's parents or guardians. This student will receive accommodations and modifications in the regular classroom settings and on standardized tests in accordance with his IEP.

### **High Achieving**

This student's daily experience will be similar to the average student's experience with differences described in the following paragraphs.

Throughout the day, this student will be challenged to explore and master the content of his courses at a deeper level, not through additional work, but through differentiated assignments and through his role in group work.

Additionally, this student will be invited to use the intersession and summer to complete additional units of independent study that extend the curriculum and prepare the student to earn a higher score on the advanced placement exams. Faculty members will hold special review and study sessions during these times to support the students. While the average student will likely take two or three AP exams during his four years, the high achieving student will probably take between five and seven different exams.

### **English Learner**

Depending upon the student's language proficiency, this student's daily experience will be similar to either the average or the at-risk student's experience with differences described in the following paragraphs.

All of this student's teachers are trained in SDAIE methodology and credentialed to teach EL students. The curriculum has been written to incorporate SDAIE methodology. For example, directions and instructions in the class will be given in multiple modes (oral, written, modeled). EL students will be assigned to groups in which at least one other student speaks his first language. The teacher will either in class or during office hours pre-teach key vocabulary and concepts. EL students will be given reading guides or scaffolds for textbook and primary source readings and for writing assignments. The student will be given multiple methods for demonstrating conceptual understanding on assessments that is separate from English Language performance.

During the Independent Learning period the student will likely enroll in an English Language support class focused on developing language capacity and skills.

Additionally, the student will attend the additional sessions designed to build skill.

The student will be strongly encouraged to take summer school courses to continue his language development throughout the entire year.

## **SAMPLE: Student and Parent Handbook**

### **Everest Public High School 2009-2010**

**Everest's Mission:** To prepare a diverse student population for college and to be thoughtful, contributing members of society.

**Everest's Vision:** To provide a meaningful high school experience that prepares young men and women not only for college, but also for adult life. Everest offers a program that develops the entire range of capabilities—intellectual, physical, emotional, and social—to equip its students with the knowledge, skills, and strength of character required for success in their life pursuits. The six core character traits that we strive to understand, model, and internalize are:

**COURAGE**

**COMPASSION**

**CURIOSITY**

**INTEGRITY**

**RESPECT**

**RESPONSIBILITY**

**If you would hit the mark, you must aim a little above it: Every arrow that flies feels the attraction of earth.  
Henry Wadsworth Longfellow**

Everest Public High School  
305 Main Street  
Redwood City, CA 94063  
Phone: (650) 650-366-1050 / Fax: (650) 366-1892  
<http://www.everestphs.org>



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**Contact Information**

Everest Public High School  
305 Main Street  
Redwood City, CA 94063

Phone: (650) 366-1050 / Fax: (650) 366-1892 / <http://www.everestphs.org>

Title	Name	Phone Number	Email Address
<b>Administration</b>			
Executive Director	Jon Deane	650-366-1050	jdeane@everestphs.org
Assistant Director	Meghann Tovar	650-366-1050	mtovar@everestphs.org
<b>Faculty</b>			
English	Lilla Toal Mandsager	650-366-1050	ltmandsager@everestphs.org
World History	Greg Ponikvar	650-366-1050	gponikvar@everestphs.org
Spanish	Claire Amley	650-366-1050	camley@everestphs.org
Biology	Pooya Hajjarian	650-366-1050	phajjarian@everestphs.org
Geometry	Kyle Moyer	650-366-1050	kmoyer@everestphs.org
Algebra	Bruce Brege	650-366-1050	bbrege@everestphs.org
<b>Teacher Candidates</b>			
English	Josephine Pham	650-366-1050	jopham@stanford.edu
Math	Chris Lewine	650-366-1050	clewine@stanford.edu
<b>The Summit Institute</b>			
Chief Executive Officer	Diane Tavenner	(650) 963-9308	dtavenner@thesummitinstitute.org
Chief Financial Officer	Isabelle Parker	(650) 963-9308	iparker@thesummitinstitute.org
VP Leadership	Yvette Sarnowski	(650) 963-9308	ysarnowski@thesummitinstitute.org
VP of Professional Development	Charlotte Lum-Ku	(650) 963-9308	clum@thesummitinstitute.org
Director of Technology	Bryant Wong	(650) 963-9308	bwong@thesummitinstitute.org
Intersession Coordinator	Linda Stevenin	(650) 963-9308	lstevenin@thesummitinstitute.org

<b>TSI Executive Board</b>	<b>Everest's Governance Council</b>
Diane Tavenner Bob Oster Stacey Keare Blake Warner Lisa Shupp Steve Humphries Robyn Yilmaz Reiss	Blake Warner Lisa Shupp Robyn Yilmaz Reiss

**Communication Philosophy:**

The faculty and staff of Everest Charter High School strongly believe in the value of communication between families and the school to maximize student success. The faculty and staff will make every effort to contact families regularly with performance updates, significant achievements, and other general news. However, successful communication cannot solely be the responsibility of the faculty and staff; rather, it is a combined effort between the families and the school. Students and their families must be proactive, and take responsibility for contacting the school whenever the need arises. If all parties involved do their part to ensure full communication, students will be more successful.

**Mentors/Mentor Groups**

All Everest students are assigned a mentor during their Freshman year. The student will work with their mentor for 4 years. The mentor group comprises the total number of students assigned to one mentor, approximately 18 students per mentor. During the beginning of year, the mentor will schedule PLP (Personalized Learning Plan) appointments with each mentee and family. Throughout the year, the mentor will be the lead connection between the student, family, and school. Mentors lead the connection classes and therefore assist with college mentoring, teen issues, and academic literacy.

# Everest Public High School

## 2009-2010 School Calendar

July 2009						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2009						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2009						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2009						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	PLP	PLP
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2009						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2009						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2010						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2010						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2010						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2010						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2010						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2010						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

-  School Closed
-  New Student Orientation, Aug 19th and 20th (both days mandatory for new students)
-  Personalized Learning Plan meetings for parents, student, mentor (mandatory)
-  First and Last Day of Academic Semesters
-  First and Last Day of Intersessions

## 2009-2010 Events Calendar

Month	Day	Time	Event
JUL	6 to 17	----	School is closed.
AUG	19, 20, 21	9:00-3:00	Orientation for all new students. <b>This is mandatory.</b>
AUG	20	7:00-9:00 pm	New Parent Orientation & Facility Tour. <b>This is mandatory.</b>
<b>Semester 1</b>			
AUG	24	8:15-3:10	First day of Semester 1 for 2009-2010 school year.
SEP	3 & 4	TBD	1st Annual Everest Camping Trip
SEP	7	----	No school - Legal Holiday - Labor Day.
SEP	17	7:00-9:00 pm	Back to School Night.
SEP	21	8:15-3:10	Picture Day at school.
OCT	7	7:00-9:00 pm	Open House (for prospective Everest students).
OCT	9 & 10	varies	Personal Learning Plan meeting for parent(s), student & mentor ( <b>mandatory</b> ).
OCT	12	----	No school - Legal Holiday - Columbus Day.
OCT	19	8:15-3:10	Picture Retakes
OCT	TBD	4:30-9:00 pm*	Day of the Dead Field Trip (Community Event hosted by Spanish Dept).
NOV	9	----	No school - School Holiday.
NOV	12	7:00-9:00 pm	Open House (for prospective Everest students).
NOV	25	----	No school - School Holiday.
NOV	26	----	No school - Legal Holiday - Thanksgiving Day.
NOV	27	----	No school - School Holiday.
TBD	TBD	----	Annual Toy Drive.
TBD	TBD	10:00-Noon	Everest Campus Clean-up Day.
DEC	8	7:00-9:00 pm	Open House (for prospective Everest students).
DEC	14 to 18	8:15-3:10	Semester 1 Final Exams.
DEC	18	8:15-3:10	Last day of Semester 1.
DEC 21 to JAN 1		----	No school - School Holiday.
<b>Intersession 1</b>			
JAN	4	8:15-3:10	First day of Intersession 1.
JAN	9	7:00-9:00 pm	Open House (for prospective Everest students).
JAN	18	----	No school - Legal Holiday - Birthday of Martin Luther King, Jr.
TBD	TBD	10:00-Noon	Everest Campus Clean-up Day.
JAN	28	TBD	Intersession Performances
JAN	29	TBD	Intersession Performances
JAN	29	8:15-3:10	Last day of Intersession 1.
<b>Semester 2</b>			
FEB	1	8:15-3:10	First day of Semester 2.
FEB	12	----	No school - School Holiday.
FEB	15	----	No school - Legal Holiday - Presidents' Day.
TBD	TBD	10:00-Noon	Everest Campus Clean-up Day.
MAR	3,4,5	Varies	Study Trip!
MAR	8	----	No school - School Holiday.
MAR	24	12:30-2:45*	Career Day.

MAR 29 to APR 2		----	No school - School Holiday.
APR	TBD	8:15-3:10	Spirit Week.
APR	13	TBD	State of the School Address*
APR	20	7:00-9:00	College Education Night
APR	23	----	No school - School Holiday.
APR	30	TBD	All school multi-cultural celebration*
MAY	3 to 14	8:15-3:10	Semester 2 Final Projects/Tests and State STAR Testing for all students.
MAY	13	8:15-12:25*	Physical Fitness testing
MAY	14	8:15-3:10	Last day of Semester 2. Morning all school assembly, lunch with mentor groups, then school-wide festivities.
<b>Intersession 2</b>			
MAY	17	8:15-3:10	First day of Intersession 2.
MAY	22	TBD	New Parent Picnic.
MAY	31	----	No school - Legal Holiday - Memorial Day.
TBD	TBD	10:00-Noon	Everest Campus Clean-up Day.
JUN	TBD	6:00-? pm	End-of-Year Awards and Dance.
JUN	9	TBD	Intersession Performances
JUN	10	TBD	Intersession Performances
JUN	11	varies	Last day of Intersession 2 and last day of 2009-2010 school year.

**\* Note: Time is approximate and may change.**

Social and Sporting Events dates and times have not been determined. Information to follow during the school year.

## Everest Events in Detail

### Mandatory Parent/Guardian Orientation

It is mandatory for ALL PARENTS to attend the parent orientation. The session includes a tour of the new facility, understanding Everest's expectations, and ways to support your student for success.

### Everest Camping Trip

This fun-filled all-school overnight event includes all students (attendance is mandatory), the entire faculty and several lucky parent chaperones. We depart early on Thursday morning and return by 3 pm on Friday. "School" is conducted at the camp site. This is an event that is not to be missed!

### Back-to-School Night

It is expected that all families will participate in Back-to-School Night, an evening for parents/guardians to learn about the academic program their child is experiencing. Not only will parents get an opportunity to understand the curriculum in each of their child's classes, but they will get to meet all of the teachers and sign up for Personalized Learning Plan Conferences.

### Personalized Learning Plan Conferences

Each student will work with his/her faculty mentor and parents/guardians to develop a Personalized Learning Plan. PLP Conferences will only be held on Friday, October 9<sup>th</sup> and Saturday, October 10<sup>th</sup>. PLP Conferences will be scheduled during Back-to-School Night.

### Picture Day

Company representatives will be on campus on September 21<sup>st</sup> to take school photos of each child. Even if students do not wish to purchase pictures they will have their pictures taken for the yearbook and ID cards.

### Recruitment Open Houses

In the fall and winter of each year, Everest and Summit will sponsor open houses for all people interested in learning more about our school and possibly enrolling in the school. These events are open to the public and include overviews of the academic program, the faculty, the community, and the mission and philosophy at Everest Public High School. All events have Spanish translation available.

## WASC

### **What is it?**

WASC stands for the Western Association of Schools and Colleges. It is one of six regional accrediting associations that service both public and private schools. Through the accreditation process, WASC determines whether or not 1) the trust placed in a school to provide high-quality learning opportunities is warranted, and (2) the school clearly demonstrates continual self-improvement. Its goal is to foster excellence in the schools that it accredits.

### **Why is accreditation important?**

- It demonstrates to the public that the school is a trustworthy institution of learning.
- It validates the integrity of a school's program and student transcripts (especially in the eyes of our community and colleges).
- It fosters improvement of the school's programs and operations to support student learning.

### **Why is WASC important at Everest this year?**

In the spring semester, WASC representatives will be coming to Everest for an "Initial Visit" which is done in the first year of operation of a school in order to begin the accreditation process. During this visit, and the visits that will follow in the next few years, WASC will be looking to evaluate Everest's progress on the Expected Schoolwide Learning Results that are listed below. This spring visit should provide Everest with an Initial Accreditation which will be followed by a longer accreditation process called a "Self Study" within the next three years.

## **EVEREST PUBLIC HIGH SCHOOL Expected Schoolwide Learning Results (ESLRs)**

### **Graduates will be able to:**

- Evaluate possibilities to make informed decisions
- Recognize how perspectives shape ideas and decisions
- Effectively articulate processes, ideas and concepts

### **Graduates will demonstrate mastery of the following skills that will indicate their ability to meet the ESLRs:**

- Analysis
- Application
- Connection
- Evaluation
- Hypothesis
- Use of Evidence

## Example Student Schedule 2009-2010

### Regular Day (Monday through Thursday)

Time	Period/Class
8:15am-9:10am	Block 1 Period 1/ English
9:15am-10:10am	Block 1 Period 2 / History
10:10am-10:25am	Morning Break
10:25am-11:20am	Block 2 Period 3 / Spanish
11:25am-12:20pm	Block 2 Period 4 / Algebra or Independent Learning*
12:20pm-12:55pm	Lunch
12:55pm-1:50pm	Block 3 Period 5 / Geometry
1:55pm-2:50pm	Block 3 Period 6 / Biology
2:50pm-3:10pm	Daily Mentor Time (Announcements/Check In)Meeting

### Connections\*\* Day (Fridays)

Time	Period/Class
8:15am-8:55am	Block 1 Period 1/ English
9:00am-9:40am	Block 1 Period 2 / History
9:40am-9:55am	Morning Break
9:55am-11:35am	CONNECTIONS
11:35pm-12:05pm	Lunch
12:05pm-12:45pm	Block 2 Period 3 / Spanish
12:50pm-1:30pm	Block 2 Period 4 / Algebra or Independent Learning*
1:30pm-1:45pm	Break
1:45pm-2:25pm	Block 3 Period 5 / Geometry
2:30pm-3:10pm	Block 3 Period 6 / Biology

**\* IL= Independent Learning:** Students who have been assigned Independent Learning will work independently or with tutors to complete homework, projects, and assignments. Study configurations will be assigned according to students' Personalized Learning Plans. Please see IL norms on the following page.

**\*\*Connections:** Connections is the course that you will take each Friday with your mentor and your mentor group. While the Connections curriculum changes every year, the course will focus on academic literacy, future planning, community building and teen issues.

**\*\*\*Sample Schedule Notes: (The Rotating Schedule)** Everest’s schedule is based on well-researched, best practices in education. It enables teachers and students to work together at different times of the day and makes Connections possible. There are three schedules (Week A, Week B, and Week C) that rotate every week (see below for AN EXAMPLE of how it works).

**Week A**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15am-9:10am	English	English	English	English	Connections schedule (see above for times). Classes also rotate each week.
9:15am-10:10am	History	History	History	History	
10:10am-10:25am	Break	Break	Break	Break	
10:25am-11:20am	Spanish	Spanish	Spanish	Spanish	
11:25am-12:20pm	Algebra or IL	Algebra or IL	Algebra or IL	Algebra or IL	
12:20pm-12:55pm	Lunch	Lunch	Lunch	Lunch	
12:55pm-1:50pm	Geometry	Geometry	Geometry	Geometry	
1:55pm-2:50pm	Biology	Biology	Biology	Biology	
2:50pm-3:10pm	Daily Mentor Time	Daily Mentor Time	Daily Mentor Time	Daily Mentor Time	

**Week B**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15am-9:10am	Geometry	Geometry	Geometry	Geometry	Connections schedule (see above for times). Classes also rotate each week.
9:15am-10:10am	Biology	Biology	Biology	Biology	
10:10am-10:25am	Break	Break	Break	Break	
10:25am-11:20am	English	English	English	English	
11:25am-12:20pm	History	History	History	History	
12:20pm-12:55pm	Lunch	Lunch	Lunch	Lunch	
12:55pm-1:50pm	Spanish	Spanish	Spanish	Spanish	
1:55pm-2:50pm	Algebra or IL	Algebra or IL	Algebra or IL	Algebra or IL	
2:50pm-3:10pm	Daily Mentor Time	Daily Mentor Time	Daily Mentor Time	Daily Mentor Time	

**Week C**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15am-9:10am	Spanish	Spanish	Spanish	Spanish	Connections schedule (see above for times). Classes also rotate each week.
9:15am-10:10am	Algebra or IL	Algebra or IL	Algebra or IL	Algebra or IL	
10:10am-10:25am	Break	Break	Break	Break	
10:25am-11:20am	Geometry	Geometry	Geometry	Geometry	
11:25am-12:20pm	Biology	Biology	Biology	Biology	
12:20pm-12:55pm	Lunch	Lunch	Lunch	Lunch	
12:55pm-1:50pm	English	English	English	English	
1:55pm-2:50pm	History	History	History	History	
2:50pm-3:10pm	Daily Mentor Time	Daily Mentor Time	Daily Mentor Time	Daily Mentor Time	



# Everest Public High School



## Our School Norms:

1. **We work hard.**

*Learning is our job. We leave no one behind.*

2. **This is our school.**

*Love it or lose it.*

3. **We are responsible.**

*We are accountable for our actions and the strength of our community.*

4. **Respect our community.**

*Our school is welcoming and safe for everyone.*

5. **We are reflective.**

*Our mistakes are expected, inspected, and respected.*

## Other Everest Norms

### Independent Learning (IL) Norms

Independent Learning provides students with a quiet place to study and work on assignments. All students are expected to help make IL a productive environment.

During IL, all students must:

- Come prepared with coursework to complete and academic texts to read
- Bring any materials you need (pens, pencils, index cards, etc.) School supplies will not be available in any IL rooms for you to borrow.
- Be in your seat with materials out when the period begins
- Choose your seat responsibly, away from peers who may distract you
- Food is not permitted in IL (only bottled water)
- Unless you have a short, focused, academic questions, you should be working silently
- IL rooms must be left clean for the next class

### Mandatory Afternoon Study Hall (MASH) Norms

As part of Everest's commitment to excellence in academics, Everest students are required to turn in every assignment and/or project. Every assignment and project must be completed to meet course standards. At the end of the school year, students with one or more missing assignment and/or project will not be eligible to pass their grade level, regardless of their final grade. MASH supports all students in meeting the 100% work completion policy.

MASH is held on Mondays and Wednesday. Friday afternoon MASH will be held as needed. MASH starts promptly at 3:20 pm and ends at 5:00 pm. Students with missing assignments are required to attend MASH. If a student misses one or more assignments, they are required to attend that day or the next scheduled MASH day.

## Everest's Rules

During Student Orientation, we will talk about the difference between norms and rules. While we focus most of our energy on norms at Everest, it is also important to have rules to maintain a productive and safe learning environment for everyone.

### Everest Rules

- Students may not touch the shades, thermostats, or safety equipment.
- Students may not enter restricted areas (lobby, electrical closet, open space, closets, offices)
- Students may not use parent computer
- Students may not vandalize or deface (graffiti) school property
- Students may not eat or drink during class (besides water in a capped container)
- Students are in designated, appropriate areas after school hours
- Students may not use electronics (including cell phones) in the classroom unless authorized by a teacher

## **Additional School Information**

### **Lunch Information**

If you would like to order lunch, the school will provide a daily, catered lunch for \$3.50 per day. Families that qualify for Reduced Lunch will pay \$0.50 per day and families that qualify for Free Lunch will not pay for lunch. A monthly menu will be sent home during the second week of the month. Students and parents should select which lunches they want to buy during the next month, and return the completed form (by mail or by ordering online) and payment by the deadline determined on the form each month.

### **Closed Campus**

Everest has a closed campus for reasons of safety and community. Students will remain on the school property from 8:15 am to 3:10 pm. Under no circumstances will students be allowed to leave the campus during lunch, unless they are accompanied by a faculty member or school representative for a specific event.

### **School Hours**

We welcome Everest students on campus to do their homework and participate in other appropriate school activities from 7:30 am to 5 pm on Mondays through Thursdays and from 7:30 am to 4 pm on Fridays. While students are permitted to stay on campus during these school hours, students are officially dismissed at 3:10 pm. Students and parents must communicate with each other to make after school plans; it cannot be Everest's responsibility to locate a student after 3:10 pm.

### **Directions for School Drop-Off and Pick-Up**

Please follow the signs in the Everest parking lot in order to facilitate a quick and safe drop-off/pick-up for students. We will provide families with additional information on this topic during Orientation.

THANK YOU FOR YOUR SUPPORT AND COOPERATION!

# COURAGE

Courage is resistance to fear, mastery of fear – not absence of fear - - Mark Twain

Power is given only to him who dares to stop and take it . . . one must have the courage to dare - - Fyodor Dostoevsky

Courage Is	Looks Like	Is Not
<ul style="list-style-type: none"> <li>• Standing up for one’s beliefs.</li> <li>• Leadership</li> <li>• Taking thoughtful risks – socially, and academically.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking up to fight prejudice, hate speech, and all other disrespectful words and actions.</li> <li>• Making a positive change in the community</li> <li>• Trying, even when a task is difficult.</li> </ul>	<ul style="list-style-type: none"> <li>• Ignoring injustice</li> <li>• Following the crowd.</li> <li>• Jumping into the marsh</li> </ul>

## Who Makes the Decisions?

At Everest, all decisions, whether big or small, are made by the people who have the most expertise, interest, and knowledge on the issue. All interested parties (founders, board members, staff, parents, and students) have a role in the decision-making process. At different points in time, these people will have different roles, which include: proposing ideas, giving input, deciding what to do, and implementing decisions.

In an effort to ensure that all good ideas are heard and considered, Everest has created a method for presenting suggestions and ideas. It is call the STP, which stands for Status, Target, Proposal (see example below). An STP chart presents a concise and informative way to define a need (target), identify the facts, history, ideas and feelings surrounding the current (status) of the issue and suggest methods for moving from the current status to the target (proposal). Anyone wishing to make a positive contribution to the development of the school should use the STP to present their ideas. The faculty will be pleased to find the proper forum for the presentation of an STP.

Status	Proposal	Target
Facts,		
History		
Opinion		

# COMPASSION

How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and the strong -- because someday you will have been all of these.

George Washington Carver

Compassion Is	Looks Like	Is Not
<ul style="list-style-type: none"> <li>• Empathy (walking in another person's shoes)</li> <li>• A desire to help others</li> <li>• A sense of responsibility for others' success and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Feeling another person's pain, joy, suffering, or pride.</li> <li>• Volunteering in the community</li> <li>• Actively participating to help another person succeed.</li> </ul>	<ul style="list-style-type: none"> <li>• Putting oneself before others.</li> <li>• Put downs</li> <li>• Indifference or cruelty.</li> <li>• Thinking and acting according to one's own needs only.</li> </ul>

We expect that at the end of four years, Everest students will feel responsible for not only their own success, but that of their peers. We will have a culture where students regularly work together, depend on each other, and contribute to the formation and maintenance of a learning community.

## Volunteerism:

Families and Students: Support from parents, students, and community members is integral to the success of Everest Public High School. Everest's extraordinary classroom instruction and extra-curricular activities are made possible through the volunteer assistance of community members and parents. Everest expects that all parents of Everest students, or the students themselves, to volunteer at least 30 hours per school year, either at the school site or by serving on one of many committees. Everest will also develop unique volunteer opportunities based on family needs, resources, and abilities.

## Community Service:

One of the goals at Everest Public High School is to graduate students who are knowledgeable, active, and caring global citizens. This means students who not only care about themselves, but about the world in general. Students who are concerned about the well-being of others will make the time to volunteer their services when it is appropriate. During your PLP meeting, students will discuss opportunities and plans to be active in community service on a regular basis and/or through an intersession experience. Volunteer experiences are incorporated into the Everest curriculum, but we always encourage students to seek additional opportunities.

# CURIOSITY

The cure for boredom is curiosity. There is no cure for curiosity -- Ellen Parr

Curiosity Is	Looks Like	Is Not
<ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Pursuing interests</li> <li>• Leaving your comfort zone</li> <li>• Seeking new ideas and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Asking thoughtful questions</li> <li>• Reading a book for fun or experimenting with a hobby</li> <li>• Eating lunch with someone you do not know</li> <li>• Playing a sport you have never played before</li> </ul>	<ul style="list-style-type: none"> <li>• Simply memorizing or recalling</li> <li>• Joining a club to boost your college application</li> <li>• Choosing to always work with your friends on group projects</li> <li>• Saying no to something unfamiliar</li> </ul>

## Grading Policies

In Power School, all Everest assignments fall into one of the three categories listed below:

- Mastery of Content Standards

This category includes all major projects, such as exams and End of Unit projects. Student work placed in this category demonstrates that students have mastered information at a level that meets both California State Standards, as well as the teacher's individual standards for the course.

- Work to Support Content Standards

This category includes all work that contributes to students' learning of materials and eventual mastery of content standards. This category includes daily homework assignments, in-class projects and presentations, and binder organization.

- Participation

This category reflects students' level of engagement and participation in class, classroom behavior, and treatment of peers. EPHS's Class Participation Rubric is used to determine grades in this category. Please see rubric that follows this section.

## **Grading Categories and Weights in the 9<sup>th</sup> Grade:**

### **9<sup>th</sup> Grade**

- Mastery: 60%
- Work to Support: 30%
- Participation: 10%

In college, grades are comprised primarily of quizzes and exams. To prepare students for the transition to college, grading percentages will evolve to support the changing focus from developing skills to assessing content mastery. The Everest Public High School faculty members have agreed on the following grading guidelines:

Letter Grades correspond with the following percentages:

Percentage	Letter Grade	Performance Level	Grade point equivalent
93-100%	A	Advanced	4.0
90-92%	A-	"	3.7
87-89%	B+	Proficient	3.3
83-86%	B	"	3.0
80-82%	B-	"	2.7
77-79%	C+	Basic	2.3
73-76%	C	"	2.0
70-72%	C-	"	1.7
<69%	F	Below Basic	0.0
--	I	Incomplete	0.0

- Please note that Everest will not assign “D’s,” as we believe that all students must meet the Basic performance level (denoted by a “C-” grade or above) in every course. This policy ensures that all of our graduates will be eligible for four-year colleges, which do not consider “D” a passing grade.

### **PowerSchool**

PowerSchool is the program that allows you and your student to track academic progress and attendance. It is where all assignments and grades are listed, and where homework is posted. You will get further information about PowerSchool during Orientation. You will log onto PowerSchool to:

- view your current class grades
- view grades from past assignment
- download class handouts
- **\*If you are absent, check PowerSchool before returning back to school.**

### **Graduation Requirements:**

As a college public high school, Everest’s goal is for students to achieve mastery of rigorous academic content as well as relevant higher-order thinking skills (see ESLRs). To this end, the standards-based academic curriculum at Everest fosters a rich and engaging student experience using research-based instructional and student assessment methods.

### **Everest High School Graduation Requirements**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>* 4 Years Social Science</li> <li>* 4 Years English Language Arts</li> <li>* 4 Years Mathematics</li> <li>* 4 Years Laboratory Science</li> <li>* 4 Years Language Other than English</li> </ul> | <ul style="list-style-type: none"> <li>* 1 Year Visual and Performing Art</li> <li>* 3 Years Elective</li> <li>* 4 Years Connections</li> <li>* 4 Years Physical Activity</li> </ul> |
|---|--|

### Four Year Program of Study

	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Social Science</b>	World Studies I	World Studies II	AP US History & Government I	AP US History & Government II
<b>English</b>	Literature and Personal Development	Literature: The Individual and Society	AP English Language and Composition	AP English Literature and Composition
<b>Math</b>	Geometry (all) Algebra I	Algebra II	Pre-Calculus & Trigonometry	AP Statistics or AP Calculus
<b>Science</b>	Biology	Chemistry	Physics	AP Environmental Science
<b>Spanish</b>	Appropriate level	Appropriate level	Appropriate level	Appropriate level
<b>Elective</b>	Visual/Performing Art	Elective	Elective	Elective
<b>Connections</b>	Connections I	Connections II	Connections III	Connections IV



## EPHS's Class Participation Rubric

### Advanced

- Demonstrates great maturity
- Participates enthusiastically and meaningfully in class discussions and activities
- Regularly supports others in learning
- Avoids insults, ridicule, and personal attacks disguised with laughter
- Regularly attempts to greet others and to make others feel included
- Regularly takes academic risks in class; remains open-minded
- Uses humor appropriately
- Regularly listens attentively to the teacher and to designated speakers
- Regularly stays on task during class assignments; keeps others on task
- Is extraordinarily well prepared and on time for class

### Proficient

- Demonstrates maturity
- Participates meaningfully in class discussions and activities
- Frequently supports others in learning
- Avoids insults, ridicule, and personal attacks disguised with laughter
- Frequently attempts to greet others and to make others feel included
- Frequently takes academic risks in class; remains open-minded
- Uses humor appropriately
- Listens attentively to the teacher and to designated speakers
- Stays on task during class assignments
- Is well prepared and on time for class

### Basic

- Demonstrates developing maturity
- Participates in class discussions and activities
- Supports others in learning
- Avoids insults, ridicule, and personal attacks disguised with laughter
- Attempts to greet others and to make others feel included
- Takes academic risks in class; remains relatively open-minded
- Uses humor appropriately
- Listens somewhat attentively to the teacher and to designated speakers
- Stays on task during class assignments
- Is generally well prepared and on time for class

### Below Basic

- Demonstrates limited maturity
- Participates occasionally in class discussions and activities
- Avoids distracting others from learning and participating
- Rarely insults, ridicules, or launches personal attacks disguised with laughter
- Rarely attempts to greet others and to make others feel included
- Rarely takes academic risks in class; demonstrates intellectual inflexibility
- May use humor inappropriately
- Listens with little attentiveness to the teacher and to designated speakers
- Sometimes drifts off task during class assignments
- Is often unprepared and tardy for class

### Far Below Basic

- Demonstrates immaturity
- Participates rarely in class discussions and activities
- May distract others from learning and participating
- May insult, ridicule, or launch personal attacks disguised with laughter
- May make others feel left out
- Fails to take academic risks in class; demonstrates intellectual inflexibility
- Uses humor inappropriately
- Fails to listen to the teacher and to designated speakers
- Regularly drifts off task during class assignments
- Is typically unprepared or tardy for class

# INTEGRITY

Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful  
Samuel Johnson

A little integrity is better than any career - - Ralph Waldo Emerson

Integrity Is	Looks Like	Is Not
<ul style="list-style-type: none"> <li>• Doing the “right” thing, even when no one else will know.</li> <li>• Emphasizing principle over result</li> <li>• Examining and acting on one’s morals and ethics.</li> </ul>	<ul style="list-style-type: none"> <li>• Returning money that you find</li> <li>• Always turning in original work</li> <li>• Refusing to break “rules” in order to win</li> <li>• Telling the truth for the betterment of the community even if it gets you or a friend in trouble</li> <li>• Doing what you believe in and believing in what you do.</li> </ul>	<ul style="list-style-type: none"> <li>• Living by an “as long as I can get away with it” mentality</li> <li>• Winning at all costs</li> <li>• Plagiarism or thievery</li> <li>• Assuming that what you believe to be “right” is right for everyone</li> </ul>

## Expectations of the Originality of Student Work:

The faculty and staff of Everest Public High School expect that all work completed and turned in will be original work of the respective student. Plagiarism is taking the work of another and attempting to pass the work as one’s own. **Thus, plagiarism is not limited to copying text from an existing source without documentation; it is also the copying of ideas from a source without documentation.**

Copying ideas from another student (the source in this case) without documentation, is also considered plagiarism. In the case of plagiarism, there is shared and equal responsibility (and therefore shared and equal consequences) for this action. To clarify, we have given you examples of what this type of plagiarism looks like:

Plagiarism Looks Like:	Plagiarism Does Not Look Like:
<ul style="list-style-type: none"> <li>• Giving someone answers on any assignment, test, or project.</li> <li>• Communicating related information to another student in anyway during a test or exam.</li> <li>• Handing your work to someone else for them to use. Even if you didn’t believe that it was their intention to copy you!</li> <li>• Using an online language translator for Spanish class</li> <li>• Copying or passing off information on the internet without giving credit to the source.</li> </ul>	<ul style="list-style-type: none"> <li>• Helping a fellow student independently understand an assignment through working with them directly (and not showing them the answers!).</li> <li>• Working together on homework as long as each student independently understands the final work that they are turning in and writes all work in their own words.</li> <li>• Using a dictionary or thesaurus for reference</li> <li>• Using information online and citing it with MLA format.</li> </ul>

Students choosing to violate this key tenet of the school will be subject to the following consequences:

**Cheating or Plagiarism:**

- First offense: No credit on the assignment and a faculty, student, parent meeting.
- Second offense: **Recommendation for expulsion.**

**Technology:**

Everest Public High School has provided the Everest community (board members, staff, parents, and students) with access to a telecommunications network that will enable students to access the vast resources available through the Internet, as well as PowerSchool, Everest's official student database. The purpose of providing this access is to support classroom instruction and facilitate communication in support of student success. These resources are to be used only in conjunction with teacher-directed classroom studies education-related e-mail communication, and other appropriate school-related use under the strict terms and conditions of the Acceptable Use Policy.

**Acceptable Use Policy**

**Terms and Conditions** - Use of the Internet must be in support of classroom activities and consistent with the adopted curriculum and educational objectives of EPHS. Internet activities will be planned in compliance with this policy. All online sessions will be carefully planned and directed by the classroom teacher and/or computer lab personnel.

Transmission of, or access to, materials which are in violation of federal or state laws are prohibited. This includes, but is not limited to: copyrighted materials, threatening or obscene materials, or material that promotes the use of drugs, alcohol, or tobacco. Use for commercial or personal advertising and political lobbying is also prohibited. Everest Public High School is not responsible for any consequence that may result from student misuse or abuse of this privilege.

**Privileges**- Access to the Internet and school Intranet is a **PRIVILEGE**, not a right. This privilege may be revoked by the site administrator, classroom teacher, or any other responsible adult. Inappropriate use will result in cancellation of access to the use of the Internet or Intranet. Because Internet access is an integral component of our curriculum and school community, students who have lost this privilege will find their academic efforts to be significantly more difficult, and thus might find it impossible to be successful at EPHS.

Due to the severity of behavior resulting in the loss of such privileges, reinstatement of privileges will be left to the discretion of the Executive Director.

# RESPECT

If you want to be respected, you must respect yourself - - Spanish Proverb

For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others.  
Nelson Mandela

Respect Is	Looks Like	Is Not
<ul style="list-style-type: none"> <li>Valuing and contributing your unique, individual gifts and abilities</li> <li>Valuing and treating with dignity the unique gifts and abilities of others</li> <li>Valuing and caring for the community and buildings</li> </ul>	<ul style="list-style-type: none"> <li>Dressing appropriately</li> <li>Eating nutritious foods</li> <li>Getting plenty of rest</li> <li>Taking advantage of opportunities</li> <li>Listening when others speak.</li> <li>Making an effort to get to know everyone</li> <li>Thanking someone for teaching you something new or for opening your eyes to a different perspective</li> </ul>	<ul style="list-style-type: none"> <li>Giving up on yourself</li> <li>Being destructive</li> <li>Calling people names</li> <li>Making fun of people</li> <li>Excluding people</li> <li>Making a mess and expecting others to clean up</li> <li>Showing up late</li> <li>Writing on desks or textbooks, or damaging school property</li> </ul>

## Respect Yourself

A student who respects his/her education comes to school everyday prepared to learn. Students can be both mentally and physically prepared. A student who is mentally prepared is someone who is awake, ready, and willing to learn while a student who is physically prepared is someone who brings his/her school supplies everyday.

## Personal Appearance Philosophy

Coming to school is your job, just like it is the faculty's job to be here to teach. Therefore, students and faculty will dress in a manner that shows respect for those around them and is appropriate for the task at hand. As in any job, there will be a range of activities at school, and the type of dress should be adjusted according to the activity. For example, dress for the camping trip should be different than dress for a school project that involves interviewing the mayor. In all cases, the following will not be permitted:

- Visible displays of underwear
- Clothing that indicates an affiliation with or support of an illegal or inappropriate activity
- Clothing that goes against the values of EPHS
- Appearance that is distracting or demeaning to other people

## Everest Student Tool Kit

One of the elements essential to success in school is preparation. Preparation can be defined in various ways, one of them relating to the preparation of materials. At Everest we believe that having a “student tool kit” is critical as the items contained within it are valuable resources that can support your academic success during four years of high school and serve as a solid foundation for college.

The following is a list of items that we ask you to **keep at home** in your personal study location (where you will do homework). You do not need to bring them to school, unless specified by a teacher. This list has been carefully researched by the Everest faculty in an attempt to make economical suggestions that provide quality resources for the lowest price. However, if you have a comparable item, by all means, you should not buy another.

ITEM	SUGGESTED BRAND	LOCATION/PRICE
Graphing Calculator * OR  Scientific Calculator* (see note below)	Texas Instruments TI-83Plus or TI-84  Texas Instruments TI-30Xa	Amazon.com (TI-83 Plus: New \$97, Used \$37/TI-84: New \$110, Used \$55)  Amazon.com (New \$10.99, Used \$6.00)
Composition Book	Any type	
Tape	Any type	
Stapler	Any type	
Scissors	Any type	
3 hole punch	Any type	
College Dictionary	<i>The American Heritage College Dictionary, Fourth Edition</i>	Amazon.com New \$19.98, Used \$7.00
Thesaurus	<i>Roget International Thesaurus Indexed Edition</i>	Amazon.com New \$14.27, Used \$1.35
MLA Handbook for Writers of Research Papers	<i>MLA Handbook for Writers of Research Papers (6<sup>th</sup> Edition)</i>	Amazon.com New \$17.50, Used \$12.95
Spanish/English Dictionary	<i>Webster's New World Spanish Dictionary: Spanish/English English/Spanish</i>	Amazon.com New \$22.02, Used \$1.15

\* Note on Calculators: The Everest faculty prefers, **if possible**, that you purchase a graphing calculator *instead of* a scientific calculator. You will need your calculator regularly in 10th grade (and not much in 9th grade), and we encourage you to save your money this year (about \$2 a week, or less if you buy a used graphing calculator), and to purchase your graphing calculator next summer.

### **Everyday School Supplies**

When classes begin and you have had the opportunity to review the requirements for each of your classes you will be able to determine what organization system meets both your needs and your teachers' expectations. Please purchase school supplies that will support the organizational system you develop. However, on the first day of school you will need **paper and a writing utensil**; make sure you have it with you. Additionally, **EVERY STUDENT MUST HAVE an academic planner/calendar** as your teachers will expect you to record your daily assignments and homework.

### **Scholarships and Payment Plans**

If you are unable to afford any part of the student tool kit, please speak with your mentor individually at the start of the school year (you will meet your mentor at the end of Orientation). In order to receive help from Everest for supplies, you must have your Free and Reduced Lunch application completed.

## **Respect For Others and School**

### **Graduated Discipline Plan**

If a student does not allow one of the following targets to be met in a classroom (or anywhere on campus)

- All Everest community members are physically and emotionally safe at all times
- Everest provides a positive and productive learning and working environment for all community members

**First level:** Behavior is dealt with within classroom by teacher.

**Second level:** One on one conversation with teacher who will identify inappropriate behavior, explain why behavior is not aligned with Everest values, and will give examples of what appropriate behavior looks like.

**Third level:** Student completes Reflection Sheet in class. Teacher reads, discusses with student, and adds comments.

**Fourth level:** Student is sent directly to front office

- Student leaves classroom for remainder of period without belongings.
- When student arrives, fills out a reflection sheet about incident (when calm) at designated area in room.
- Student returns to teacher classroom at end of period with reflection sheet to discuss with teacher.
- Mentor emails parents to set up a meeting (Behavior Strategy Plan)

**Fifth level:** Student is sent directly to front office.

- Teacher calls Principal and notifies him that student is coming to front office.
- Student waits in Principal's office until talking to Principal.
- Student leaves classroom for remainder of period without belongings.
- When student arrives, fills out a reflection sheet about incident (when calm) at designated area in room.
- Student returns to teacher classroom at end of period with reflection sheet.
- Parents are contacted immediately.
- Principal, mentor, and parents decide on next steps in parent conference.

**Sixth level:** Repeat Step 5 – Recommendation of suspension or expulsion.

**Examples of Behavior that will result in passing GO! and skipping right to Step 5 –**

- Blatant Defiance
- Refusal to follow instructions (ex. Repeated refusal to work with others)
- Student is mentally or psychologically out of control
- Repeat offender when under contract
- Hurtful/vicious/profane/racist language directed at other students
- Cheating
- Violence
- Threat of violence
- Contraband/illegal possessions (or suspicion of )
- Student under influence
- Leaving campus
- Being in restricted areas
- Destruction of facility
- Student is physically out of control
- Theft
- Sexual Harassment
- Sexual activity or exposure
- Inappropriate attire they are stuck in
- Cutting class

In the event a student commits a suspension/expulsion-worthy offense as defined by the Suspension and Expulsion Policy (Appendix C), the steps in the policy will be followed and discipline will not be graduated.

# RESPONSIBILITY

The more freedom we enjoy, the greater the responsibility we bear, toward others as well as ourselves.  
Oscar Arias Sanchez

Responsibility Is	Looks Like	Is Not
<ul style="list-style-type: none"> <li>• Following through on your commitments and obligations</li> <li>• Accepting the consequences of your actions</li> <li>• Dedication to improving yourself and your community</li> </ul>	<ul style="list-style-type: none"> <li>• Completing tasks, schoolwork, club or team membership with a sense of pride</li> <li>• Cleaning up a spill that you have caused</li> <li>• Asking for help when you need it               <ul style="list-style-type: none"> <li>• Noticing a need and filling it without being told</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Delaying, neglecting, or handing off commitments.</li> <li>• Blaming other people</li> <li>• Acting in a manner that makes life more difficult for others</li> </ul>

## Attendance

The faculty and staff of Everest Public High School believe that the foundation to success in high school is regular attendance. As a result, Everest has the following high expectations for attendance:

- One unexcused absence will result in a meeting with the student, parent, and faculty to develop an attendance contract.
- Two unexcused absences in one semester will result in recommendation for expulsion from Everest.
- Three tardies in one class in one semester are equivalent to one unexcused absence.

## Absences that are excused include:

1. Illness
2. Medical Appointments - When possible, these appointments should be scheduled after 3pm.
3. Observance of Religious Holidays
4. Death in the Family

## Process for excusing absences

- If you know that a student will be absent in advance, let the school office know at least 3 days prior to the absence or appointment. You will need to fill out a planned absence form, which can be obtained from the front office.
- Before 10am on the morning of an unscheduled absence, call the school and give the following information:
  - First and last name of student
  - Date
  - Reason for absence
  - Expectation of length of absence
- If an unscheduled absence extends for more than one day, please repeat Steps 1 and 2. The student will be responsible for any missed work due to an excused absence.



**Process for planned mid-day departure from campus**

If the student needs to leave during the school day, a parent (or guardian appointed in writing by a parent) must come to the school office to request that the student be excused from class to attend the appointment.

**Process for un-planned mid-day departure from campus**

- Student-initiated: School will contact parent/guardian to make arrangements
- Parent-initiated: Call School Office and make arrangement to pick up student

**TARDY POLICY AND COMMUNITY HOURS (CH)**

Quality instructional time is a key component to the success of Everest students. Students who arrive late (tardy) to class disrupt their own learning, as well as the learning of their community members. Therefore, if a student is late to class, the student may be expected to give back lost time to the school community.

**APPENDIX A**  
**Suspension and Expulsion Policy**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students. 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 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.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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, 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.

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

The School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Executive Director'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 School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("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 regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEIA, and all 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 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. The School shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would until Everest is an LEA and a member of the SELPA pursuant to Education Code Section 47641(b), would grant the District approval rights prior to the expulsion of any such student as well.

**Administrative Procedures For Pupil Suspension And Expulsion**

**A. Definitions (as used in this policy)**

1. "Board" means The Summit Institute Board of Directors.
2. "Expulsion" means disenrollment from the Everest Public High School.
3. "School day" means a day upon which the Everest Public High School is in session or weekdays during the summer recess.
4. "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:

- a. Reassignment to another education program or class at Everest Public High school where the pupil will receive continuing instruction for the length of day prescribed by the Everest Public High School Board for pupils of the same grade level.
- b. Referral to a certificated employee designated by the Director to advise pupils.
- c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Director or designee.

5. "Pupil" includes a pupil's parent or guardian or legal counsel or other representative.

6. "School" means the Everest.

## B. 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.

## C. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object 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 Director/Administrator or designee's concurrence.
3. 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.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
11. 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.
12. Knowingly received stolen school property or private property.
13. 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.

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. 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.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. 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.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

#### D. 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 Director or the Director's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Director.

The conference may be omitted if the Director 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 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 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, a School employee 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. 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 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 Director, 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 Director upon either of the following determinations: 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.

## E. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

## F. 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 Director or designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Board President or the chair of the Administrative Panel. In the event a 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 unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the 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 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.

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

The 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 which shall be examined only by the School or the hearing officer. 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 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 School must present evidence that the witness' presence is both desired by the witness and will be helpful to the 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.

#### H. 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.

#### I. 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, and 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 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 expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

#### J. Written Notice to Expel

The Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

- 1) Notice of the specific offense committed by the student.
- 2) 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 School.

The Director or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student.

#### K. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the Chartering Agency's review upon request.

#### L. No Right to Appeal

The pupil shall have no right of appeal beyond the appeal at The Summit Institute Board level from expulsion from the School as the Board's decision to expel shall be final.

#### M. 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.

#### N. Rehabilitation Plans

Students who are expelled from the 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 School for readmission.

#### O. 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 Executive Director 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 Executive Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

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

i. Notification of District

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

ii. 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; 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.

iii. 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 School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, 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.

If the School, the parent, and relevant members of the IEP 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 School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP 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 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 School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, and relevant members of the IEP 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, then the 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.

#### iv. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the 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.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the 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 School agree otherwise.

#### v. Special Circumstances

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 Executive Director 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.

#### vi. Interim Alternative Educational Setting

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

#### vii. 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 district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The 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 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 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 School supervisory personnel.

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

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

**Acknowledgement and Signature:** It is extremely important to the faculty of Everest Public Charter High School that all students and parents read and understand this handbook. All of the information contained within will be of the utmost importance for the success of the student. **PLEASE SIGN BOTH SECTIONS AND RETURN THE BOTTOM SECTION OF THE PAGE TO EVEREST PUBLIC CHARTER HIGH SCHOOL. PLEASE KEEP THE TOP SECTION FOR YOUR RECORDS.**

Print Student's Last Name	Print Student's First Name	Grade Level	Parent Initial	Student Initial
We have read and agree to the <b>Student/Parent Handbook</b> for Everest Public High School for 2009-2010.			_____	_____
We have read and agree to the <b>School Rules and Expectations and Disciplinary Action</b> for Everest Public High School.			_____	_____
We have read and agree to the <b>Attendance and Tardy Policy</b> for Everest Public High School.			_____	_____
We have read and agree to the <b>Acceptable Use Policy</b> for Everest Public High School and agree to follow all policies.			_____	_____

Parent/Guardian Signature & Date

Student Signature & Date

**Acknowledgement and Signature:** It is extremely important to the faculty of Everest Public Charter High School that all students and parents read and understand this handbook. All of the information contained within will be of the utmost importance for the success of the student. **PLEASE SIGN BOTH SECTIONS AND RETURN THE BOTTOM SECTION OF THE PAGE TO EVEREST PUBLIC CHARTER HIGH SCHOOL. PLEASE KEEP THE TOP SECTION FOR YOUR RECORDS.**

Print Student's Last Name	Print Student's First Name	Grade Level	Parent Initial	Student Initial
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We have read and agree to the <b>School Rules and Expectations and Disciplinary Action</b> for Everest Public High School.			_____	_____
We have read and agree to the <b>Attendance and Tardy Policy</b> for Everest Public High School.			_____	_____
We have read and agree to the <b>Acceptable Use Policy</b> for Everest Public High School and agree to follow all policies.			_____	_____

Parent/Guardian Signature & Date

Student Signature & Date



<p>15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>16. Pre-Requisites</p> <p>None</p>
<p>17. Co-Requisites</p> <p>None</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>19. <b>Brief Course Description</b></p> <p>World Studies I is the first year of a required two-year World Studies course at Summit. Students take World Studies I in the 9<sup>th</sup> grade. World Studies I includes the study of world history, geography, and culture. In completing the World Studies curriculum, students are expected to make historical – as well as thematic – connections between world events and movements. In World Studies I, history is studied as a discipline, with a focus on using the historical analysis tools of evidence, perspective, interpretation, context, and multiple-causality. Case studies of specific cultures and regions are intended to foster personal awareness of the themes and ideologies that have shaped our current world.</p> <p>World Studies I covers the Renaissance, the Reformation, Democratic Developments in Ancient Greece and Rome and in England, the Enlightenment, the French Revolution, the Industrial Revolution, Imperialism in Africa, and Colonialism in Latin America. The year also includes ongoing Current Events and Persuasive Speech units, as well as an interdisciplinary unit based around a study trip to the Monterey region.</p>

## B. COURSE CONTENT

Please refer to instructions

### 20. Course Goals and/or Major Student Outcomes

- Work cooperatively to facilitate group and individual knowledge
- Think critically about how historical events shape current trends and individual actions
- Develop a personal and communal sense of historical learning and thinking
- Use historical thinking skills to better understand real life and current issues

### 21. Course Objectives

#### Content

- **Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.**
- **Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.**
- **Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.**
- **Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa and Latin America**

#### Skills

- Students identify bias and prejudice in historical interpretations.
- Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
- Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.
- Students will be able to compare the past and the present, evaluate the consequences of past events and decisions and determining the lessons that were learned.
- Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
- Students relate current events to the physical and human characteristics of places and regions.
- Students show the connections, causal and otherwise, between historical events and larger social, economic, and political trends and developments.
- Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
- Students interpret past events and issues within the context in which an event unfolded rather than instead of present day norms and values.
- Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
- Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

## 22. Course Outline

### Semester One

Unit Number and Name	Unit Description
Unit One: My Culture, My World	Students use their own histories, backgrounds, and cultures to understand the major components of historical thinking: evidence, perspective, interpretation, multiple-causality, and context. These tools for historical thinking will be used throughout Summit's four-year Social Studies curriculum.  Essential Question: What is history?
Unit Two: Social Studies Smorgasbord	Students learn about the continents, regions, and general geography of the world, the predominant world religions, and the types of government practiced across the globe. This unit will serve as background information for all future World Studies units.  Essential Question: How is the world connected through religion, government, and geography?
Unit Three: Ideas that Changed	Students journey back to the beginning of Renaissance Europe and the Age of the Absolute

Unit Number and Name	Unit Description
the World	<p>Monarchs, studying some of the significant inventions and ideas that changed the course of world history. This unit ends with an introduction to the Enlightenment, an ideological and political movement that contributed heavily to the development of democratic governments in the United States, Europe, and Latin America.</p> <p>Essential Question: What kinds of environments allow people to question traditional and established ideas?</p>
Additional Unit: Current World Issues	<p>Students explore the current issues and events that affect our world. This unit is taught on Wednesday mornings during A and B weeks (see student schedules). The unit is presented jointly with the 10<sup>th</sup> grade World Studies II students and is co-taught with Meghann Tovar (Teacher, World Studies II).</p> <p>Essential Question: How are current events a reflection of our shared pasts?</p>

### Semester Two

Unit Number and Name	Unit Description
Unit Four: Experiments in Democracy	<p>Students trace the development of modern democracy from the times of Ancient Greece and Rome through the French Revolution. This unit includes a deeper look at Semester One's Enlightenment study and will provide context for Units Five and Six.</p> <p>Case Study: The French Revolution</p> <p>Essential Question: Should people be trusted to govern themselves?</p>
Unit Five: Europe and the Americas	<p>Students study the rationales for European exploration and expansion in the Americas. The unit begins with a brief study of Latin America's ancient civilizations and ends with Latin America's democratic revolutions in the early 1800s. This unit also emphasizes the cultural diversity of modern Latin America.</p> <p>Case Study: Colonialism and the Republic of Haiti</p> <p>Essential Question: How does the minority control the majority?</p>
Unit Six: Industry and Empire	<p>Students explore the causes and effects of the Industrial Revolution. This unit focuses on industrial developments in England and closes with an exploration of the global effects of pre-World</p>

Unit Number and Name	Unit Description
	<p>War I modernization.</p> <p>Case Study: Imperialism and The Congo Free State</p> <p>Essential Question: What are the costs and benefits of empire building?</p>
<p>Additional Unit (1): Persuasive Speech</p>	<p>Students develop and present a persuasive speech to their peers. Students research and write individual speeches, as well as participate in public speaking workshops and peer edits/reviews. The Persuasive Speech class is taught every Wednesday morning. This unit is a joint 9<sup>th</sup> Grade Humanities project and is co-taught with Lilla Toal (Teacher, Literature and Personal Development).</p> <p>Essential Question: How can I use my voice to persuade and/or influence the real-life decisions of my peers?</p>
<p>Additional Unit (2): Monterey Interdisciplinary Study Trip</p>	<p>Students prepare for the Monterey Interdisciplinary Study Trip by exploring the rich cultural history of the Monterey Bay region. Students begin their study with local Native American populations and finish with a study of the current demographics of Monterey. Scheduled for March 2<sup>nd</sup> and 3<sup>rd</sup>, the Study Trip will incorporate lessons from each of the students' five core classes. World Studies I will devote February 23<sup>rd</sup>-March 6<sup>th</sup> for the preparation and completion of this mini-unit.</p> <p>Essential Question: Does staying alive mean staying connected (what is the role of community in all Summit disciplines)?</p>

### 23. Texts & Supplemental Instructional Materials

- Modern World History, Patterns of Interaction (McDougal Littell, 2003)

### 24. Key Assignments

- See assessment methods below

### 25. Instructional Methods and/or Strategies

- Interactive lecture
- Class discussions
- Structured Academic Controversies
- Group work
- Reading and reading analysis
- Project-based learning (see assessment methods below)
- Interdisciplinary projects (Monterey trip, persuasive speech)



## **26. Assessment Methods and/or Tools**

- Mid-Unit Free Writes
- End of Unit Exams
- End of Unit Projects
  - Personal Timeline
  - Children’s Book: What Is History?
  - Travel Brochure
  - Renaissance Art Analysis
  - The Enlightenment Thinkers Debate the Most Enlightened Form of Government
  - Perspective from the French Revolution
  - Visual Timeline of Colonialism and Revolt in Haiti
  - Industrial Revolution Newspaper Editorial
  - Structured Academic Controversy (the Congo Free State)
  - Persuasive Speech (on topic of students’ choosing)

## **C. HONORS COURSES ONLY**

Please refer to instructions

**27. Indicate how this honors course is different from the standard course.**

## **D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

**28. Context for Course (optional)**

**29. History of Course Development (optional)**

# Course Description

## A. COVER PAGE

<b>Date of Submission (Please include Month, Day and Year)</b>	
<b>1. Course Title</b> World Studies II	<b>9. Subject Area</b> <input checked="" type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> College Prep Elective
<b>2. Transcript Title(s) / Abbreviation(s)</b>	
<b>3. Transcript Course Code(s) / Number(s)</b>	
<b>4. School</b> Summit Preparatory High School	
<b>5. District</b> Summerville High School District	
<b>6. City</b> Redwood City, CA	<b>10. Grade Level(s) for which this course is designed</b> <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<b>7. School / District Web Site</b> <a href="http://www.summitprep.net">www.summitprep.net</a>	<b>11. Seeking "Honors" Distinction?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>8. School Course List Contact</b>  Name: Meghann Tovar  Title/Position: Social Studies Educator  Phone: 650-369-5851                      Ext.:  E-mail: mtovar@summitprep.net	<b>12. Unit Value</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
<b>15. Is this an Internet-based course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If "Yes", who is the provider? <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other _____	
<b>16. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.</b>  <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? _____  <input type="checkbox"/> An identical course approved at another school in same district. Which school? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? _____  <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Online course <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved P.A.S.S./Cyber High course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? _____ <input type="checkbox"/> Approved CDE Agricultural Education course  <input type="checkbox"/> Other. Explain: _____	

<p>16. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>17. Pre-Requisites</p> <p>World Studies I</p>
<p>18. Co-Requisites</p> <p>N/A</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>30. Brief Course Description</p> <p>This course begins where the World Studies I course ends. The first unit serves as a brief review of the foundations of democracy and the beginnings of the modern world. Students transition into a study of the 20<sup>th</sup> century, beginning with a case study of South Africa to highlight the motives and results of imperialism. This serves as a natural transition into a study of the causes of World War I, followed by a look at the war and its effects. The class moves into a study of the rise of totalitarianism through a case study of Russia, with a particular focus on Stalin. After studying about one particular totalitarian leader, the class moves on to study WWII, the totalitarian regimes of Hitler, Mussolini and Hirohito and the Holocaust. Post-war issues are the main focus of the next unit, with an emphasis on the rise of Communism in China, and cold war incidents such as the Cuban Missile Crisis, the Vietnam War and the arms race. Finally, students study the problems associated with modern nation-building through the lens of the Middle East.</p> <p>Throughout the year, students are asked to use tools of historical thinking introduced in World Studies I to further their critical thinking and analytical reasoning skills. Students will enhance their study of World War II and the Holocaust with a study trip to Los Angeles and the Museum of Tolerance.</p>

## B. COURSE CONTENT

Please refer to instructions

### 31. Course Goals and/or Major Student Outcomes

- Students will study the major turning points that shaped the modern world, from the late nineteenth century through the present, including the cause and course of the two world wars.
- They will trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues.
- They will learn that the ideals of democracy are often achieved at a high price, remain vulnerable, and are practiced to varying degrees (or not at all) around the world.
- Students will develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts.
- Students will consider multiple accounts of events in order to understand international relations from a variety of perspectives.
- Students will be able to explain how major events are related to one another in time as well as understand and distinguish cause and effect.
- Students will be able to analyze and evaluate primary and secondary sources and draw sound conclusions from them.

### 32. Course Objectives

- Students will analyze patterns of global change in the era of New Imperialism in several regions of the world, and will focus in depth on imperialism's short and long term impact on South Africa and India.
- Students analyze the causes and course of the First World War and will analyze the effects of the First World War.
- Students analyze the rise of totalitarian governments after World War I and specifically focus on the rise of totalitarian leaders in Russia and in Germany. Students will also learn about various types of government and their connection to economic and social aspects of society.

- Students analyze the causes and course of the Second World War. They will also study the consequences of World War II with an emphasis on Europe and Asia.
- Students will learn about causes and nature of the Holocaust. Students will also discover the long term impact of the Holocaust in Europe and other regions.
- Students analyze the international developments in the post-World World War II world. Students will study the cause and environment of the Cold War, emphasizing the rise of communism in China.
- Students analyze instances of nation-building in the contemporary world in the Middle East, Africa, and Asia.

### 33. Course Outline

Major Units of Study	Unit Questions
1. What's Your World?	<p>Why study history?</p> <ul style="list-style-type: none"> <li>• Students will review geography and geographic terms. In addition, we will learn tools with which to analyze our world today and draw regional and global conclusions about the world that we live in.</li> </ul>
2. Imperialism/South Africa Case Study	<p>How does a minority control a majority?</p> <ul style="list-style-type: none"> <li>• Students will learn motives for imperialism and discuss the impact of imperialism on colonizers and the colonized around the world. We will gain a deep knowledge of imperialism through examining South Africa from pre-colonization to present day.</li> </ul>
3. World War I	<p>How was WWI really a "Great" War?</p> <ul style="list-style-type: none"> <li>• Students will study the causes and course of WWI and how it was similar and distinct from previous wars. We will also examine the effect of the war and the various treaties that followed.</li> </ul>
4. The Rise of Totalitarianism/Russia Case Study	<p>What conditions led to the rise of totalitarian leaders?</p> <ul style="list-style-type: none"> <li>• Students will explore the events leading to the rise of totalitarian leaders, specifically in Russia, Italy and the Soviet Union. We will also analyze the connections between types of political and economic policies in various countries.</li> </ul>
5. World War II and the Holocaust	<p>What caused man's inhumanity to man?</p> <ul style="list-style-type: none"> <li>• Students will gain knowledge about the causes of WWII and role that various leaders and countries played in the war. We will also look in depth at the holocaust and the human cost of WWII.</li> </ul>
6. Post WWII and the Cold War: Case Study China	<p>Do political differences justify intervention in other countries?</p> <ul style="list-style-type: none"> <li>• Students will examine the divided world after WWII as well as the causes for the Cold War. We will also learn about the international agencies which were established during this time. We will do a case study on China and map the stages of the community revolution in that country.</li> </ul>
7. The Middle East and Nation Building	<p>What is an ideal society?</p> <ul style="list-style-type: none"> <li>• Students will learn the recent history of the Middle East and well as the current challenges of this region. We will discuss the process and difficulties of nation-building and the impact of individuals that desire change.</li> </ul>
8. Current Events (woven through the curriculum during the year)	<p>How does history shape current events?</p> <ul style="list-style-type: none"> <li>• Students will learn about a variety of current events that are happening in our world today and tie them to the historical topics that we are studying in our course.</li> </ul>

### 34. Texts & Supplemental Instructional Materials

Modern World History: Patterns of Interaction

McDougal Littell, 1993

### 35. Key Assignments

"What's Your World?" (Tools of the historian analytical project)

South African Newspaper Project

World War One Essay: "How was WWI a "Great" War?"

Why Hitler? Project (Analysis of Hitler's rise to power in Germany)

*Night* and WWII Scrapbook  
10<sup>th</sup> Grade Study Trip to Museum of Tolerance, Los Angeles, CA  
Stages of the Communist Revolution in China Project  
Middle East Essay:  
Historical Fiction: Collaborative Project with 10<sup>th</sup> Grade English

### **36. Instructional Methods and/or Strategies**

Cooperative Group Learning  
Simulations  
Inquiry Based Problem Solving  
Class Discussion  
Structured Academic Controversy  
Lecture  
Student Presentations  
Daily Warm-Ups  
Use of Scenarios to connect to real-life  
Guided Research  
Guided Reading and Note-Taking

### **37. Assessment Methods and/or Tools**

Summative and formative assessments are used in this course and include:

- Unit tests (which include short and long answers, multiple choice, fill in the blank, true and false, and analysis of primary sources)
- Quizzes (which include short and long answers, multiple choice, fill in the blank, true and false, and analysis of primary sources)
- Projects
- Essays

## **C. HONORS COURSES ONLY**

Please refer to instructions

**38. Indicate how this honors course is different from the standard course.**

## **D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

**39. Context for Course (optional)**

**40. History of Course Development (optional)**

# Course Description

## A. COVER PAGE

<b>1. Course Title</b> AP US History	<b>9. Subject Area</b> <input checked="" type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts (for 2003) <input type="checkbox"/> College Prep Elective
<b>2. Transcript Title / Abbreviation</b> AP US	
<b>3. Transcript Course Code / Number</b>	
<b>4. School</b> Summit Preparatory High School	
<b>5. District</b> Summerville Union HS District	
<b>6. City</b> Redwood City	<b>10. Grade Level(s)</b> 11
<b>7. School / District Web Site</b> www.summpitprep.net	<b>11. Seeking "Honors" Distinction?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>8. School Contact</b>  Name: Diane Tavenner  Title/Position: Executive Director  Phone: ( 650) 369-5851 Ext.:  E-mail: dtavenner@summitprep.net	<b>12. Unit Value</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
	<b>13. Date of School Board Approval</b>
<b>14. Was this course previously approved by UC?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    If so, year removed from list? _____ Under what course title? _____	
<b>15. Is this course modeled after an UC-approved course from another school?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, which school(s)? _____	
<b>16. Pre-Requisites</b> World Studies 1 and 2.	
<b>17. Co-Requisites</b>	
<b>18. Brief Course Description</b> AP US History is a rigorous, college preparatory course that prepares students to analyze and interpret events in the history of the United States, from the founding of the country up through the present. This class is designed to prepare students to take the Advanced Placement Exam in the spring and adheres to California State Content Standards for Social Science.	

## B. COURSE CONTENT

Please refer to instructions

### 19. Course Goals and/or Major Student Outcomes

AP Language and Composition is designed to advance student's analysis and writing skills.

### 20. Course Objectives

The objective of AP Language and Composition is to further the writing and reading skills of each student while providing the rigor comparable to a college level composition course.

This course will also prepare students for the AP Language and Composition exam, which, according to the College Board, requires students to do the following:

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- Apply effective strategies and techniques to their own writing;
- Create and sustain arguments based on reading, research and/or personal experience;
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;
- Produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations and clear transitions; and
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review.

### 21. Course Outline

The course will move from modes of exposition and analysis to more in-depth process writing and research assignments. The course is organized primarily chronologically with thematic connections to the American experience.

### 22. Texts & Supplemental Instructional Materials

*Into the Wild* by Jon Krakauer

*The Scarlet Letter* by Nathaniel Hawthorne

*The Crucible* by Arthur Miller

*Beloved* by Toni Morrison

*The Great Gatsby* by F. Scott Fitzgerald

*The Grapes of Wrath* by John Steinbeck

*The Catcher in the Rye* by J.D. Salinger

*The Night Thoreau Spent in Jail*, Jerome Lawrence and Robert E. Lee

*The Things They Carried* by Tim O'Brien

We will supplement our study of American Literature with additional texts, primarily non-fiction, to expose students to a variety of writing styles and rhetorical strategies.

*Elements of Literature—American Literature* Holt, Rinehart, and Winston'

*The Norton Reader*, Peterson et al

*Creating America*, Joyce Moser and Ann Watters

### **23. Key Assignments**

The objective of every assignment is to further students writing and analysis skills. Many of the students enrolled in AP Language and Composition already meet the California Language Arts Standards; however, further mastery of the standards will be a focus of the class and a guide for instruction. The following standards are particularly relevant to this course:

- Analyze recognized works of American literature representing a variety of genres and traditions
- Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period
- Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped characters, plots, and settings
- Comprehend and analyze how patterns of organization—structure, repetition, syntax, and diction—affect clarity
- Analyze how meaning in a text is created by its patterns of organization and language
- Demonstrate control of grammar, paragraph and sentence structure, diction, and usage
- Revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre
- Analyze the ways in which irony, tone, mood, the author’s style, and the ‘sound’ of language achieve specific purposes

Weekly assignments include substantial reading, in-class writing, literary analysis, peer response, and vocabulary development. There will be at least one essay and test for each unit of study as well as periodic timed writings and presentations. In addition to these formal assignments, you will maintain a reading journal to reflect on all reading assignments completed outside of class.

### **24. Instructional Methods and/or Strategies**

Students will access the material through independent and guided reading, class discussion, modeling and group work.

### **25. Assessment Methods and/or Tools**

There will be at least one essay and test for each unit of study as well as periodic timed writings, quizzes and presentations. In addition to these formal assignments, students will maintain a reading journal to reflect on all reading assignments completed outside of class.

## **C. HONORS COURSES ONLY**

Please refer to instructions

### **26. Indicate how this honors course is different from the standard course.**

AP Language and Composition emulates the rigor and content of a college English class and prepares students for the AP exam.

## **D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

### **27. Context for Course (optional)**

### **28. History of Course Development (optional)**



# Course Description

## A. COVER PAGE

<b>1. Course Title</b> Literature and Personal Development	<b>9. Subject Area</b> <input type="checkbox"/> History/Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts (for 2003) <input type="checkbox"/> College Prep Elective
<b>2. Transcript Title / Abbreviation</b> LPD	
<b>3. Transcript Course Code / Number</b>	
<b>4. School</b> Summit Preparatory High School	
<b>5. District</b> Summerville Union High School District	
<b>6. City</b> Redwood City	<b>10. Grade Level(s)</b> 9
<b>7. School / District Web Site</b> www.summitprep.net	<b>11. Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>8. School Contact</b>  Name: Diane Tavenner Title/Position: Director Phone: 650-369-5851                      Ext.: Fax: E-mail:	<b>12. Unit Value</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
<b>13. Date of School Board Approval</b>	
<b>14. Was this course previously approved by UC?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    If so, year removed from list? _____ Under what course title? _____	
<b>15. Is this course modeled after an UC-approved course from another school?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, which school(s)? Objectives from Pacific Coast Charter (but taken from the state subject area standards).	
<b>16. Pre-Requisites</b> Passing of 8 <sup>th</sup> Grade English course	
<b>17. Co-Requisites</b> None	

**18. Brief Course Description**

Literature and Personal Development is a college preparatory course for ninth grade students. As we read and respond to intellectually challenging novels, plays, short stories, essays, and poetry, students will document (in original essays, stories, poems, and speeches) an evolving understanding of the development of personal character. After examining texts through the perspectives of ethicists, historians, scientists, anthropologists, sociologists, philosophers, artists, and psychologists, students will develop a focused set of goals for their academic, personal, and professional lives.

Students will study vocabulary within the context of their reading, and they will improve their grammar and mechanics skills through differentiated assignments that provide individual students with the skills for which their writing samples indicate a need.

In general, this course is aimed at improving students' skills as readers, writers, speakers, listeners, and thinkers. Students will develop these skills by tying what we read to essential questions about and the world beyond our classroom. Units of instruction are aligned with California standards for the language arts.

## B. COURSE CONTENT

Please refer to instructions

### 19. Course Goals and/or Major Student Outcomes

*School-wide goals:*

- Students will demonstrate in their work and in their interactions with others six core character traits: respect, integrity, compassion, responsibility, curiosity, and courage.
- Students will recognize and respect the diversity of all people, and they will demonstrate their understanding of the nature of economic, political, cultural, and ecological issues beyond our own borders.

*Course-specific cognitive goals:*

- Students will become critical readers of fiction and non-fiction.
- Students will become effective writers of clear, coherent texts.
- Students will become dynamic public speakers.

*Course-specific affective goals:*

- Students will value and practice intellectual inquiry, exploration, and creativity.
- Students will identify and solve complex problems.
- Students will value a positive work ethic.
- Students will value and pursue personal growth.
- Students will work to promote a healthy community of learners
- Students will value and practice intellectual and academic integrity.
- Students will contribute to the community.

### 20. Course Objectives

Students will meet the *English-Language Arts Content Standards* for California Public Schools:

#### *Objectives Standards*

- |  |   |
|--|---|
| 1. Students will demonstrate coherent and focused narrative, expository, persuasive, informational, and descriptive writing.                             | Language Arts Grade 9/12, Writing 1.0 through 1.9, 2.1 through 2.6        |
| 2. Students will deliver formal narrative, expository, and descriptive presentations and persuasive arguments.   | Language Arts Grade 9/10, Listening and Speaking 1.0 through 2.6          |
| 3. Students will read and respond to historically or culturally significant works and conduct in-depth analysis of recurrent patterns and themes.        | Language Arts Grade 9/12, Literary Response and Analysis 3.0 through 3.12 |
| 4. Students will read and understand grade-level appropriate material. They will analyze the organizational patterns, arguments, and positions of texts. | Language Arts Grade 9/12, Reading 2.0 through 2.8                         |

- |  |   |
|--|---|
| 5. Students will write and speak using correct grammar, usage, mechanics, and spelling of standard English.  | Language Arts Grade 9/12, Written and Oral English Language Conventions 1.0 through 1.5               |
| 6. Students will understand the meaning of new words through the use of literal and figurative language, connotation and denotation and word origins.  | Language Arts Grade 9/10, Word Analysis, Fluency, and Systemic Vocabulary Development 1.0 through 1.3 |
| 7. Students will combine narration, exposition, persuasion, and description to produce fully developed texts for a variety of purposes and audiences. Student writing will demonstrate a command of standard English and the research, organizational, and drafting strategies.      | Language Arts Grade 9/12, Writing Applications 2.0 through 2.6  |
| 8. Students will make informed choices to create and evaluate presentations. They will deliver focused and coherent presentations of their own that show distinct perspectives and solid reasoning. They incorporate gesture, tone, and vocabulary tailored to audience and purpose. | Language Arts Grade 9/12, Listening and Speaking 1.0 through 1.4                                      |

## 21. Course Outline

### Instructional Units

#### Pre-Instructional Unit: Pre-Assessment and Community Building

What do we need to do to develop as readers, writers, listeners, speakers, and thinkers?

Personal Museum

Acknowledgment Circles

Student Surveys

Parent Surveys

Portfolio of Sample Work from Prior Years

Pre-assessments in grammar and reading comprehension

Student Letter to Teacher

Setting Class Rules and Procedures

#### I. How Can I Use Words to Capture My Observations and Beliefs? (Narrative essay unit)

##### A. Reading skills

1. Principle Thought Diagrams and Tellbacks– a methods for summarizing
2. The WestEd levels of questioning technique
3. Metacognitive Annotations from the Carnigie Foundation

##### B. Introduction to literary terms and techniques related to narrative and essay writing, including narration, exposition, description, coherence, and organization

##### C. Writing Workshop: Show-not-tell, unity, diction, tone, sentence combining, precise language, active voice, transitions, levels of style, plot structure, and verb tenses

##### D. Analysis of professional and student models, including:

1. “Salvation” by Langston Hughes
2. “Beauty: When the Other Dancer Is the Self” by Alice Walker
3. “Big Boy” by David Sedaris
4. “Look at your Fish” by Samuel Scudder
5. “The Death of the Moth” by Virginia Woolf
6. “Close Encounters of the Human Kind” by Abraham Verghese
7. “The Barrio” by Robert Ramirez
8. “View from the Bridge” by Cherokee Paul McDonald
9. “No Rainbows, No Roses” by Beverly Dipo
10. “Catfish in the Bathtub” by Maxine Hong Kingston
11. “Shooting an Elephant” by George Orwell
12. “Polaroids” by Anne Lamott
13. “The Chase” by Annie Dillard

##### E. Personal dictionary: choosing and using words from the play with Latin roots

##### F. Reading challenge: reading and responding personal choice texts; setting personal reading goals; silent, sustained reading

#### II. How Do I Respond to Others? (*Antigone/Medea* unit)

##### A. The roles of women in ancient Greek society and in modern societies throughout the world: a historical perspective

##### B. The role of myth and narrative in Greek culture and contemporary society

##### C. Introduction to literary terms related to drama

##### D. Exploration of the natures of Greek tragedy and Greek comedy

##### E. Reading as actors: annotating a text

##### F. Reader’s theatre: understanding subtext, acting, speaking skills, groupwork training

##### G. Study and application of listening skills (supplementary text: “Listening,” a chapter from *Messages: The Communication Skills Book*)

##### H. Socratic seminar on listening as reflected in the two texts

##### I. Socratic seminar on ethical decision making as reflected in the two texts

##### J. Writing technical documents: project proposals

##### K. Project based on student interests and related to ethical decision making

- L. Study of Ethics, Ethical Decision Making, and Ethical Perspectives
- M. Five approaches to ethical decision making
  - 1. virtue
  - 2. rights
  - 3. utilitarianism
  - 4. justice
  - 5. common good
- N. Analysis of supplementary texts:
  - 1. *Gandhi*
  - 2. Dr. Martin Luther King Jr.'s "Letter from a Birmingham Jail"
  - 3. Henry David Thoreau's "Civil Disobedience"
  - 4. William Styron's *Sophie's Choice*
  - 5. Opinion/editorials by Alan Dershowitz and Harvey Silverglate
  - 6. Plato's "Socrates' Apology"
  - 7. Genesis chapters 15-22
  - 8. John Steinbeck's *Of Mice and Men*
  - 9. Victor Hugo's *Les Miserables*
  - 10. Niccolo Machiavelli's *The Prince*
  - 11. Yusef Komunyakaa's "Starlight Scope Myopia"
  - 12. Lucille Clifton's "move"
  - 13. Wilfred Owen's "*Dulce et decorum est pro patria mori*"
  - 14. *How to Look at Modern Art*
- O. Introduction to Greek philosophy as it pertains to the texts
- P. Introduction to Greek word derivations and word etymology
- Q. Assignment of unit projects related to individual student interests
- R. Study of the grammar and mechanics necessary to improve the fluency and correctness of students' writing

**III. How Can I Use my Voice to Persuade and/or Influence the real-life decisions of my peers?**

- A. Persuasion and Rhetoric
- B. Rhetorical devices
- C. Organization of logical, ethical, and emotional arguments
- D. Monroe's Motivated Sequence – method for organizing a persuasive speech
- E. SOAPSTone – method for analyzing persuasive arguments by examining the speaker, occasion, audience, subject, and tone
- F. Analysis of important historical speeches including speeches by Martin Luther King, Jesse Jackson, General Patton, John F. Kennedy, and Adolf Hitler
- G. Introduction to argumentation and formal logic
- H. Introduction to fallacies of logic
- I. Matching subject, purpose, and tone to audience

**IV. What Role Do I Play in Groups and Communities? (interdisciplinary *Cannery Row* unit)**

- A. Introduction to "Group Man" idea, phalanx theory, tide-pool metaphor
- B. Study of "The Vigilante"
- C. Study of the human community as an organism
- D. Study of causal relationships
- E. Study of the patterns in the structure of the novel
- F. Study of the relationship of the novel's characters as they reflect the relationship of animals in an ecosystem
- G. Study of research skills and selection of research, bibliography building skills, appropriate documentation
- H. Introduction to argumentation and formal logic
- I. Introduction to fallacies of logic
- J. Persuasive speeches that argue for a change in a social institution
- K. Dialectical Journals: responding to specific sections of a text, using MLA style
- L. Cause-Effect research essay

**V. How do I choose my own destiny?: Committing ourselves to reaching our goals (*Bless Me Ultima* unit)**

- A. Introduction to Chicano literature and magical realism
- B. Five approaches to ethical behavior
  - 1. virtue
  - 2. rights
  - 3. utilitarianism
  - 4. justice
  - 5. common good
- C. Introduction to literary terms: conflict, plot, setting, theme, point of view, symbol
- D. Study of character development and personal choice in the text through dialectical journal entries and reciprocal teaching activities
- E. Examine literature through the lens of anthropologists: Students' multiple worlds model "Students' Multiple Worlds: An Anthropological Approach to Understanding Students' Engagement with School" *Advances in Motivation* ed. T.C. Urdan. 1999
- F. Socratic seminar on the personal responsibility in the text
- G. Introduction to expository writing to analyze the novelist's choices
- H. Study of excerpts from the autobiographies of Gary Soto, Richard Rodriguez, and Gloria Anzaldúa
- I. Review of voice, including diction, detail, syntax, tone, and imagery
- J. Study of grammar and mechanics necessary to improve the fluency and correctness of student writing.
- K. Next Chapter of my Life: writing a narrative chapter based on future goals
- L. Write Business letters: writing to an adult who has attained similar goals to the ones you have set

## 22. Texts & Supplemental Instructional Materials

Core Texts:

### The Compact Reader

### The Riverside Reader

*Bless Me Ultima* by Rudolfo Anaya

*Antigone* by Sophocles

*Medea* by Euripides

*Cannery Row* by John Steinbeck

### The Seven Habits of Highly Effective Teens by Sean Covey Jr.

Supplemental Materials:

Alice Walker's "Beauty: When the Other Dancer Is the Self"

Excerpts from the psychology of Sigmund Freud, Carl Rogers, B.F. Skinner, and Carl Jung

Aristotle's definition of tragedy

The Story of Oedipus from Hamilton's *Mythology*

Excerpts from Daniel Goleman's *Emotional Intelligence*

"Students' Multiple Worlds: An Anthropological Approach to Understanding Students' Engagement with School" by Anne Locke Davidson and Patricia Phelan

Shirley Jackson's "The Lottery"

John Steinbeck's "The Vigilante"

*Writers, Inc., A Student Handbook for Writing and Learning* by Sebranek, Meyer, and Kemper

## **23. Key Summative Assessments**

One narrative essay (3-5 pages)  
One unit projects (5-8 pages)  
One cause and effect essay (5-8 pages)  
Six Socratic seminars  
One reflective essay (2-4 pages)  
One persuasive speech (of ten minutes) and accompanying text (2-4 pages)  
One descriptive speech (of five minutes)  
One dialectical journal (100-150 handwritten pages)  
One personal dictionary (documenting uses of up to 100 new words)  
One daily journal (up to 100 handwritten pages)  
Timed short response writing and multiple choice exam

## **24. Instructional Methods and/or Strategies**

Cooperative Learning  
Problem Based Learning  
Socratic Seminar  
Great Books Discussions  
Simulations  
Games  
Differentiated Curriculum Based on Interest and Student Readiness  
Take a Stand  
Debate  
Examining Models  
Rubric Creation  
Personal Dictionary  
Daily Journal  
Reader's Theater  
Complex Instruction  
Jigsaw  
Reciprocal Teaching  
Dramatizations  
Skits  
Lecture  
Close Reading Activities  
Pair Share  
Peer Response  
Projects

## **25. Assessment Methods and/or Tools**

### **Methods**

Quizzes and Exams  
Discussions and Seminars  
Daily Class Participation  
Essays, Speeches, Stories, and Poems  
Dialectical Journals  
Daily Journal and Personal Dictionary  
Group Work  
Projects

### **Tools**

Rubrics



### **C. HONORS COURSES ONLY**

Please refer to instructions

**26. Indicate how this honors course is different from the standard course.**

### **D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

**27. Context for Course (optional)**

**28. History of Course Development (optional)**

# Course Description

## A. COVER PAGE

<b>Date of Submission (Please include Month, Day and Year)</b>	
<b>1. Course Title</b> Literature, the Individual and Society	<b>9. Subject Area</b> <input type="checkbox"/> History/Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> College Prep Elective
<b>2. Transcript Title(s) / Abbreviation(s)</b> LIS	
<b>3. Transcript Course Code(s) / Number(s)</b>	
<b>4. School</b> Summit Preparatory High School	
<b>5. District</b> Summerville Unified School District	
<b>6. City</b> Redwood City	
<b>7. School / District Web Site</b> <a href="http://www.summitprep.net">www.summitprep.net</a>	<b>10. Grade Level(s) for which this course is designed</b> <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<b>8. School Course List Contact</b> Name: Diane Tavenner Title/Position: Executive Director Phone: 650 369-5851                      Ext.: E-mail: dtavenner@summitprep.net	<b>11. Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>12. Unit Value</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____	
<b>17. Is this an Internet-based course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", who is the provider? <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other _____	
<b>18. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.</b>  <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? _____  <input type="checkbox"/> An identical course approved at another school in same district. Which school? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? _____  <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Online course <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved P.A.S.S./Cyber High course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? _____ <input type="checkbox"/> Approved CDE Agricultural Education course  <input type="checkbox"/> Other. Explain: _____	

17. Is this course modeled after an UC-approved course from another school outside your district?  Yes  No

If so, which school(s)? \_\_\_\_\_

Course title at other school \_\_\_\_\_

18. Pre-Requisites

Passing 8<sup>th</sup> grade English

19. Co-Requisites

None

18. Is this course a resubmission?  Yes  No

If yes, date(s) of previous submission? \_\_\_\_\_

Title of previous submission? \_\_\_\_\_

41. Brief Course Description

Literature, the Individual, and Society is a college preparatory course for tenth grade students. As we read and respond to intellectually challenging novels, plays, short stories, essays, and poetry, students will document (in original essays, stories, poems, presentations, lectures and speeches) an evolving understanding of the individual's relationship to society.

Students will examine texts through the perspectives of historians, scientists, journalists, sociologists, people of faith, artists, cultural linguists, and psychologists. These explorations will allow students to consider goals for their academic, personal, and professional lives.

Students will study vocabulary within the context of their reading, and they will improve their grammar and mechanics skills through differentiated assignments that provide individual students with the skills for which their writing samples indicate a need.

In general, this course is aimed at improving students' skills as readers, writers, speakers, listeners, and thinkers. Students will develop these skills by linking texts we consider to "big questions" about their lives and the world beyond our classroom. All units of instruction are aligned with California standards for the language arts.

## B. COURSE CONTENT

Please refer to instructions

### 42. Course Goals and/or Major Student Outcomes

*School-wide goals:*

Students will demonstrate in their work and in their interaction with others six core character traits: respect, integrity, compassion, responsibility, curiosity, and courage.

Students will recognize and respect the diversity of all people, and they will demonstrate their understanding of the nature of economic, political, cultural, and ecological issues beyond our state and federal borders.

*Course-specific cognitive goals:*

Students will become critical readers of fiction and non-fiction.

Students will become effective writers of clear, coherent texts.

Students will become dynamic public speakers (in the fields of debate and academic presentation).

*Course-specific affective goals:*

Students will value and practice intellectual inquiry, exploration, and creativity.

Students will identify and solve complex problems.

Students will value a positive work ethic.

Students will value and pursue personal growth.

Students will work to promote a healthy community of learners

Students will value and practice intellectual and academic integrity.

Students will develop a sense of civic responsibility.

### 43. Course Objectives

The course will meet the following objectives, which are closely aligned to the *English-Language Arts Content Standards* for California Public Schools (Grades 9 and 10):

#### *Objectives*

#### *Standards*

- |  |   |
|--|---|
| 1. Students will demonstrate coherent and focused narrative, expository, persuasive, informational, and descriptive writing.                             | Language Arts Grade 9/12, Writing 1.0 through 1.9, 2.1 through 2.6                      |
| 2. Students will deliver formal narrative, expository, and descriptive presentations and persuasive arguments.   | Language Arts Grade 9/10, Listening and Speaking 1.0 through 2.6                        |
| 3. Students will read and respond to historically or culturally significant works and conduct in-depth analyses of recurrent patterns and themes.        | Language Arts Grade 9/10, Literary Response and Analysis 3.0 through 3.12               |
| 4. Students will read and understand grade-level appropriate material. They will analyze the organizational patterns, arguments, and positions of texts. | Language Arts Grade 9/10, Reading 2.0 through 2.8                                       |
| 5. Students will write and speak using correct grammar, usage, mechanics, and spelling of standard English.  | Language Arts Grade 9/10, Written and Oral English Language Conventions 1.0 through 1.5 |
| 6. Students will understand the meaning of new words through the use of  | Language Arts Grade 9/10, Word Analysis, Fluency, and Systemic                          |

- |  |  |
|--|--|
| literal and figurative language, connotation and denotation and word origins.  | Vocabulary Development 1.0 through 1.3                           |
| 7. Students will combine narration, exposition, persuasion, and description to produce fully developed texts for a variety of purposes and audiences. Student writing will demonstrate a command of standard English and the research, organizational, and drafting strategies.      | Language Arts Grade 9/12, Writing Applications 2.0 through 2.6   |
| 8. Students will make informed choices to create and evaluate presentations. They will deliver focused and coherent presentations of their own that show distinct perspectives and solid reasoning. They incorporate gesture, tone, and vocabulary tailored to audience and purpose. | Language Arts Grade 9/12, Listening and Speaking 1.0 through 1.4 |

#### 44. Course Outline

##### Instructional Units

Unit 1 – ‘Perspectives’ [Analysis, perspective and introduction to close reading]

Students encounter an extremely varied number of texts and identify their Native American, classical, modern European or American context. They define perspective and construct definitions of their own perspective in writing, extending this understanding to differing texts. They also learn a variety of literary terms and apply them in close reading.

Unit 2 – ‘Dialects’ [Survey of formal, standard English, along with pidgins, creoles and slang]

Students analyze linguistic essays, op-ed writing, formal essays and in-depth reportage to formulate views on dialects and their use, especially the place of Ebonics in the American mainstream. They then assess a variety of literary texts written in African-American, Japanese-American, Latino and Hawaiian dialects. They conclude by composing an original poem of at least 30 lines, written in a dialect of their choice and compose an accompanying narrative essay, describing their process, choices and motivation.

Unit 3 – ‘War Voices’ [Exploration of World War I, through poetry and both public and personal letters]

Students explore the benefits of using an aesthetic vs. a historical approach to literature, then use these two lenses to assess a selection of World War I poetry. They conclude by choosing one non-American WWI poet and his work to present in lecture form to the class.

Unit 4 – ‘Utopias and Dystopias’ [Close reading of *1984* and *Brave New World*]

Students work independently and in small groups through key texts (cited above) as primary resources and answer questions about their readings. They explore how voice and persona affect characterization and the tone and credibility of these texts. They conclude by participating in a Socratic Seminar in which they use textual evidence to support claims about how a minority can control a majority.

Unit 5 – ‘Fighting for the Right’ [Comparative reading of *Henry V* and *The Things They Carried*, linked through an examination of the warrior tradition in history]

Unit 6 – ‘Holocausts’ [Historical fiction unit, scaffolded by a survey of the Holocaust in literature]

Unit 7 – ‘Home, Heart and Nation’ [Close reading of *The Handmaid’s Tale*, with selected extracts from other neotopias in literature]

Students work independently and in small groups through key texts (cited above) as primary resources and answer questions about their readings. They discover how authors use syntax, sensory detail, and shifts in time to create

interior monologues. Students use their understanding of technique to create their own interior monologues from the point of view of a secondary character in the primary text.

Unit 8 – Analytical interdisciplinary study [synthesis of multiple documents in a problem-solving scenario that assesses close reading and writing genre skills]

## 45. Texts & Supplemental Instructional Materials

*The Odyssey and The Iliad (extracts)*

*War Music* by Christopher Logue

*The Inheritors* by William Golding

*Gorilla, my Love* by Toni Cade Bambara

*Da Word* by Lee Tonogouchi

*Drown* by Junot Diaz

*1984* by George Orwell

*Brave New World* by Alduous Huxley

*Henry V* by William Shakspeare

*The Things they Carried* by Tim O'Brien

*Night* by Elie Wiesel

*Denmark and the Jews* by Hannah Arendt

*The Handmaid's Tale* by Margaret Atwood

*Ecotopia* by Ernst Gallenbach

A selection of poems includes but is not limited to -

Gwendolyn Brooks's "We Real Cool"

Langston Hughes's "The Crystal Stair"

Extracts from WS Merton's "The Folding Cliff"

Wilfrid Owen's "Dulce et Decorum Est Pro Patria Mori"

Alan Seeger's "I Have a Rendezvous with Death"

## 46. Key Assignments

The objective of every key assignment is to further either students' writing and/or close reading skills. In particular, as each student passes the key assignments they gain the content knowledge and skills to become a critic of literature and other language arts. During this process, mastery of the state standards remains a focus of the class and a guide for instruction. The following standards are particularly relevant to this course :

### 2.0 Writing Applications (Genres and their characteristics)

2.2 Write responses to literature

2.3 Write expository compositions, including analytical essays and research reports

### 3.0 Literary Response and Analysis

all sub-standards under this heading

### KEY ASSIGNMENTS

One narrative essay (3-5 pages)

One dialect poem (30 or more lines) with accompanying narrative essay (3-5 pages)

One persuasive essay (5-8 pages)

Three Socratic Seminars

Three structured, formal table debates

One lecture presentation (5 minutes)

One seminar presentation (10 minutes)

One timed exam essay, demonstrating close reading of a previously 'unseen' text

One thematic essay, establishing connecting between texts studied through the year

Ten multiple choice tests – five assessing close and wide reading skills, five assessing writing skills and conventions

One multiple choice exam

One interior monologue (5-8 pages)

One work of historical fiction – a short story, poem cycle, or epistolary novella depending upon student choice

One expository essay  
Two short response writing comprehensions  
One analytical report  
One business letter

## **47. Instructional Methods and/or Strategies**

### 1. Primary instructional methods/strategies

- Students will work independently and in small groups through key texts (cited above) as primary resources and answer questions about their readings
- Complex instruction through trios, quads and six person groups of students (always facilitated by the leader teacher, with part-time additional teacher support) will assist students in decoding texts, and analyzing literary and written conventions within them
- Whole class discussion and structured table debates
- Teacher modeling and student response
- Individual student lectures and trio seminar presentations to the whole class
- Reciprocal Teaching, dramatizations and skits
- Whole class and small group jigsaw work
- Pairshare and peer response work
- Individual and pair projects
- Differentiated Curriculum based on interest and student Readiness

2. Students will complete two creative writing projects, that may reflect their interest. In the first, they will create an original poem of at least 30 lines, written in a dialect of their choice and compose an accompanying narrative essay, describing their process, choices and motivation. In the second, they will create a work of historical fiction based around the events of World War II, with particular emphasis on the Holocaust. (Students will choose the genre they feel is most suitable for their work - a short story, poem cycle, or epistolary novella.)

3. Students will complete a variety of other writing activities including narrative, expository, and descriptive essays, timed writing, reports and business letters and writing to support debates, lectures and other oral activities.

4. Students will respond orally to literature including narrative, expository, persuasive, informational and descriptive texts.

5. Students will trace, apply, and discern meanings of words across the curriculum.

6. Students will work with grammar texts learning correct usage and mechanics.

## **48. Assessment Methods and/or Tools**

### **Methods**

Quizzes and Exams  
Discussions and Seminars  
Daily Class Participation  
Essays, Speeches, Stories, and Poems  
Daily Journal  
Group Work  
Projects

[Teacher feedback will be given on all written and oral work, with student revision and rewrites as necessary.]  
[All work must be completed at a 70% accuracy rate to receive credit.]

### **Tools**

Rubrics

Authentic Assessment  
Peer Review and Revision

[A portfolio of assignments will be maintained by the student and teacher.]

## **C. HONORS COURSES ONLY**

Please refer to instructions

**49. Indicate how this honors course is different from the standard course.**

## **D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

**50. Context for Course (optional)**

**51. History of Course Development (optional)**



# Course Description

## A. COVER PAGE

<b>1. Course Title</b> AP Language and Composition	<b>9. Subject Area</b> <input type="checkbox"/> History/Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts (for 2003) <input type="checkbox"/> College Prep Elective
<b>2. Transcript Title / Abbreviation</b> AP English Lang	
<b>3. Transcript Course Code / Number</b>	
<b>4. School</b> Summit Preparatory High School	
<b>5. District</b> Summerville Union HS District	
<b>6. City</b> Redwood City	<b>10. Grade Level(s)</b> 11
<b>7. School / District Web Site</b> www.summpitprep.net	<b>11. Seeking "Honors" Distinction?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>8. School Contact</b>  Name: Diane Tavenner  Title/Position: Executive Director  Phone: ( 650) 369-5851 Ext.:  E-mail: dtavenner@summitprep.net	<b>12. Unit Value</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
	<b>13. Date of School Board Approval</b> Spring 2002
<b>14. Was this course previously approved by UC?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    If so, year removed from list? _____ Under what course title? _____	
<b>15. Is this course modeled after an UC-approved course from another school?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, which school(s)? Santa Clara High School, Santa Clara, CA	
<b>16. Pre-Requisites</b> English 9 and 10.	
<b>17. Co-Requisites</b>	
<b>18. Brief Course Description</b> AP English Language and Composition is a rigorous, college preparatory course that prepares students to analyze and interpret a variety of texts. This class is designed to prepare students to take the Advanced Placement Exam in the spring and adheres to California State Content Standards for the English Language Arts. Aside from the major course texts, we will also read short stories, articles, speeches and plays with an emphasis on the American experience. Reading good literature is the best way to improve as a reader, writer, and a student of vocabulary; therefore, the core of this class is an energetic reading program.	

## B. COURSE CONTENT

Please refer to instructions

### 19. Course Goals and/or Major Student Outcomes

AP Language and Composition is designed to advance student's analysis and writing skills.

### 20. Course Objectives

The objective of AP Language and Composition is to further the writing and reading skills of each student while providing the rigor comparable to a college level composition course.

This course will also prepare students for the AP Language and Composition exam, which, according to the College Board, requires students to do the following:

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- Apply effective strategies and techniques to their own writing;
- Create and sustain arguments based on reading, research and/or personal experience;
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;
- Produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations and clear transitions; and
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review.

### 21. Course Outline

The course will move from modes of exposition and analysis to more in-depth process writing and research assignments. The course is organized primarily chronologically with thematic connections to the American experience.

### 22. Texts & Supplemental Instructional Materials

*Into the Wild* by Jon Krakauer

*The Scarlet Letter* by Nathaniel Hawthorne

*The Crucible* by Arthur Miller

*Beloved* by Toni Morrison

*The Great Gatsby* by F. Scott Fitzgerald

*The Grapes of Wrath* by John Steinbeck

*The Catcher in the Rye* by J.D. Salinger

*The Night Thoreau Spent in Jail*, Jerome Lawrence and Robert E. Lee

*The Things They Carried* by Tim O'Brien

We will supplement our study of American Literature with additional texts, primarily non-fiction, to expose students to a variety of writing styles and rhetorical strategies.

*Elements of Literature—American Literature* Holt, Rinehart, and Winston'

*The Norton Reader*, Peterson et al

*Creating America*, Joyce Moser and Ann Watters

### **23. Key Assignments**

The objective of every assignment is to further students writing and analysis skills. Many of the students enrolled in AP Language and Composition already meet the California Language Arts Standards; however, further mastery of the standards will be a focus of the class and a guide for instruction. The following standards are particularly relevant to this course:

- Analyze recognized works of American literature representing a variety of genres and traditions
- Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period
- Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped characters, plots, and settings
- Comprehend and analyze how patterns of organization—structure, repetition, syntax, and diction—affect clarity
- Analyze how meaning in a text is created by its patterns of organization and language
- Demonstrate control of grammar, paragraph and sentence structure, diction, and usage
- Revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre
- Analyze the ways in which irony, tone, mood, the author’s style, and the ‘sound’ of language achieve specific purposes

Weekly assignments include substantial reading, in-class writing, literary analysis, peer response, and vocabulary development. There will be at least one essay and test for each unit of study as well as periodic timed writings and presentations. In addition to these formal assignments, you will maintain a reading journal to reflect on all reading assignments completed outside of class.

### **24. Instructional Methods and/or Strategies**

Students will access the material through independent and guided reading, class discussion, modeling and group work.

### **25. Assessment Methods and/or Tools**

There will be at least one essay and test for each unit of study as well as periodic timed writings, quizzes and presentations. In addition to these formal assignments, students will maintain a reading journal to reflect on all reading assignments completed outside of class.

## **C. HONORS COURSES ONLY**

Please refer to instructions

### **26. Indicate how this honors course is different from the standard course.**

AP Language and Composition emulates the rigor and content of a college English class and prepares students for the AP exam.

## **D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

### **27. Context for Course (optional)**

### **28. History of Course Development (optional)**

# Course Description

## A. COVER PAGE

<b>1. Course Title</b> AP Literature and Composition	<b>9. Subject Area</b> <input type="checkbox"/> History/Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts (for 2003) <input type="checkbox"/> College Prep Elective
<b>2. Transcript Title / Abbreviation</b> AP English Lit	
<b>3. Transcript Course Code / Number</b>	
<b>4. School</b> Summit Preparatory High School	
<b>5. District</b> Summerville Union HS District	
<b>6. City</b> Redwood City	<b>10. Grade Level(s)</b> 12
<b>7. School / District Web Site</b> www.summpitprep.net	<b>11. Seeking "Honors" Distinction?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>8. School Contact</b>  Name: Diane Tavenner  Title/Position: Executive Director  Phone: ( 650) 369-5851 Ext.:  E-mail: dtavenner@summitprep.net	<b>12. Unit Value</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
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<b>14. Was this course previously approved by UC?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    If so, year removed from list? _____ Under what course title? _____	
<b>15. Is this course modeled after an UC-approved course from another school?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If so, which school(s)? _____	
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## B. COURSE CONTENT

Please refer to instructions

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### 20. Course Objectives

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## **C. HONORS COURSES ONLY**

Please refer to instructions

### **26. Indicate how this honors course is different from the standard course.**

AP Language and Composition emulates the rigor and content of a college English class and prepares students for the AP exam.

## **D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

### **27. Context for Course (optional)**

### **28. History of Course Development (optional)**



<p>18. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>19. Pre-Requisites: None</p>
<p>20. Co-Requisites: None</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>52. Brief Course Description</p> <p>This course is based on the fundamental concepts of Euclidian Geometry. Students use the scientific method of inquiry to write their own Mathematical definitions and conjectures, then justify these Mathematically using logical argument and proof. Students use their definitions and conjectures to study the basic properties of two-dimensional and three-dimensional shapes to better see, describe, measure and compare parts of the world around them. The course goals were written using California State Standards and National Council of Teachers of Mathematics (NCTM) standards.</p>

## B. COURSE CONTENT

Please refer to instructions

### 53. Course Goals and/or Major Student Outcomes

At the end of this course, students should be able to:

- Develop mathematical arguments to compare and contrast two- and three-dimensional shapes.
- Define, classify, compare and contrast two- and three-dimensional shapes and use these descriptions to describe the physical world in terms of form and space.
- Make conjectures using the scientific method of inquiry and determine the validity of these conjectures using deduction and proof.
- Describe the movement of different two- and three-dimensional shapes mathematically, for example across a coordinate plane or revolved about an axis.
- Draw and construct geometric models and use them to solve problems in other Mathematical topics and gain insights into other disciplines.
- See the physical world as described and explained mathematically.

### 54. Course Objectives

Students will:

Demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.

Write geometric proofs, including proofs by contradiction.

Construct and judge the validity of a logical argument and give counterexamples to disprove a statement.



Prove basic theorems involving congruence and similarity.

Prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.

Know and be able to use the triangle inequality theorem.

Prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.

Know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

Compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.

Compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

Determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

Find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

Prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.

Prove the Pythagorean theorem.

Use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.

Perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.

Prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.

Know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example,  $\tan(x) = \sin(x)/\cos(x)$ ,  $(\sin(x))^2 + (\cos(x))^2 = 1$ .

Use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.

Know and are able to use angle and side relationships in problems with special right triangles, such as  $30^\circ$ ,  $60^\circ$ , and  $90^\circ$  triangles and  $45^\circ$ ,  $45^\circ$ , and  $90^\circ$  triangles.

Prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.

Know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.

## 55. Course Outline

## **Unit #1: Language of Geometry**

- Build a working definition of Geometry
- Building blocks of Geometry: point, line, plane
- Vocabulary basics (shapes, angles, etc.)
- Working definitions for polygons and circles
- Angles (Vertical, opposite, corresponding, consecutive, alternate interior, alternate exterior, complementary, supplementary)
- Assumptions, logical arguments
- Inductive reasoning (scientific proof) vs. deductive reasoning (mathematical proof)

## **Unit #2: Euclidian Construction**

- Copying segments and angles
- Perpendicular and parallel lines
- Perpendicular bisectors and the circumcenter
- Angle bisectors and the incenter
- Altitudes and the orthocenter
- Medians and the centroid
- Euler line\*

## **Unit #3: Triangles**

- Triangle sum conjecture
- Third angle conjecture
- Isosceles Triangle conjecture
- Triangle Inequality conjecture
- Side-angle Inequality conjecture
- Triangle Exterior Angle Conjecture
- Congruence Shortcuts
- CPCTC
- Vertex Angle Bisector Conjecture
- Equilateral/Equiangular Triangle Conjecture
- Napoleon Triangles\*

## **Unit #4: Polygons**

- Quadrilateral Sum Conjecture
- Pentagon Sum Conjecture Polygon Sum Conjecture
- Exterior Angle Conjecture
- Equiangular Polygon Conjecture
- Star Polygons
- Kite Conjectures
  - Angles Conjecture
  - Diagonals Conjecture
  - Diagonal Bisector Conjecture
  - Angle Bisector Conjecture
- Pythagorean Theorem Project
  - Examining existing proofs of the Pythagorean Theorem
  - Comparison of proofs
  - Application to finding areas of other polygons

## **Mini-Unit: Formal Logic**

- Deductive vs. Inductive Reasoning *or* Mathematical vs. Scientific Proof

- Pattern Analysis
- Counterexamples
- Converse Statements
- Proof by Contradiction (Indirect Proof)
- Types of Proofs
  - Paragraph
  - Flow Chart
  - 2-Column
  - Indirect
  - Persuasive Speech

## **Unit #5: Circles and Trigonometry**

- Vocabulary (Chord, secant, tangent, radius, diameter, sector, arc, semicircle, concentric, etc.)
- Inscribed and Central Angles
- Chord Conjectures
- Tangent Conjectures
- Inscribed Angles Conjectures
- Arc Conjectures
- Defining Pi
- Arc Length
- Basics of Unit Circle
  - Sin, cos, tan
  - Angle of elevation, depression
  - Finding parts of right triangles

## **Unit #6: 3-D Measurement**

- Vocabulary ((Lateral) Face, edge, base, vertex, altitude, axis, net, volume, surface area, etc.)
- Prisms and Cylinders
- Right prisms, oblique prisms
- Pyramids and Cones
- Cross Sections
- Sphere, Hemisphere
- Polyhedra, nets
- Monterey Bay Aquarium Tank Analysis Project (class study field trip)
  - Displacement
  - Density
  - Volume
  - Surface Area

## **Unit #7: Similarity**

- Basic Proportions (Indirect Measurement, ex.)
- Polygon Similarity
  - Dilation
  - Scale Factor
- Triangle Similarity Shortcuts (AA, SSS, SAS)
- Proportional Area and Volume
- Triangle Ratios
  - Law of Sines
  - Law of Cosines
- Triangles within triangles

## **Unit #8: Transformations**

- Rigid vs. Non-rigid Transformations
- (Translation) Vectors
- Reflections, Translations, Rotations
- Emulation Escher Project
  - Coordinate Plane Transformations
    - Quadrants
    - Slope
    - Distance and Midpoint Formulas
  - Tessellations
    - Regular Polygons
    - Non-regular Polygons
    - Tessellating and Non-tessellating polygons
    - Glide Reflections

\*Extension topics

### **56. Texts & Supplemental Instructional Materials**

Students will be assigned Discovering Geometry An Inductive Approach by Michael Serra (Key Curriculum Press). Supplementary material includes the software The Geometer's Sketchpad.

### **57. Key Assignments**

Problems of the Week

Pythagorean Theorem Project

Monterey Bay Aquarium Tank Analysis

Emulating Escher Project

### **58. Instructional Methods and/or Strategies**

The primary instructional focus is on individual and group discovery-based learning, supplemented with direct instruction where appropriate.

### **59. Assessment Methods and/or Tools**

Individual and Group Projects

Homework

Unit tests and quizzes

Readings and reflections

Class-based discussions

## **C. HONORS COURSES ONLY**

Please refer to instructions

**60. Indicate how this honors course is different from the standard course.**

## **D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

**61. Context for Course (optional)**

**62. History of Course Development (optional)**



<p>19. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>20. Pre-Requisites Algebra I, Geometry</p>
<p>21. Co-Requisites</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>63. Brief Course Description</p> <p>This course is the first year of a two year sequence which cover the concepts of advanced algebra, trigonometry and precalculus. The course is taken by sophomores, with the second year of the course to be taken by juniors. The themes of the sophomore course include describing the world with increasingly complex equations, and understanding the language of mathematics to offer precise descriptions. Students will encounter new mathematical processes such as higher-order polynomials, logarithms, exponential and power functions, trigonometric functions and their inverses, series and probabilistic functions.</p>

## B. COURSE CONTENT

Please refer to instructions

### 64. Course Goals and/or Major Student Outcomes

During the first semester, students will:

- learn the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.
- solve equations and inequalities involving absolute value.
- determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential functions is sometimes true, always true, or never true.
- apply the method of mathematical induction to prove general statements about the positive integers.
- learn the definitions of the tangent and cotangent functions and how to graph them.
- learn the definitions of the secant and cosecant functions and how to graph them.
- solve problems involving functional concepts, such as composition, defining the inverse function and performing arithmetic operations on functions.
- use properties from number systems to justify steps in combining and simplifying functions.
- learn the notion of angle and how to measure it, in both degrees and radians. They will be able to convert between degrees and radians.
- demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a, b, and c vary in the equation  $y = a(x-b)^2 + c$ .
- learn to factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.
- solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.
- graph quadratic functions and determine the maxima, minima, and zeros of the function.
- given a quadratic equation of the form  $ax^2 + by^2 + cx + dy + e = 0$ , use the method for completing the square to put the equation into standard form and can recognize whether the graph of the equation is a circle, ellipse, parabola, or hyperbola. Students can then graph the equation.

- solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.
- add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.
- learn the definition of sine and cosine as y-and x-coordinates of points on the unit circle and become familiar with the graphs of the sine and cosine functions.
- use the method for completing the square, given a quadratic equation of the form  $ax^2 + by^2 + cx + dy + e = 0$ , put the equation into standard form and recognize whether the graph of the equation is a circle, ellipse, parabola, or hyperbola. Students can then graph the equation.
- use fundamental counting principles to compute combinations and permutations.
- use combinations and permutations to compute probabilities.
- solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.

In the second semester, students will build on this knowledge and develop increasingly powerful skills. With these skills, students will:

- learn the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.
- find the general term and the sums of arithmetic series and of both finite and infinite geometric series.
- derive the summation formulas for arithmetic series and for both finite and infinite geometric series.
- know the binomial theorem and use it to expand binomial expressions that are raised to positive integer powers.
- learn the definition of sine and cosine as y-and x-coordinates of points on the unit circle and become familiar with the graphs of the sine and cosine functions.
- learn the identity  $\cos^2(x) + \sin^2(x) = 1$ :
- prove that this identity is equivalent to the Pythagorean theorem (i.e., students can prove this identity by using the Pythagorean theorem and, conversely, they can prove the Pythagorean theorem as a consequence of this identity).
- learn that the tangent of the angle that a line makes with the x-axis is equal to the slope of the line.
- prove simple laws of logarithms.
- learn the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.
- use the definition of logarithms to translate between logarithms in any base.
- learn and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values.
- judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.
- become adept at operations on polynomials, including long division.
- solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.

## 65. Course Objectives

Students will focus on understanding the language of mathematics and how to use mathematics to describe the world. They will learn to use this language to solve problems using graphs, factoring, algebraic manipulations and matrices. They will learn to use inverse functions to solve problems involving logarithms and exponential functions, as well as trigonometric functions. They will learn about series, combinations and permutations and how to solve simple problems involving them.

Finally, students will understand the real-world applications of algebra and its concepts.

## 66. Course Outline

**Semester 1 | September to November 2005 – describing the world with increasingly complex forms of equations**

Big Ideas	Big Questions	Topics/ Standards
Function Families (3 wks)	How can a dynamic model be described best mathematically? What do equations look like?	Functions Inverses Types of Graphs
Function Systems (3 wks)	How can the relationship between graphs be described? How do equations interact?	Rational Functions Systems of Equations Inequalities Matrices
Polynomials (4 wks)	How can one equation tell more than one story? Is there a revealing way to write an equation? <i>The importance of factors and zeros, or solving the system of equations where one equation is <math>y=0</math>.</i>	Quadratics Real Roots Higher-order polynomials
Probability (3 wks)	How can we predict the future?	Combinations Permutations

**Semester 2 | February to May 2006 – understanding the system of language that we use to describe the world and how to work within its framework**

Big Ideas	Big Questions	Topics/ Standards
Exponential Growth (3 wks)	How does perspective influence understanding? How does current or past growth predict future growth?	Limits Logs Exponentials
Trigonometry (3 wks)	Why is the triangle the universal estimator? Do equations ever repeat?	Trig Identities Graphs Inverses
Patterns and Proof (4 wks)	How does the past influence the future?	Series Limits
Synthesis (4 wks)	How can the world be described mathematically? Making the equations that we've been working on fit into real-life situations.	Transformations Rates of Change Modeling Probability

## 67. Texts & Supplemental Instructional Materials

Discovering Advanced Algebra

by Murdock, Kamischke and Kamischke

Key Curriculum Press, 2004

ISBN 1-55953-606-3



### **68. Key Assignments**

- problem sets per unit
- projects
- written quizzes and tests
- written final examination (first semester) and applied project (second semester)

### **69. Instructional Methods and/or Strategies**

- groupwork
- direct instruction
- discovery-based learning

### **70. Assessment Methods and/or Tools**

- written quizzes and tests
- projects
- written final examination (first semester) and applied project (second semester)

## **C. HONORS COURSES ONLY**

Please refer to instructions

**71. Indicate how this honors course is different from the standard course.**

## **D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

**72. Context for Course (optional)**

**73. History of Course Development (optional)**

## Course Description

### A. COVER PAGE

<b>Date of Submission (Please include Month, Day and Year)</b>	
<b>1. Course Title</b> Precalculus	<b>9. Subject Area</b> <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> College Prep Elective
<b>2. Transcript Title(s) / Abbreviation(s)</b> Precalculus	<b>10. Grade Level(s) for which this course is designed</b> <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
<b>3. Transcript Course Code(s) / Number(s)</b>	
<b>4. School</b> Summit Preparatory High School	
<b>5. District</b> Summerville Unified School District	<b>11. Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>6. City</b> Redwood City, CA	<b>12. Unit Value</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
<b>7. School / District Web Site</b> <a href="http://www.summitprep.net">http://www.summitprep.net</a>	<b>23. Is this an Internet-based course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <b>If "Yes", who is the provider?</b> <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other _____
<b>8. School Course List Contact</b> <b>Name:</b> Megan Taylor <b>Title/Position:</b> Math Teacher <b>Phone:</b> (650) 369-5851 <b>Ext.:</b> <b>E-mail:</b> mtaylor@summitprep.net	

24. **Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.**

A course reinstated after removal within 3 years. Year removed from list?  
\_\_\_\_\_

Same course title?  Yes  No

If no, previous course title?  
\_\_\_\_\_

An identical course approved at another school in same district. Which school?  
\_\_\_\_\_

Same course title?  Yes  No

If no, course title at other school?  
\_\_\_\_\_

Approved Advanced Placement (AP) or International Baccalaureate (IB) course

Approved UC College Prep (UCCP) Online course

Year-long VPA course replacing two approved successive semester courses in the same discipline

Approved P.A.S.S./Cyber High course

Approved ROP/C course. Name of ROP/C?  
\_\_\_\_\_

Approved CDE Agricultural Education course

Other. Explain:  
\_\_\_\_\_

20. **Is this course modeled after an UC-approved course from another school outside your district?**  Yes  No

If so, which school(s)?  
\_\_\_\_\_

Course title at other school  
\_\_\_\_\_

21. **Pre-Requisites**

Passing grade of C or better in Geometry and Advanced Algebra

22. **Co-Requisites**

None

18. **Is this course a resubmission?**  Yes  No

If yes, date(s) of previous submission?  
\_\_\_\_\_

Title of previous submission?  
\_\_\_\_\_

#### **74. Brief Course Description**

This course is based on the fundamental concepts of graphical modeling and analysis required for success in any Calculus course. The course is composed of seven connected units: function families and transformations, periodic functions and circular movement, triangle trigonometry, analytic geometry, the polar plane, modeling growth and patterns and proof. The course goals were written using California State Standards and National Council of Teachers of Mathematics (NCTM) standards.

### **B. COURSE CONTENT**

Please refer to instructions

#### **75. Course Goals and/or Major Student Outcomes**

At the end of this course, students should be able to...

- Develop mathematical arguments about patterns in data graphically and using algebraic proof.
- Describe dynamic models using functions and transformations of functions.
- Define the trigonometric functions in terms of the movement of a circle and use them to model periodic movement.
- Numerically and graphically show and algebraically prove trigonometric identities as true, and use them to simplify trigonometric functions.
- Understand conic sections as different slices of a cone and represent them algebraically and graphically.
- Use the polar plane as another tool besides the Cartesian plane to model dynamic situations.
- Use regression analysis to describe and extrapolate given data.
- Predict the limits of sequences and series and use proof by induction to prove them as true.
- Be successful in Calculus and be, in general, more confident, competent and literate Math students.

#### **76. Course Objectives**

The NCTM standards for high school Precalculus are a comprehensive fusion of the Math Analysis and Trigonometry California state standards and the important ability of being able to critically assess what you are doing and why you are doing it when describing and modeling the physical world. Though the standards below, from the State of California, are the structural basis of the course, many of the problem-solving and mathematical thinking objectives for this course were drawn from NCTM.

Students are familiar with, and can apply, polar coordinates and vectors in the plane. In particular, they can translate between polar and rectangular coordinates and can interpret polar coordinates and vectors graphically.

Students are adept at the arithmetic of complex numbers. They can use the trigonometric form of complex numbers and understand that a function of a complex variable can be viewed as a function of two real variables. They know the proof of DeMoivre's theorem.

Students can give proofs of various formulas by using the technique of mathematical induction.

Students know the statement of, and can apply, the fundamental theorem of algebra.

Students are familiar with conic sections, both analytically and geometrically.

Students find the roots and poles of a rational function and can graph the function and locate its asymptotes.

Students demonstrate an understanding of functions and equations defined parametrically and can graph them.

Students are familiar with the notion of the limit of a sequence and the limit of a function as the independent variable approaches a number or infinity. They determine whether certain sequences converge or diverge.

Students understand the notion of angle and how to measure it, in both degrees and radians. They can convert between degrees and radians.

Students know the definition of sine and cosine as  $y$ - and  $x$ - coordinates of points on the unit circle and are familiar with the graphs of the sine and cosine functions.

Students know the identity  $\cos^2(x) + \sin^2(x) = 1$

Students graph functions of the form  $f(t) = A \sin(Bt + C)$  or  $f(t) = A \cos(Bt + C)$  and interpret  $A$ ,  $B$ , and  $C$  in terms of amplitude, frequency, period, and phase shift.

Students know the definitions of the tangent and cotangent functions and can graph them.

Students know the definitions of the secant and cosecant functions and can graph them.

Students know that the tangent of the angle that a line makes with the  $x$ - axis is equal to the slope of the line.

Students know the definitions of the inverse trigonometric functions and can graph the functions.

Students compute, by hand, the values of the trigonometric functions and the inverse trigonometric functions at various standard points.

Students demonstrate an understanding of the addition formulas for sines and cosines and their proofs and can use those formulas to prove and/ or simplify other trigonometric identities.

Students demonstrate an understanding of half-angle and double-angle formulas for sines and cosines and can use those formulas to prove and/ or simplify other trigonometric identities.

Students use trigonometry to determine unknown sides or angles in right triangles.

Students know the law of sines and the law of cosines and apply those laws to solve problems.

Students determine the area of a triangle, given one angle and the two adjacent sides.

Students are familiar with polar coordinates. In particular, they can determine polar coordinates of a point given in rectangular coordinates and vice versa.

Students represent equations given in rectangular coordinates in terms of polar coordinates.

Students are familiar with complex numbers. They can represent a complex number in polar form and know how to multiply complex numbers in their polar form.

Students know DeMoivre's theorem and can give  $n$ th roots of a complex number given in polar form.

Students are adept at using trigonometry in a variety of applications and word problems.

## 77. Course Outline

**Though the order of the units below is chronological, the individual topics are not in any particular order. All topics in one particular unit are woven throughout it and successive units.**

<i>Big Ideas</i>	<i>Big Questions</i>	<i>Topics/ Standards</i>
Function Families	How can a dynamic model be described best mathematically?	Functions Inverses Transformations Idea of Limits Rational Functions Systems of Equations 4 Reps of Data
Transform- Ations	How do you change a story mathematically?	Real/ Imag. Roots Effects of Translation, Dilation Compositions Fundamental Theorem Parametric Equations
Periodic Functions (Trig Unit 1)	Is all movement cyclical?	Identities Graphs Inverses Periodic Functions Basic Sinusoids
Triangle Trigonometry (Trig Unit 2)	Why is the triangle the universal estimator?	Law of Sines, Cosines Triangle Area Vectors

Modeling Circular Movement (Trig Unit 3)	How can we predict movement in nature?	Circular Functions Sinusoidal Modeling Combined Sinusoids Harmonic Analysis
Analytic Geometry	How many ways are there to cut a cake?	Conic Equations Parametric Representations
The Polar Plane	How can a dynamic model be described best mathematically? (Part II)	Polar Coordinates Conics on the Polar plane Parametric Representations Moving Objects
Modeling Growth	How does perspective influence understanding?	Modeling Data Exponentials Limits Logs Regression Analysis and Function of Best Fit
Patterns and Proof	How does the past influence the future?	Sequences Series Proof by Induction
Synthesis	<i>How can the world be described mathematically?</i>	Modeling Probability 3-D Vectors Matrix Transformations
<b>78. Texts &amp; Supplemental Instructional Materials</b> <ul style="list-style-type: none"> <li>• <i>Precalculus</i>, Key Curriculum Press</li> </ul>		

**79. Key Assignments**

- Function Families Project (functions, transformations)
- Dare to Derive Project (trigonometric identities)
- Portfolio Assessments (self and peer; ongoing; various topics)
- Problems of the Week (various topics)
- Unit Problems (group open-ended assessments; various topics)

**80. Instructional Methods and/or Strategies**

- Groupwork, pairwork
- Direct Instruction
- Discovery-based learning
- Presentations

**81. Assessment Methods and/or Tools**

- Problems of the Week
- Problems of the Day
- Unit Problems
- Tests and quizzes
- Group Quizzes
- Mastery assessments
- Portfolio Assessments
- Homework Quizzes

**D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

**82. Context for Course (optional)****83. History of Course Development (optional)**





<p>21. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>22. Pre-Requisites</p>
<p>23. Co-Requisites</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>84. Brief Course Description</p> <p>This course approaches major biological concepts through human physiology. The first semester opens with the question “Are we what we eat?”. In responding to this question students look at the digestive system, essential characteristics of life, cell structure and function and the structure and function of DNA. The second semester focuses on the theme, “Stayin’ Alive Means Stayin’ Connected”. Students will expand their definition of life to include the interdependence of living organisms in the Ecology unit. Continuing this theme students will look at Evolution, Reproduction and Genetics through the study of various human systems. Additionally, discussion of bioethical issues is weaved throughout the year in order to connect current events to students’ biological knowledge.</p>

## B. COURSE CONTENT

Please refer to instructions

### 85. Course Goals and/or Major Student Outcomes

- Approach and solve problems by asking questions and utilizing resources
- Work cooperatively to facilitate group and individual knowledge
- Think critically about how scientific knowledge is shaped by social forces.
- Develop a personal and communal sense of ethics and scientific responsibility
- Use biological knowledge to answer real-life questions

### 86. Course Objectives

Students will be able to explain:

- That the fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells.
- That mutation and sexual reproduction lead to genetic variation in a population creates the diversity necessary for sustaining life and ecosystem stability along with other competing factors
- That a multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
- Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.
- The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells.
- Stability in an ecosystem is a balance between competing effects.
- The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time.
- Evolution is the result of genetic changes that occur in constantly changing environments.

- That as a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment
- Organisms have a variety of mechanisms to combat disease.

## 87. Course Outline

### I. Science Process Skills (total = 7 days)

- A. Observation v's Inference
  1. Qualitative v's quantitative
- B. Experimental Design
  1. Variables (control, independent and dependent)
  2. Scientific Method
  3. Data Records
- C. Graphing

### II. What is Life? (total = 12 days)

- A. What qualities do all living organisms have?
- B. How true is the saying, "You are what you eat"?
  1. Macromolecules (Proteins, Lipids, Carbohydrates and Nucleic Acids)
  2. Digestion—how does our food become a part of our bodies?
    - a. Chemical reactions
    - b. Enzymes (temperature, pH and ionic conditions)

### III. Cellular Structure and Function (total = 12 days)

- A. Organelles
  1. Cell Membrane (Lipids and Proteins)
    - a. permeability (diffusion and osmosis)
  2. Mitochondria
  3. Nucleus
- B. Plant v's Animal
- C. Growth and Division (Mitosis)

### IV. DNA (total = 20 days)

- A. History
- B. Structure
- C. Function
- D. Replication
- E. Protein Synthesis
  1. Transcription and Translation
- F. Genetic Engineering

### V. Ecology (total = 18 days)

- A. Populations
  1. growth, limiting factors, carrying capacity
  2. stability of an ecosystem (biodiversity and competing effects)
  3. community interactions (competitions, symbiosis, predation)
- B. Pyramids and Food Webs
  1. producers, consumers, decomposers
- C. Cycles (energy and matter)
  1. Metabolism
    - a. Photosynthesis
    - b. Respiration
  2. Water, Nitrogen and Carbon Cycles

- VI. Genetics (total = 8 days)
  - A. Variations within Populations
  - B. Sexual v's Asexual Reproduction (which leads to variation?)
    - 1. Process of sexual reproductions
    - 2. Hormones and birth control (feedback loops)
  - C. Chromosomes
    - 1. Phenotype v's genotype
      - a. genes v's alleles
  - D. Meiosis
  - E. Gregor Mendel
    - 1. Modes of inheritance (recessive/dominant, x-linked, incomplete dominance, co-dominance)
    - 2. Punnet Squares
    - 3. Probability
  
- VII. Evolution (total = 12 days)
  - A. What happens when the environment acts upon our diversity?
  - B. Natural Selection
    - 1. Darwin v's Lamark
  - C. Species/speciation
    - 1. Variation within populations → Increased species survival
    - 2. Isolation, genetic drift, bottle neck
  - D. Evidence for Evolution
    - 1. What do Vaccines and modern medicine mean for evolution
  
- VIII. Physiology (total = 20 days)—How do we maintain HOMEOSTASIS in a changing environment
  - A. Circulatory System
  - B. Nervous System (feedback loops)
  - C. Waste Removal
  - D. Hormones and Endocrine System
  - E. Immune System—combating disease
    - 3. defense types
    - 4. vaccination
    - 5. bacteria v's virus
    - 6. AIDS

## 88. Texts & Supplemental Instructional Materials

- Prentice Hall Biology: Miller/Levine

## 89. Key Assignments

- Biology Pre-Assessment
- Bioethics Article and Personal Response
- Candle Lab Experiment (Scientific Process Skills)
- Introduction to Cell Lab
- DNA Replication Project/Presentation
- Gene Connection labs (culminates in a DNA Fingerprinting Lab)
- Cell Membrane Presentation
- Enzyme and Temperature Lab
- Observing Osmosis Lab
- Interdisciplinary (Biology and English) Cause and Effect Essay (links Ecology and Cannery Row)
- What if I mate with you? (Genetics Project)
- Evolution Debate
- Heart and Eye Dissection

## 90. Instructional Methods and/or Strategies

- Cooperative, group learning
- Laboratory work
- Inquiry Based Problem Solving

- Class discussion
- Lecture
- Student Presentations and Skits
- Daily Warm-Ups
- Use of Scenarios to connect to real-life
- Guided Research
- Guided Reading and Note Taking
- Demonstrations

### **91. Assessment Methods and/or Tools**

- Projects
- Tests and Quizzes (including partner quizzes)
- Presentations
- Model Building
- Notebooks
- Lab Reports
- Participation in discussion
- Homework
- Group work (members evaluate each other)

## **C. HONORS COURSES ONLY**

Please refer to instructions

**92. Indicate how this honors course is different from the standard course.**

## **D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

**93. Context for Course (optional)**

**94. History of Course Development (optional)**

**Course Description**

**A. COVER PAGE**

<b>Date of Submission (Please include Month, Day and Year)</b>	
<b>1. Course Title</b> Chemistry	<b>9. Subject Area</b>  <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> College Prep Elective
<b>2. Transcript Title(s) / Abbreviation(s)</b>	
<b>3. Transcript Course Code(s) / Number(s)</b>	
<b>4. School</b> Summit Preparatory High School	
<b>5. District</b> Summerville Union High School District	
<b>6. City</b> Redwood City, California	<b>10. Grade Level(s) for which this course is designed</b>  <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<b>7. School / District Web Site</b> www.summitprep.net	<b>11. Seeking "Honors" Distinction?</b>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>8. School Course List Contact</b>  <b>Name:</b> Charlotte Lum <b>Title/Position:</b> Science <b>Phone:</b> 650-683-0460 <b>Ext.:</b> N/A <b>E-mail:</b> clum@summitprep.net	<b>12. Unit Value</b>  <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
<b>27. Is this an Internet-based course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>If "Yes", who is the provider?</b> <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other _____	
<b>28. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.</b> <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? _____ <input type="checkbox"/> An identical course approved at another school in same district. Which school? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? _____ <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Online course <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved P.A.S.S./Cyber High course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? _____ <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Other. Explain: _____	

**22. Is this course modeled after an UC-approved course from another school outside your district?**

Yes  No

If so, which school(s)? \_\_\_\_\_

Course title at other school \_\_\_\_\_

**23. Pre-Requisites**

Biology

**24. Co-Requisites**

Algebra II

**18. Is this course a resubmission?**  Yes  No

If yes, date(s) of previous submission? \_\_\_\_\_

Title of previous submission? \_\_\_\_\_

**95. Brief Course Description**

This chemistry class is centered around four year-long essential questions, which correspond to the macroscopic, microscopic, and symbolic realms of chemistry. The fourth question addresses the nature of science.

*How do materials around me behave differently?*

*What does the microscopic world have to do with my everyday life?*

*How can I show on paper what I cannot see?*

*How do we know what we know?*

These questions will be woven into each unit of study throughout the year. In the first and second units, “Molecular Motion” and “Gas Laws,” students design and conduct experiments to discover properties of the microscopic world. In the third unit, “History of the Atom”, students create a timeline. In the fourth unit, “The Beauty of the Periodic Table,” students design a game that highlights the periodic table and the importance of electron arrangements. The second semester will focus on chemical reactions. First, students study “Bonding” to determine how different elements combine. In “Reaction Rates and Equilibrium,” they learn how quickly reactions happen and why. In “What Can I Predict About Chemical Reactions?” they will learn to predict the amount of reactant and product involved in a reaction, and how much energy will be involved.

## **B. COURSE CONTENT**

**Please refer to instructions**

**96. Course Goals and/or Major Student Outcomes**

Understand and apply chemistry knowledge to explain real-life phenomena.

Approach and solve problems by asking questions and utilizing resources.

Design experiments, analyze data, and develop conclusions supported by evidence.

Work productively in cooperative groups.

**97. Course Objectives**

Students will understand the following concepts, adapted from the California Science Content Standards for Chemistry:

The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases.

The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure.

Acids, bases, and salts are three classes of compounds that form ions in water solutions.

Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules.

The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants.

Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules.

Chemical equilibrium is a dynamic process at the molecular level.

Energy is exchanged or transformed in all chemical reactions and physical changes of matter.

Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion.

## 98. Course Outline

- I. Molecular Motion (3 weeks)
  - a. States of Matter
    - i. Phase Change
    - ii. Heating Diagrams
    - iii. Phase Diagrams
- II. Gas Laws and Kinetic Molecular Theory (2 weeks)
  - i. Pressure, Temperature, Volume
  - ii. Boyle, Charles, Gay-Lussac's Laws
  - iii. Kinetic Molecular Theory
- III. The History of the Atom (1.5 weeks)
  - a. Atomic and Molecular Structure
    - i. Subatomic particles
- IV. The Beauty of the Periodic Table (4 weeks)
  - a. Atomic Number and Mass
    - i. Ions
    - ii. Energy levels
    - iii. Electron Configuration
    - iv. Moles and Molar Mass
  - b. Periodic Trends
    - i. Ionization Energy
    - ii. Electronegativity
    - iii. Atomic Radius
  - c. Nuclear Chemistry
    - i. Isotopes
    - ii. Radioactivity
- V. Chemical Bonding (2 weeks)
  - i. Lewis Dot Structures
  - ii. Types of Bonding
  - iii. Nomenclature
  - iv. Intermolecular Forces



- VI. Chemical Reactions (2 weeks)
  - i. Reactivity (metals)
  - ii. Types of Reactions
  - iii. Acid-Base Reactions
  
- VII. Reaction Rates and Chemical Equilibrium (1 week)
  
- VIII. What Can You Predict about Chemical Reactions?
  - a. Stoichiometry (3 weeks)
    - i. Conservation of Matter
    - ii. Balancing Equations
      - 1. Oxidation-Reduction Equations
    - iii. Calculating mass of reactants and products
  
  - b. Thermochemistry (2 weeks)
    - i. Exothermic/endothermic reactions

## 99. Texts & Supplemental Instructional Materials

### Course Textbook:

*Introductory Chemistry, Fifth Edition*, Stephen Zumdahl

### Supplementary Materials:

*The Extraordinary Chemistry of Ordinary Things*, Carl H. Snyder.

*Chemistry: Connections to Our Changing World*, Prentice Hall

## 100. Key Assignments

- Individual: Pre-Assessment
- Group Lab Project: Identifying a Mystery Substance using Melting Point data
- Individual: Project Quiz
- Individual/Partner: Gas Law Experiment or Model or Skit
- Individual: "History of the Atom" Timeline
- Group Project: Periodic Table Game
- Individual: Chemical Principles of Periodic Table Game
- Individual & Interdisciplinary Ethics Paper: "The Decision to Drop the Bomb)
- Lab Report: Covalent vs. Ionic Compounds
- Individual: Reaction Rates Test
- Lab Report: Reaction Amounts
- Group Project: Rube-Goldberg Machine
- Individual: Chemical Principles of Rube-Goldberg Machine

## 101. Instructional Methods and/or Strategies

Inquiry activities  
 Group work  
 Lab experiments  
 Direct Instruction  
 Guided practice

## 102. Assessment Methods and/or Tools

Project Rubrics  
 Tests  
 Quizzes  
 Project Quizzes (to test individual mastery from group projects)  
 Lab Reports  
 Peer Assessment

**C. HONORS COURSES ONLY**

Please refer to instructions

**103. Indicate how this honors course is different from the standard course.**

**D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

**104. Context for Course (optional)**

**105. History of Course Development (optional)**

## Course Description

### A. COVER PAGE

<b>Date of Submission (Please include Month, Day and Year)</b>	
<b>1. Course Title</b> Chemistry	<b>9. Subject Area</b> <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> College Prep Elective
<b>2. Transcript Title(s) / Abbreviation(s)</b>	<b>10. Grade Level(s) for which this course is designed</b> <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<b>3. Transcript Course Code(s) / Number(s)</b>	
<b>4. School</b> Summit Preparatory High School	
<b>5. District</b> Summerville Union High School District	<b>11. Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>6. City</b> Redwood City, California	<b>12. Unit Value</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
<b>7. School / District Web Site</b> www.summitprep.net	<b>8. School Course List Contact</b>  <b>Name:</b> Charlotte Lum <b>Title/Position:</b> Science <b>Phone:</b> 650-683-0460 <b>Ext.:</b> N/A <b>E-mail:</b> clum@summitprep.net
<b>29. Is this an Internet-based course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", who is the provider? <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other _____	
<b>30. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.</b> <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? _____ <input type="checkbox"/> An identical course approved at another school in same district. Which school? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? _____ <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Online course <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved P.A.S.S./Cyber High course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? _____ <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Other. Explain: _____	

**23. Is this course modeled after an UC-approved course from another school outside your district?**

Yes  No

If so, which school(s)? \_\_\_\_\_

Course title at other school \_\_\_\_\_

**24. Pre-Requisites**

Biology

**25. Co-Requisites**

Algebra II

**18. Is this course a resubmission?**  Yes  No

If yes, date(s) of previous submission? \_\_\_\_\_

Title of previous submission? \_\_\_\_\_

### **106. Brief Course Description**

This chemistry class is centered around four year-long essential questions, which correspond to the macroscopic, microscopic, and symbolic realms of chemistry. The fourth question addresses the nature of science.

*How do materials around me behave differently?*

*What does the microscopic world have to do with my everyday life?*

*How can I show on paper what I cannot see?*

*How do we know what we know?*

These questions will be woven into each unit of study throughout the year. In the first and second units, “Molecular Motion” and “Gas Laws,” students design and conduct experiments to discover properties of the microscopic world. In the third unit, “History of the Atom”, students create a timeline. In the fourth unit, “The Beauty of the Periodic Table,” students design a game that highlights the periodic table and the importance of electron arrangements. The second semester will focus on chemical reactions. First, students study “Bonding” to determine how different elements combine. In “Reaction Rates and Equilibrium,” they learn how quickly reactions happen and why. In “What Can I Predict About Chemical Reactions?” they will learn to predict the amount of reactant and product involved in a reaction, and how much energy will be involved.

## **B. COURSE CONTENT**

**Please refer to instructions**

### **107. Course Goals and/or Major Student Outcomes**

Understand and apply chemistry knowledge to explain real-life phenomena.

Approach and solve problems by asking questions and utilizing resources.

Design experiments, analyze data, and develop conclusions supported by evidence.

Work productively in cooperative groups.

### **108. Course Objectives**

Students will understand the following concepts, adapted from the California Science Content Standards for Chemistry:

The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases.

The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure.

Acids, bases, and salts are three classes of compounds that form ions in water solutions.

Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules.

The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants.

Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules.

Chemical equilibrium is a dynamic process at the molecular level.

Energy is exchanged or transformed in all chemical reactions and physical changes of matter.

Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion.

## 109. Course Outline

- IX. Molecular Motion (3 weeks)
  - a. States of Matter
    - i. Phase Change
    - ii. Heating Diagrams
    - iii. Phase Diagrams
  
- X. Gas Laws and Kinetic Molecular Theory (2 weeks)
  - i. Pressure, Temperature, Volume
  - ii. Boyle, Charles, Gay-Lussac's Laws
  - iii. Kinetic Molecular Theory
  
- XI. The History of the Atom (1.5 weeks)
  - a. Atomic and Molecular Structure
    - i. Subatomic particles
  
- XII. The Beauty of the Periodic Table (4 weeks)
  - a. Atomic Number and Mass
    - i. Ions
    - ii. Energy levels
    - iii. Electron Configuration
    - iv. Moles and Molar Mass
  - b. Periodic Trends
    - i. Ionization Energy
    - ii. Electronegativity
    - iii. Atomic Radius
  - c. Nuclear Chemistry
    - i. Isotopes
    - ii. Radioactivity
  
- XIII. Chemical Bonding (2 weeks)
  - i. Lewis Dot Structures
  - ii. Types of Bonding
  - iii. Nomenclature
  - iv. Intermolecular Forces

- XIV. Chemical Reactions (2 weeks)
  - i. Reactivity (metals)
  - ii. Types of Reactions
  - iii. Acid-Base Reactions
  
- XV. Reaction Rates and Chemical Equilibrium (1 week)
  
- XVI. What Can You Predict about Chemical Reactions?
  - a. Stoichiometry (3 weeks)
    - i. Conservation of Matter
    - ii. Balancing Equations
      - 1. Oxidation-Reduction Equations
    - iii. Calculating mass of reactants and products
  
  - b. Thermochemistry (2 weeks)
    - i. Exothermic/endothermic reactions

### **110. Texts & Supplemental Instructional Materials**

#### Course Textbook:

*Introductory Chemistry, Fifth Edition*, Stephen Zumdahl

#### Supplementary Materials:

*The Extraordinary Chemistry of Ordinary Things*, Carl H. Snyder.

*Chemistry: Connections to Our Changing World*, Prentice Hall

### **111. Key Assignments**

- Individual: Pre-Assessment
- Group Lab Project: Identifying a Mystery Substance using Melting Point data
- Individual: Project Quiz
- Individual/Partner: Gas Law Experiment or Model or Skit
- Individual: "History of the Atom" Timeline
- Group Project: Periodic Table Game
- Individual: Chemical Principles of Periodic Table Game
- Individual & Interdisciplinary Ethics Paper: "The Decision to Drop the Bomb)
- Lab Report: Covalent vs. Ionic Compounds
- Individual: Reaction Rates Test
- Lab Report: Reaction Amounts
- Group Project: Rube-Goldberg Machine
- Individual: Chemical Principles of Rube-Goldberg Machine

### **112. Instructional Methods and/or Strategies**

Inquiry activities  
 Group work  
 Lab experiments  
 Direct Instruction  
 Guided practice

### **113. Assessment Methods and/or Tools**

Project Rubrics  
 Tests  
 Quizzes  
 Project Quizzes (to test individual mastery from group projects)  
 Lab Reports  
 Peer Assessment

**C. HONORS COURSES ONLY**

Please refer to instructions

114. Indicate how this honors course is different from the standard course.

**D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

115. Context for Course (optional)

116. History of Course Development (optional)

# Course Description

## A. COVER PAGE

<b>Date of Submission (Please include Month, Day and Year)</b>	
<b>1. Course Title</b> Spanish 1	<b>9. Subject Area</b> <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input checked="" type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> College Prep Elective
<b>2. Transcript Title(s) / Abbreviation(s)</b>	
<b>3. Transcript Course Code(s) / Number(s)</b>	
<b>4. School</b> Summit Preparatory High School	
<b>5. District</b>	
<b>6. City</b> Redwood City	
<b>7. School / District Web Site</b> www.summitprep.net	
<b>8. School Course List Contact</b>  Name: Debra Kerner Title/Position: Spanish Teacher Phone: school-650-683-0463 direct 650-369-5851 E-mail: dkerner@summitprep.net	<b>10. Grade Level(s) for which this course is designed</b> <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
	<b>11. Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	<b>12. Unit Value</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
<b>31. Is this an Internet-based course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", who is the provider? <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other _____	
<b>32. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.</b>  <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? _____  <input type="checkbox"/> An identical course approved at another school in same district. Which school? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? _____  <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Online course <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved P.A.S.S./Cyber High course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? _____ <input type="checkbox"/> Approved CDE Agricultural Education course  <input type="checkbox"/> Other. Explain: _____	



<p>24. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>25. Pre-Requisites</p> <p>None</p>
<p>26. Co-Requisites</p> <p>None</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>117. Brief Course Description</p> <p>Spanish 1 is intended for students who wish to develop proficiency in linguistic abilities and cultural sensitivity. All four language skills will be taught (reading, speaking, writing, and listening), with an emphasis on verbal communication.</p>

## B. COURSE CONTENT

Please refer to instructions

### 118. Course Goals and/or Major Student Outcomes

- 1) To expand student's knowledge of other cultures, thereby increasing their cultural sensitivity.
- 2) To develop a solid foundation in language learning so students can continue their study after high school.
- 3) To develop the ability to communicate orally and written form in a specific range of situations.
- 4) To develop the ability to comprehend oral language and respond with linguistically appropriate language.
- 5) To inspire a passion for learning other languages and other cultures.

### 119. Course Objectives

- 1) Students will develop their listening abilities by becoming aware of sounds, pronunciations, rhythm, and intonation patterns of the Spanish language.
- 2) Students will develop their speaking abilities by reproducing sounds, proper rhythm and pronunciations, intonation patterns, as well as construct sentences with new vocabulary.
- 3) Students will develop their reading abilities by recognizing sounds and symbols of the Spanish language. They will understand written material, which has been previously introduced orally, and maintain an adequate understanding level when reading material in the target language, at a progressive increased rate of speed.
- 4) Students will develop their writing abilities as they learn to construct adequate phrases and sentences, as well as short dialogues, paragraphs, and compositions.

### 120. Course Outline

Chapter	Language Topic	Cultural Topic
Preliminary Chapter	<ul style="list-style-type: none"> <li>• Useful phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• Fact about the Spanish language</li> </ul>
1	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Asking how someone is and saying how you are/age/where you are from</li> <li>• Talking about likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal distance</li> <li>• Spanish names</li> </ul>
2	<ul style="list-style-type: none"> <li>• Talking about what you want and need</li> <li>• Describing the contents of your room</li> <li>• Talking about what you need and want to do</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish currency</li> <li>• The school day in Spain and Latin America</li> </ul>
3	<ul style="list-style-type: none"> <li>• Talking about class schedules and sequencing events</li> <li>• Telling time</li> <li>• Describing people and things</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Hora Latina</i></li> <li>• Grade scales and course loads in Latin America</li> </ul>
4	<ul style="list-style-type: none"> <li>• Talking about what you like to do</li> <li>• Discussing what you and others do during free time</li> <li>• Telling where people and things are</li> <li>• Talking about where you and others go during free time</li> </ul>	<ul style="list-style-type: none"> <li>• Popular sports in Spanish-speaking countries</li> <li>• Use of <i>tú</i> and <i>usted</i></li> </ul>
5	<ul style="list-style-type: none"> <li>• Discussing how often you do things</li> <li>• Talking about what you and your friends like to do together</li> <li>• Talking about what you do during a typical week</li> <li>• Giving today's date</li> <li>• Talking about the weather</li> </ul>	<ul style="list-style-type: none"> <li>• Seasons in South America</li> </ul>
6	<ul style="list-style-type: none"> <li>• Describing a family</li> <li>• Describing people</li> <li>• Discussing things a family does together</li> </ul>	<ul style="list-style-type: none"> <li>• <i>El comradrazgo</i></li> <li>• Privacy in Hispanic culture</li> <li>• Diminutives</li> </ul>

	<ul style="list-style-type: none"> <li>• Discussing problems and giving advice</li> </ul>	
7	<ul style="list-style-type: none"> <li>• Talking on the telephone</li> <li>• Extending and accepting invitations</li> <li>• Making plans</li> <li>• Talking about getting ready</li> </ul>	<ul style="list-style-type: none"> <li>• Common telephone expressions</li> <li>• Getting around without a car</li> <li>• Party invitation</li> </ul>
8	<ul style="list-style-type: none"> <li>• Talking about meals and food</li> <li>• Commenting on food</li> <li>• Making polite requests</li> <li>• Ordering in a restaurant</li> <li>• Asking for and paying the bill in a restaurant</li> </ul>	<ul style="list-style-type: none"> <li>• Breakfast/lunch/dinner in Spanish-speaking countries</li> <li>• Table manners in Spanish-speaking countries</li> <li>• Common Andean dishes</li> <li>• Latin American and Spanish tortillas</li> </ul>
9	<ul style="list-style-type: none"> <li>• Discussing gift suggestions</li> <li>• Asking for and giving directions downtown</li> <li>• Commenting on clothes</li> <li>• Making comparisons</li> <li>• Expressing preferences</li> <li>• Asking about prices and paying for something</li> </ul>	<ul style="list-style-type: none"> <li>• Specialty stores in Spain</li> <li>• <i>Tamalada</i></li> <li>• Currency in some Spanish-speaking countries, the euro</li> </ul>
10	<ul style="list-style-type: none"> <li>• Talking about what you're doing right now</li> <li>• Asking for and giving an opinion</li> <li>• Asking for help and responding to requests</li> <li>• Telling a friend what to do</li> <li>• Talking about past events</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Día del santa</i></li> <li>• <i>La Quinceañera</i></li> <li>• <i>Las piñatas</i></li> <li>• Weddings</li> </ul>
11	<ul style="list-style-type: none"> <li>• Making suggestions and expressing feelings</li> <li>• Talking about moods and physical condition</li> <li>• Saying what you did</li> <li>• Talking about where you went and when</li> </ul>	<ul style="list-style-type: none"> <li>• Baseball in Spanish-speaking countries</li> <li>• American football vs. soccer</li> <li>• <i>Remedios caseros</i></li> </ul>

12	<ul style="list-style-type: none"> <li>• Talking about what you do and like to do every day</li> <li>• Making future plans</li> <li>• Discussing what you would like to do on vacation</li> <li>• Saying where you went and what you did on vacation</li> </ul>	<ul style="list-style-type: none"> <li>• Spain's <i>paradores</i></li> <li>• Spanish colloquialisms</li> </ul>
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### 121. Texts & Supplemental Instructional Materials

¡Ven conmigo!, Level 1, Holt, Rinehart and Winston, 2004

### 122. Key Assignments

Assignment	Activity	Objective
Field-trip to San Francisco's celebration of Day of the Dead	Student's observe and participate in festivities. Later, students reflect on their experiences.	To understand and experience the traditions surrounding the holiday. To gain cultural sensitivity.

### 123. Instructional Methods and/or Strategies

- 1) Warm-up exercises (written and verbal exercises)
- 2) Pair Activities (such as information gap activities, communicative activities, games, interviews)
- 3) Games (to reinforce grammar or vocabulary)
- 4) Songs (singing and cloze activities)
- 5) Skits and role playing
- 6) Grammar and vocabulary exercises
- 7) Reading Activities
- 8) Listening Activities
- 9) Textbook Movie Clips- in Spanish and directly correlate to grammar and culture being studied

### 124. Assessment Methods and/or Tools

Assignment Assessed	Percentage of Total Grade
Participation	10%
Work Towards Mastery (homework, classwork)	30%
Demonstration of Mastery	60%

(quizzes, tests, projects)	
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# Course Description

## A. COVER PAGE

<b>Date of Submission (Please include Month, Day and Year)</b>	
<b>1. Course Title</b> Spanish 2	<b>9. Subject Area</b> <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input checked="" type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> College Prep Elective
<b>2. Transcript Title(s) / Abbreviation(s)</b>	
<b>3. Transcript Course Code(s) / Number(s)</b>	
<b>4. School</b> Summit Preparatory High School	
<b>5. District</b>	
<b>6. City</b> Redwood City	
<b>7. School / District Web Site</b> www.summitprep.net	<b>10. Grade Level(s) for which this course is designed</b> <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<b>8. School Course List Contact</b>  Name: Debra Kerner  Title/Position: Spanish Teacher  Phone: school-650-683-0463   direct 650-369-5851  E-mail: dkerner@summitprep.net	<b>11. Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>33. Is this an Internet-based course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If "Yes", who is the provider? <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other _____	
<b>34. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.</b>  <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? _____  <input type="checkbox"/> An identical course approved at another school in same district. Which school? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? _____  <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Online course <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved P.A.S.S./Cyber High course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? _____ <input type="checkbox"/> Approved CDE Agricultural Education course  <input type="checkbox"/> Other. Explain: _____	

<p>25. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>26. Pre-Requisites</p> <p>None</p>
<p>27. Co-Requisites</p> <p>None</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>125. Brief Course Description</p> <p>Spanish 2 is intended for students who wish to continue to develop proficiency in linguistic abilities and cultural sensitivity. All four language skills will be taught (reading, speaking, writing, and listening), with an emphasis on verbal communication and reading in the target language.</p>

**B. COURSE CONTENT**

Please refer to instructions

**126. Course Goals and/or Major Student Outcomes**

- 6) To expand student’s knowledge of other cultures, thereby increasing their cultural sensitivity.
- 7) To develop a solid foundation in language learning so students can continue their study after high school.
- 8) To develop the ability to communicate orally and written form in a specific range of situations.
- 9) To develop the ability to comprehend oral language and respond with linguistically appropriate language.
- 10) To inspire a passion for learning other languages and other cultures.

**127. Course Objectives**

- 5) Students will develop their listening abilities by becoming aware of sounds, pronunciations, rhythm, and intonation patterns of the Spanish language.
- 6) Students will develop their speaking abilities by reproducing sounds, proper rhythm and pronunciations, intonation patterns, as well as construct sentences with new vocabulary.
- 7) Students will develop their reading abilities by recognizing sounds and symbols of the Spanish language. They will understand written material, which has been previously introduced orally, and maintain an adequate understanding level when reading material in the target language, at a progressive increased rate of speed.
- 8) Students will develop their writing abilities as they learn to construct adequate phrases and sentences, as well as short dialogues, paragraphs, and compositions.

## 128. Course Outline

Chapter	Language Topic	Cultural Topic
1	<ul style="list-style-type: none"> <li>• Introducing yourself and others</li> <li>• Describing people</li> <li>• Talking about what you and others do</li> <li>• Saying what you like and don't like</li> </ul>	<ul style="list-style-type: none"> <li>• Planning evening activities in Spain</li> <li>• Description of appearance of Hispanics</li> </ul>
2	<ul style="list-style-type: none"> <li>• Talking about how you're feeling</li> <li>• Making suggestions and responding to them</li> <li>• Saying if something has already been done</li> <li>• Asking for and offering help</li> <li>• Describing your city or town</li> </ul>	<ul style="list-style-type: none"> <li>• Extended family living together</li> <li>• Celsius vs. Fahrenheit</li> <li>• Barcelona</li> </ul>
3	<ul style="list-style-type: none"> <li>• Talking about your daily routine</li> <li>• Talking about responsibilities</li> <li>• Complaining</li> <li>• Talking about hobbies and pastimes</li> <li>• Saying how long something has been going on</li> </ul>	<ul style="list-style-type: none"> <li>• Household chores</li> <li>• Expressions of agreement</li> <li>• Popular free-time activities among teenagers</li> </ul>
4	<ul style="list-style-type: none"> <li>• Asking for and giving opinions</li> <li>• Giving advice</li> <li>• Talking about things and people you know</li> <li>• Making comparisons</li> <li>• Making plans</li> </ul>	<ul style="list-style-type: none"> <li>• School levels in Mexico</li> <li>• Cost of university education in Latin America</li> </ul>
5	<ul style="list-style-type: none"> <li>• Talking about staying fit and healthy</li> <li>• Telling someone what to do and not to do</li> <li>• Giving explanations</li> </ul>	<ul style="list-style-type: none"> <li>• Students responses about health-habits in Spanish-speaking countries</li> <li>• Snack foods in Spanish-speaking countries</li> <li>• Flyers and radio ads</li> </ul>
6	<ul style="list-style-type: none"> <li>• Asking for and giving information</li> </ul>	<ul style="list-style-type: none"> <li>• San Antonio</li> <li>• Birthday celebrations</li> </ul>



	<ul style="list-style-type: none"> <li>• Relating a series of events</li> <li>• Ordering in a restaurant</li> </ul>	
7	<ul style="list-style-type: none"> <li>• Talking about what you used to do</li> <li>• Saying what you used to like and dislike</li> <li>• Describing what people and things were like</li> <li>• Using comparisons to describe people</li> </ul>	<ul style="list-style-type: none"> <li>• Public services in Latin American cities</li> <li>• <i>El meringue</i></li> </ul>
8	<ul style="list-style-type: none"> <li>• Describing a past event</li> <li>• Saying why you couldn't do something</li> <li>• Reporting what someone said</li> </ul>	<ul style="list-style-type: none"> <li>• Holidays and festivals in Spanish-speaking countries</li> </ul>
9	<ul style="list-style-type: none"> <li>• Asking for and giving directions</li> <li>• Asking for help in a store</li> <li>• Talking about how clothes look and fit</li> <li>• Bargaining in a market</li> </ul>	<ul style="list-style-type: none"> <li>• Clothing/shoe size</li> <li>• Expressions for shopping</li> <li>• Mural art</li> </ul>
10	<ul style="list-style-type: none"> <li>• Setting the scene for a story</li> <li>• Continuing and ending a story</li> <li>• Talking about the latest news</li> <li>• Reacting to news</li> </ul>	<ul style="list-style-type: none"> <li>• Weather map of Bolivia</li> <li>• A Chilean folk tale</li> <li>• An Ecuadorean legend</li> </ul>
11	<ul style="list-style-type: none"> <li>• Describing a problem</li> <li>• Talking about consequences</li> <li>• Expressing agreement and disagreement</li> <li>• Talking about obligations and solutions</li> </ul>	<ul style="list-style-type: none"> <li>• The rain forest</li> <li>• Environmental programs</li> <li>• San Diego and Tijuana</li> </ul>
12	<ul style="list-style-type: none"> <li>• Exchanging the latest news</li> <li>• Talking about where you went and what you did</li> <li>• Telling when something happened</li> <li>• Saying how you feel about people</li> </ul>	<ul style="list-style-type: none"> <li>• Baja California</li> </ul>

	<ul style="list-style-type: none"> <li>• Describing places</li> <li>• Saying when you're going to do something</li> </ul>	
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### 129. Texts & Supplemental Instructional Materials

¡Ven conmigo!, Level 2, Holt, Rinehart and Winston, 2004

### 130. Key Assignments

Assignment	Activity	Objective
Field-trip to San Francisco's celebration of Day of the Dead	Student's observe and participate in festivities. Later, students reflect on their experiences.	To understand and experience the traditions surrounding the holiday. To gain cultural sensitivity.
Travel role-play	Students create scene II to a scene we read together	To practice grammar and vocabulary being studied. To allow students to express their creativity.
Restaurant Menu	Students create a menu for a Spanish-speaking restaurant	To practice the vocabulary and grammar being studied.

### 131. Instructional Methods and/or Strategies

- 10) Warm-up exercises (written and verbal exercises)
- 11) Pair Activities (such as information gap activities, communicative activities, games, interviews)
- 12) Games (to reinforce grammar or vocabulary)
- 13) Songs (singing and cloze activities)
- 14) Skits and role playing
- 15) Grammar and vocabulary exercises
- 16) Reading Activities
- 17) Listening Activities
- 18) Textbook Movie Clips- in Spanish and directly correlate to grammar and culture being studied

### 132. Assessment Methods and/or Tools

Assignment Assessed	Percentage of Total Grade
Participation	10%
Work Towards Mastery (homework, classwork)	30%
Demonstration of Mastery (quizzes, tests, projects)	60%

# Course Description

## A. COVER PAGE

<b>Date of Submission (Please include Month, Day and Year)</b>	
<b>1. Course Title</b> Spanish 3	<b>9. Subject Area</b> <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input checked="" type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> College Prep Elective
<b>2. Transcript Title(s) / Abbreviation(s)</b>	
<b>3. Transcript Course Code(s) / Number(s)</b>	
<b>4. School</b> Summit Preparatory High School	
<b>5. District</b>	
<b>6. City</b> Redwood City	
<b>7. School / District Web Site</b> www.summitprep.net	<b>10. Grade Level(s) for which this course is designed</b> <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
<b>8. School Course List Contact</b>  Name: Arturo Aldana  Title/Position: Spanish Teacher  Phone: school-650-683-0463   direct 650-683-0461  E-mail: aaldana@summitprep.net	<b>11. Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>12. Unit Value</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____	
<b>35. Is this an Internet-based course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If "Yes", who is the provider? <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other _____	
<b>36. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.</b>  <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? _____  <input type="checkbox"/> An identical course approved at another school in same district. Which school? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? _____  <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Online course <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved P.A.S.S./Cyber High course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? _____ <input type="checkbox"/> Approved CDE Agricultural Education course  <input type="checkbox"/> Other. Explain: _____	

<p>26. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>27. Pre-Requisites</p> <p>Passing grade in Spanish 2</p>
<p>28. Co-Requisites</p> <p>None</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>133. Brief Course Description</p> <p>This Spanish 3 language class is intended for students who wish to develop their proficiency in all four language skills: listening, speaking, reading, and writing. The Spanish language course will present functional expressions, meaningful vocabulary, grammar structures, and cultural information connected to the Spanish speaking world. Students expand their ability to perform all the functions developed in Stages I, II, and III.</p>

**B. COURSE CONTENT**

Please refer to instructions

**134. Course Goals and/or Major Student Outcomes**

- 11) To adapt vocabulary to meet specific and personal needs to pursue own interests in the target language and thus become independent users of the language.
- 12) To increase student’s repertoire of vocabulary and grammatical structures with an understanding that accuracy will be affected.
- 13) To comprehend and produce planned written language within paragraphs and string of paragraphs.
- 14) To deal with concrete, specific, and factual topics of individualized and/or public interest in formal and informal settings.
- 15) To demonstrate knowledge of the rules and structure of target language and be able to read materials appropriate to their level of study.
- 16) To inspire an understanding and passion for the target language and its culture.

**135. Course Objectives ( these course objectives are described in the CA. Foreign Language Framework )**

• **Function**

Students will...

- clarify and ask for and comprehend clarification;
- express and understand opinions;
- narrate and understand narration in the present, past, and future;
- identify, state, and understand feelings and emotions.

- **Context**

Students can perform these functions...

- when speaking, in face-to-face social interaction, in simple transactions on the phone, and in group discussions, prepared debates, and presentations;
- when listening, in social interaction and using audio or video texts, including TV interviews and news-casts; when reading short literary texts, poems, and articles;
- when writing journals, letters, and essays.

**c. Text Type**

Students can...

- use simple discourse in a series of coherent paragraphs when speaking;
- understand most authentic spoken language when listening;
- create a series of coherent paragraphs when writing;
- acquire knowledge and new information from comprehensive, authentic texts when reading.

**d. Accuracy**

Students...

- can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary;
- demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate;
- are able to understand and report most key ideas and some supporting detail when reading and listening.

**e. Content**

Content includes cultural, personal, and social topics such as...

- history, art, literature, music, current affairs, and civilization, with the emphasis on significant people and events in these fields relevant to the target language's culture;
- career choices, the environment, social issues, and political issues.

**136. Course Outline**

Chapter	Language Topic	Cultural Topic
1	<p>FUNCTIONS</p> <ul style="list-style-type: none"> <li>-Expressing interest, indifference, and displeasure</li> <li>-Asking for information</li> <li>-Describing yourself and others</li> </ul> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>-Stem-changing verbs in the present tense</li> <li>-The present tense</li> <li>-The preterite</li> <li>-y and o before vowels</li> <li>-Adjectives</li> <li>-saber vs. conocer</li> </ul> <p>VOCABULARY</p> <ul style="list-style-type: none"> <li>-Names of sports</li> <li>-Names of hobbies</li> <li>-Words and expressions to describe people</li> </ul>	<ul style="list-style-type: none"> <li>-Vacation activities of students from Costa Rica, Spain, and Miami</li> <li>-Seafood in Spain</li> </ul>
2	<p>FUNCTIONS</p> <ul style="list-style-type: none"> <li>-Asking for and giving advice</li> </ul>	<ul style="list-style-type: none"> <li>-Regional languages of Spain</li> <li>-Work schedules in Spain</li> </ul>

	<ul style="list-style-type: none"> <li>-Talking about taking care of yourself</li> </ul> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>-Informal commands</li> <li>-Irregular informal</li> <li>-Reflexive verbs</li> <li>-The imperfect</li> </ul> <p>VOCABULARY</p> <ul style="list-style-type: none"> <li>-Expressions to tell how you are feeling today</li> <li>-Words and expressions to talk about stress</li> <li>-Expressions to talk about how to relieve stress</li> </ul>	<ul style="list-style-type: none"> <li>-Health habits of people in Spain and Latin America</li> <li>-Socializing with friends in Spain</li> </ul>
3	<p>FUNCTIONS</p> <ul style="list-style-type: none"> <li>-Talk about what has happened</li> <li>-Expressing and supporting a point of view</li> <li>-Using conversational fillers</li> <li>-Talking about future events</li> <li>-Talking about responsibilities</li> </ul> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>-The present perfect</li> <li>-<b>lo que</b></li> <li>-The future tense</li> </ul> <p>VOCABULARY</p> <ul style="list-style-type: none"> <li>-Words and expressions related to technology</li> <li>-Words and expressions to talk about changes in the city</li> <li>-Things that may protect the environment</li> </ul>	<ul style="list-style-type: none"> <li>-Today's technology in the Spanish-speaking world</li> <li>-The role of oil in the Venezuelan economy</li> <li>-The benefits of technology for Venezuela</li> </ul>
4	<p>FUNCTIONS</p> <ul style="list-style-type: none"> <li>-Talking about how food tastes</li> <li>-Talking about unintentional events</li> <li>-Asking for help and requesting favors</li> </ul> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>-<b>se</b> with unintentional events</li> <li>-<b>por</b> and <b>para</b></li> <li>-Double object pronouns</li> </ul> <p>VOCABULARY</p> <ul style="list-style-type: none"> <li>-Salad, meats, seafood, fruit, and desserts</li> <li>-Food stores</li> <li>-Repair shops</li> </ul>	<ul style="list-style-type: none"> <li>-The <b>sobremesa</b></li> <li>-Ways of getting assistance from emergency service personnel</li> <li>-Foods and holiday dishes of Venezuela</li> <li>-Favorite foods of typical students from Miami, Quito, and Caracas</li> <li>-<b>causa picante</b></li> </ul>
5	<p>FUNCTIONS</p> <ul style="list-style-type: none"> <li>-Expressing qualified agreement and disagreement</li> <li>-Reporting what others say and think</li> <li>-Talking about hopes and wishes</li> </ul> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>-Impersonal <b>se</b></li> <li>-The subjunctive to express hopes and wishes</li> <li>-Subjunctive of <b>ir, ser, dar, estar</b></li> </ul> <p>VOCABULARY</p> <ul style="list-style-type: none"> <li>-Words and expressions to talk about war and peace</li> </ul>	<ul style="list-style-type: none"> <li>-<b>la "leyenda negra"</b></li> <li>-Aztec pictographs</li> <li>-The legends "<b>La Llorona</b>" and "<b>La carreta sin bueyes</b>"</li> <li>-The legend of <b>Quetzalcoatl</b></li> <li>-The legend of "<b>El Quetzal</b>"</li> </ul>
6	<p>FUNCTIONS</p> <ul style="list-style-type: none"> <li>-Introducing and changing a topic of conversation</li> <li>-Expressing what needs to be done</li> <li>-Expressing an opinion</li> <li>-Making suggestions and recommendations</li> <li>-Turning down an invitation</li> </ul> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>-Gender of some words ending in <b>-a</b> and <b>-o</b></li> <li>-The subjunctive after expressions of need</li> <li>-The subjunctive mood with recommendations</li> <li>-<b>nosotros</b> commands</li> </ul> <p>VOCABULARY</p> <ul style="list-style-type: none"> <li>-Words related to the art</li> <li>-Words and expressions to describe works of art</li> </ul>	<ul style="list-style-type: none"> <li>-The murals of Orozco</li> <li>-The role of murals in Mexico</li> <li>-How some Hispanic students express themselves through art</li> <li>-Musical instruments</li> <li>-Mexican pop music star Luis Miguel</li> <li>-Life and works of Frida Kahlo</li> </ul>
7	<p>FUNCTIONS</p> <ul style="list-style-type: none"> <li>-Expressing happiness and unhappiness</li> <li>-Comforting someone</li> <li>-Making an apology</li> <li>-Describing an ideal relationship</li> </ul> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>-The subjunctive with expressions of feelings</li> <li>-Reflexive verbs for reciprocal actions</li> <li>-The present perfect subjunctive</li> <li>-The subjunctive with the unknown or nonexistent</li> <li>-The present subjunctive of <b>saber</b></li> </ul> <p>VOCABULARY</p>	<ul style="list-style-type: none"> <li>-The use of <b>vos</b></li> <li>-Cafes</li> <li>-The Organization of American States</li> <li>-The popularity of movies</li> <li>-The popularity of soccer</li> <li>-How Spanish-speaking teenagers solve interpersonal problems</li> </ul>

	<ul style="list-style-type: none"> <li>-Words and expressions to talk about friendship</li> <li>-Things that friends might do</li> </ul>	
8	<p>FUNCTIONS</p> <ul style="list-style-type: none"> <li>-Expressing doubt and disbelief</li> <li>-Expressing certainty</li> <li>-Talking about possibility and impossibility</li> <li>-Expressing surprise</li> </ul> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>-The subjunctive after expressions of doubt and disbelief</li> <li>-<b>por</b> in fixed expressions</li> <li>-The subjunctive after impersonal expressions</li> </ul> <p>VOCABULARY</p> <ul style="list-style-type: none"> <li>-Words to talk about television</li> <li>-Words and expressions to talk about information</li> <li>-Sections of a newspaper</li> </ul>	<ul style="list-style-type: none"> <li>-The use of the Internet in Argentina</li> <li>-How commercials affect our attitudes and behavior</li> <li>-Newsstands in Buenos Aires</li> </ul>
9	<p>FUNCTIONS</p> <ul style="list-style-type: none"> <li>-Talking about your emotional reaction to something</li> <li>-Expressing disagreement</li> <li>-Expressing an assumption</li> <li>-Making hypothetical statements</li> </ul> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>-More on preterite versus imperfect</li> <li>-The preterite <b>of estar, ponerse, querer, saber and sentirse</b></li> <li>-The subjunctive with expressions of denial and disagreement</li> <li>-The conditional</li> </ul> <p>VOCABULARY</p> <ul style="list-style-type: none"> <li>-Words to describe people's behavior</li> <li>-Words and expressions to talk about prejudice and stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>-Hispanics in the United States</li> <li>-Impressions Spanish-speaking people have of the United States</li> <li>-Spanish- language media in New York</li> </ul>
10	<p>FUNCTIONS</p> <ul style="list-style-type: none"> <li>-Talking about accomplishments</li> <li>-Talking about future plans</li> <li>-Expressing cause and effect</li> <li>-Expressing intention and purpose</li> </ul> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>-The subjunctive with certain conjunctions</li> <li>-Verbs after prepositions</li> <li>-The subjunctive with <b>para que</b></li> </ul> <p>VOCABULARY</p> <ul style="list-style-type: none"> <li>-Words and expressions to talk about achievements and future plans</li> <li>-Words and expressions to talk about your background and ambitions</li> </ul>	<ul style="list-style-type: none"> <li>-Hispanics in New York City</li> <li>-How Spanish-speaking students view themselves</li> <li>-<b>La Sociedad Hispanica de America</b></li> <li>-<b>El Ballet Hispanico de Nueva York</b></li> </ul>
11	<p>FUNCTIONS</p> <ul style="list-style-type: none"> <li>-Pointing out problems and their consequences</li> <li>-Talking about how you would solve a problem</li> <li>-Talking about hypothetical situations</li> </ul> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>-The past subjunctive</li> </ul> <p>VOCABULARY</p> <ul style="list-style-type: none"> <li>-Today's problems</li> </ul>	<ul style="list-style-type: none"> <li>-Environmental issues facing North and Central America</li> <li>-Literacy in Costa Rica</li> <li>-Political stability in Costa Rica</li> <li>-Conservation in Costa Rica</li> </ul>
12	<p>FUNCTIONS</p> <ul style="list-style-type: none"> <li>-Talking about former jobs and goals</li> <li>-Talking about future career plans</li> <li>-Giving advise and making recommendations about work</li> </ul> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>-Preterite and imperfect</li> <li>-Future tense and <b>ir a + infinitive</b></li> <li>-The Subjunctive</li> <li>-Personal <b>a</b> before certain pronouns</li> </ul> <p>VOCABULARY</p> <ul style="list-style-type: none"> <li>-Names of professions</li> <li>-Words and expressions to talk about employment</li> </ul>	<ul style="list-style-type: none"> <li>-Universities in Costa Rica</li> <li>-Plans some Hispanic students have for the future</li> <li>-Employment in Costa Rica</li> <li>-Ecotourism in Costa Rica</li> <li>-Formality in the Spanish-speaking world</li> </ul>

### 137. Texts & Supplemental Instructional Materials

- ¡Ven conmigo!, Level 3, Holt, Rinehart and Winston, 2004
- Online Spanish resources
- Resources from other text books

138.

**Key Assignments**

<b>Assignment</b>	<b>Activity</b>	<b>Objective</b>
Field-trip to San Francisco’s celebration of Day of the Dead	Students observe and participate in festivities. Later, students reflect on their experiences.	To understand and experience the traditions surrounding the holiday. To gain cultural sensitivity.
Oral presentations	Students present various topics related to each chapter topic	To practice grammar and vocabulary being studied. To allow students to express creatively.
Interdisciplinary Field trip	Identify vocabulary necessary to participate in other subject areas as a Spanish speaker	Introducing and changing a topic of conversation in relation to and the opinion of an art piece.
Final Oral Project	Write and participate in 3 different skits using functions from 3 different chapters	To use the Spanish language in contextual settings

139.

**Instructional Methods and/or Strategies**

- 19) Daily journal entries
- 20) Weekly electronic journal entries
- 21) Games to introduce, reinforce, and practice grammar, vocabulary, and other concepts
- 22) Songs (singing and cloze activities)
- 23) Skits and role playing
- 24) Group activities
- 25) Listening, speaking, reading, and writing activities in Spanish
- 26) Textbook Movie Clips- in Spanish and directly correlate to grammar and culture being studied
- 27) Guest native Spanish speakers
- 28) Activities that utilize resources located in the Spanish community

140.

**Assessment Methods and/or Tools**

<b>Assignment Assessed</b>	<b>Percentage of Total Grade</b>
Participation	10%
Work Towards Mastery (homework, classwork)	30%
Demonstration of Mastery (quizzes, tests, projects)	60%



# Course Description

## A. COVER PAGE

<b>Date of Submission (Please include Month, Day and Year)</b>	
<b>1. Course Title</b> Spanish 4	<b>9. Subject Area</b> <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input checked="" type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> College Prep Elective
<b>2. Transcript Title(s) / Abbreviation(s)</b>	
<b>3. Transcript Course Code(s) / Number(s)</b>	
<b>4. School</b> Summit Preparatory High School	
<b>5. District</b>	
<b>6. City</b> Redwood City	
<b>7. School / District Web Site</b> www.summitprep.net	<b>10. Grade Level(s) for which this course is designed</b> <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
<b>8. School Course List Contact</b>  Name: Arturo Aldana  Title/Position: Spanish Teacher  Phone: school-650-683-0463   direct 650-683-0461  E-mail: aaldana@summitprep.net	<b>11. Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>37. Is this an Internet-based course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If "Yes", who is the provider? <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other _____	
<b>38. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.</b>  <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? _____  <input type="checkbox"/> An identical course approved at another school in same district. Which school? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? _____  <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Online course <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved P.A.S.S./Cyber High course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? _____ <input type="checkbox"/> Approved CDE Agricultural Education course  <input type="checkbox"/> Other. Explain: _____	

<p>27. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>28. Pre-Requisites</p> <p>Spanish 3 with a C- or better</p>
<p>29. Co-Requisites</p> <p>None</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>141. Brief Course Description</p> <p>This Spanish 4 language class is intended for students who wish to develop their proficiency in all four language skills: listening, speaking, reading, and writing. The Spanish language course will present functional expressions, meaningful vocabulary, grammar structures, and cultural information connected to the Spanish speaking world. Students expand their ability to perform all the functions developed in Stages I, II, and III.</p>

**B. COURSE CONTENT**

Please refer to instructions

**142. Course Goals and/or Major Student Outcomes**

- 17) To comprehend and produce extended oral and written essays in the Spanish language.
- 18) To deal with unfamiliar, abstract, practical, social, cultural, and professional topics in formal, informal, and other meaningful situations. .
- 19) To listen, read, and comprehend non-sympathetic issues and speakers using formal extended language.
- 20) To comprehend a non-technical lecture in a target-culture university in order to discuss and present to a target-culture audience.
- 21) To inspire an understanding and passion for the target language, culture and its particular and distinct social issues.

**143. Course Objectives ( these course objectives are described in the CA. Foreign Language Framework )**

- **Function**

Students will...

- Give and understand advice and suggestions;
- Initiate, engage in, and close a conversation;
- Compare and contrast;
- Explain and support.

- **Context**

Students can perform these functions...

- when speaking, in face-to-face social interaction, in simple transactions on the phone, and in group discussions, prepared debates, and presentations;
- when listening, in social interaction and using audio or video texts, including TV interviews and news-casts;
- when reading short literary texts, poems, and articles;

### c. Text Type

Students can...

- use simple discourse in a series of coherent paragraphs when speaking;
- understand most authentic spoken language when listening;
- create a series of coherent paragraphs when writing;
- acquire knowledge and new information from comprehensive, authentic texts when reading.

### d. Accuracy

Students...

- can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary;
- demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate;
- are able to understand and report most key ideas and some supporting detail when reading and listening.

### e. Content

Content embraces:

- concepts of broader cultural significance, including institutions such as the education system, the government, and political and social issues in the target language
- Topics of social and personal interest such as music, literature, the arts, and the sciences

## 144. Course Outline

Chapter	Language Topic	Cultural Topic
1	<p><b>LECTURA</b>            «Mis primeros versos» Rubén Darío            «Primero de secundaria» Gary Soto  <b>Aleer por tu cuenta:</b> «Un cuentecillo triste» Gabriel García Márquez  <b>Estrategias para leer</b> Uso de métodos de comparación y contraste  <b>Elementos de literature</b> Biografías, autobiografías, ensayos y artículos</p> <p><b>COMUNICACION</b>  <b>Así se dice</b>            • Para expresar los sentimientos            • Para hablar de causas y efectos            • Para narrar una experiencia en el pasado            • Para combiner frases            • Para evaluar un trabajo escrito</p> <p><b>Vocabulario</b></p>	<p><b>Cultura y lengua: Nicaragua</b>            • Historia y situación política            • Managua            • La Costa de los Mosquitos</p> <p><b>Panorama cultural</b>            • ¿Qué haces para llamar la atención de un chico o una chica que te gusta?</p> <p><b>Comunidad y oficio</b>            • Los hispanohablantes en Estados Unidos</p>

	<ul style="list-style-type: none"> <li>• El vocabulario especializado</li> </ul> <p><b>Gramática</b></p> <ul style="list-style-type: none"> <li>• Los sustantivos; los artículos definidos e indefinidos; los adjetivos</li> </ul> <p><b>Comparación y contraste</b></p> <ul style="list-style-type: none"> <li>• Los artículos definidos e indefinidos</li> </ul> <p>ESCRITURA</p> <p><b>Así se dice</b></p> <ul style="list-style-type: none"> <li>• Para expresar los sentimientos</li> <li>• Para hablar de causas y efectos</li> <li>• Para narrar una experiencia en el pasado</li> <li>• Para combinar frases</li> <li>• Para evaluar un trabajo escrito</li> </ul> <p><b>Vocabulario</b></p> <ul style="list-style-type: none"> <li>• El vocabulario especializado</li> </ul> <p><b>Gramática</b></p> <ul style="list-style-type: none"> <li>• Los sustantivos; los artículos definidos e indefinidos; los adjetivos</li> </ul> <p><b>Comparación y contraste</b></p> <ul style="list-style-type: none"> <li>• Los artículos definidos e indefinidos</li> </ul>	
2	<p>LECTURA</p> <p>«<b>La guerra de los yacarés</b>» Horacio Quiroga de <b>Platero y yo</b> Juan Ramón Jiménez</p> <p><b>A leer por tu cuenta: de <i>Me llamo Rigoberta Menchú</i></b> Rigoberta Menchú</p> <p><b>Estrategias para leer</b></p> <p>Cómo utilizar las pistas del contexto</p> <p><b>Elementos de literatura</b></p> <ul style="list-style-type: none"> <li>• Cuentos: Argumento, caracterización y ambiente</li> <li>• Cuentos: Punto de vista, ironía y tema</li> </ul> <p>COMUNICACION</p> <p><b>Así se dice</b></p> <ul style="list-style-type: none"> <li>• Para hacer una descripción</li> <li>• Para hacer comparaciones y contrastes</li> <li>• Para hablar de lo que se debe hacer</li> <li>• Para combinar frases</li> <li>• Para evaluar un trabajo escrito</li> </ul> <p><b>Vocabulario</b></p> <ul style="list-style-type: none"> <li>• Las familias de palabras</li> </ul> <p><b>Gramática</b></p> <ul style="list-style-type: none"> <li>• El verbo; el tiempo presente; el imperfecto; el pretérito; usos del imperfecto y del pretérito</li> </ul> <p><b>Comparación y contraste</b></p> <ul style="list-style-type: none"> <li>• El aspecto de estados en el pasado en español e inglés</li> </ul> <p>ESCRITURA</p> <p><b>Ortografía</b></p> <ul style="list-style-type: none"> <li>• Las letras <b>b</b> y <b>v</b></li> <li>• La división de palabras en sílabas</li> </ul> <p><b>Prepara tu portafolio</b></p> <ul style="list-style-type: none"> <li>• Cuaderno del escritor</li> <li>• Investigación</li> <li>• Hablar y escuchar</li> <li>• Dibujo</li> <li>• Redacción creativa</li> </ul> <p><b>Taller del escritor</b></p> <ul style="list-style-type: none"> <li>• La narración; Cuento</li> </ul> <p><b>A ver si puedo...</b></p> <p>Repaso de Colección 2</p>	<p><b>Cultura y lengua: Uruguay</b></p> <ul style="list-style-type: none"> <li>• La historia y sociedad de Uruguay</li> <li>• «El juramento de los Treinta y Tres Orientales» por Juan Manuel Blanes</li> <li>• Montevideo</li> <li>• Punta del Este</li> <li>• Modismos y regionalismos</li> </ul> <p><b>Panorama cultural</b></p> <ul style="list-style-type: none"> <li>• En tu país o comunidad, ¿qué trato se les da a los animales? ¿Hay leyes que los protejan?</li> </ul> <p><b>Comunidad y oficio</b></p> <ul style="list-style-type: none"> <li>• El español y la conservación del medio ambiente</li> </ul>
3	<p>LECTURA</p> <p>«<b>Posada de las Tres Cuerdas</b>» Ana María Shua «<b>La puerta del infierno</b>» Antonio Landauro <b>A leer por tu cuenta: «Güeso y Pellejo»</b> Ciro Alegría</p> <p><b>Estrategias para leer</b></p> <p>Hacer predicciones</p> <p><b>Elementos de literatura</b></p> <p>Mitos, leyendas, cuentos populares y fábulas</p> <p>COMUNICACION</p> <p><b>Así se dice</b></p> <ul style="list-style-type: none"> <li>• Para expresar certeza</li> </ul>	<p><b>Cultura y lengua: Argentina</b></p> <ul style="list-style-type: none"> <li>• La inmigración europea a Argentina</li> <li>• Los galeses en la Patagonia</li> <li>• La Boca</li> <li>• El polo</li> <li>• Modismos y regionalismos</li> </ul> <p><b>Panorama cultural</b></p> <ul style="list-style-type: none"> <li>• ¿Alguna vez has oído una historia escalofriante? ¿Nos la puedes contar?</li> </ul> <p><b>Comunidad y oficio</b></p> <ul style="list-style-type: none"> <li>• Protegiendo el patrimonio cultural de las Américas</li> </ul>

	<ul style="list-style-type: none"> <li>• Para presentar y conectar ideas</li> <li>• Para expresar certeza o duda</li> <li>• Para hablar de causas y efectos</li> <li>• Para evaluar un trabajo escrito</li> </ul> <p><b>Vocabulario</b></p> <ul style="list-style-type: none"> <li>• Los sinónimos y antónimos</li> </ul> <p><b>Gramática</b></p> <ul style="list-style-type: none"> <li>• El modo; las formas del presente del subjuntivo; el presente de subjuntivo en cláusulas nominales y adverbiales</li> </ul> <p><b>Comparación y contraste</b></p> <ul style="list-style-type: none"> <li>• El infinitivo y las cláusulas nominales</li> </ul> <p>ESCRITURA</p> <p><b>Ortografía</b></p> <ul style="list-style-type: none"> <li>• Letra y sonido: el sonido /s/</li> <li>• El acento tónico</li> </ul> <p><b>Prepara tu portafolio</b></p> <ul style="list-style-type: none"> <li>• Cuaderno del escritor</li> <li>• Redacción creativa</li> <li>• Hablar y escuchar</li> <li>• Investigación</li> </ul> <p><b>Taller del escritor</b></p> <ul style="list-style-type: none"> <li>• Ensayo</li> </ul> <p><b>A ver si puedo...</b> Repaso de Colección 3</p>	
4	<p>LECTURA</p> <p>«<b>Mañana de sol</b>» Serafín y Joaquín Álvarez Quintero de <b>Paula</b> Isabel Allende <b>A leer por tu cuenta: de Versos sencillos</b> José Martí «<b>Verde luz</b>» Antonio Cabán Vale</p> <p><b>Estrategias para leer</b> Reconocer relaciones de causa y efecto</p> <p><b>Elementos de literatura</b> Drama</p> <p>COMUNICACION</p> <p><b>Así se dice</b></p> <ul style="list-style-type: none"> <li>• Para hablar del pasado</li> <li>• Para pedir y clarificar una opinión</li> <li>• Para hablar de situaciones hipotéticas</li> <li>• Para combinar frases</li> <li>• Para evaluar un trabajo escrito</li> </ul> <p><b>Vocabulario</b></p> <ul style="list-style-type: none"> <li>• Los modismos</li> </ul> <p><b>Gramática</b></p> <ul style="list-style-type: none"> <li>• El imperfecto del subjuntivo; el condicional; el futuro</li> </ul> <p><b>Comparación y contraste</b></p> <ul style="list-style-type: none"> <li>• El tiempo futuro y los modales en español e inglés</li> </ul> <p>ESCRITURA</p> <p><b>Ortografía</b></p> <ul style="list-style-type: none"> <li>• Letra y sonido: el sonido /k/</li> <li>• Las palabras llanas</li> </ul> <p><b>Prepara tu portafolio</b></p> <ul style="list-style-type: none"> <li>• Cuaderno del escritor</li> <li>• Redacción creativa</li> <li>• Dramatización</li> <li>• Arte</li> </ul> <p><b>Taller del escritor</b></p> <ul style="list-style-type: none"> <li>• La persuasión</li> </ul> <p><b>A ver si puedo...</b> Repaso de Colección 4</p>	<p><b>Cultura y lengua: España</b></p> <ul style="list-style-type: none"> <li>• España, país plurilingüe</li> <li>• El euskera, idioma de los vascos</li> <li>• La gaita gallega</li> <li>• La política en Cataluña</li> <li>• Modismos y regionalismos</li> </ul> <p><b>Panorama cultural</b></p> <ul style="list-style-type: none"> <li>• Cuando los problemas te tienen agobiado(a), ¿qué haces para desahogarte?</li> </ul> <p><b>Comunidad y oficio</b></p> <ul style="list-style-type: none"> <li>• Artistas pioneros latinos</li> </ul>
5	<p>LECTURA</p> <p>«<b>Hay un naranjo ahí</b>» Alfonso Quijada Urías «<b>La tortuga</b>» Pablo Neruda «<b>El forastero gentil</b>» Sabine R. Ulibarrí</p> <p><b>A leer por tu cuenta: de Coplas por la muerte de su padre</b> Jorge Manrique <b>de Soledades y Campos de Castilla</b> Antonio Machado</p> <p><b>Estrategias para leer</b> Hacer una evaluación</p> <p><b>Elementos de literatura</b> Poesía: Recursos desonido, imágenes y figuras retóricas</p>	<p><b>Cultura y lengua: Chile</b></p> <ul style="list-style-type: none"> <li>• Historia y política de Chile</li> <li>• La Moneda</li> <li>• Artistas en exilio</li> <li>• Los mapuches</li> <li>• La cueca</li> <li>• Modismos y regionalismos</li> </ul> <p><b>Panorama cultural</b></p> <ul style="list-style-type: none"> <li>• ¿Alguna vez te has sentido como un extraño o una extraña en medio de tu propia gente?</li> </ul> <p><b>Comunidad y oficio</b></p>

	<p><b>COMUNICACION</b>  <b>Así se dice</b></p> <ul style="list-style-type: none"> <li>• Para hablar de un poema</li> <li>• Para presentar y apoyar una opinión</li> <li>• Para hablar de alguien en el pasado</li> <li>• Para evaluar un trabajo escrito</li> </ul> <p><b>Vocabulario</b></p> <ul style="list-style-type: none"> <li>• El vocabulario especializado</li> </ul> <p><b>Gramática</b></p> <ul style="list-style-type: none"> <li>• El presente perfecto del indicativo; el presente perfecto del subjuntivo; el pluscuamperfecto del indicativo; el pluscuamperfecto del subjuntivo; la secuencia de tiempos verbales</li> </ul> <p><b>Comparación y contraste</b></p> <ul style="list-style-type: none"> <li>• El infinitivo y los tiempos verbales en español e inglés</li> </ul> <p><b>ESCRITURA</b>  <b>Ortografía</b></p> <ul style="list-style-type: none"> <li>• Letra y sonido: el sonido /x/</li> <li>• La acentuación: las palabras agudas, esdrújulas y sobresdrújulas</li> </ul> <p><b>Prepara tu portafolio</b></p> <ul style="list-style-type: none"> <li>• Cuaderno del escritor</li> <li>• Hablar y escuchar</li> <li>• Investigación/ Redacción creativa</li> <li>• Redacción creativa</li> <li>• Investigación</li> <li>• Dibujo</li> </ul> <p><b>Taller del escritor</b></p> <ul style="list-style-type: none"> <li>• La persuasión; Ensayo sobre problemas y soluciones</li> </ul> <p><b>A ver si puedo...</b>  Repaso de Colección 5</p>	<ul style="list-style-type: none"> <li>• Viajando por un mundo multilingüe</li> </ul>
6	<p><b>LECTURA</b>  de «Valle del Fuego» Alejandro Balaguer  de <i>Aydn</i> Jordi Sierra i Fabra  <b>A leer por tu cuenta:</b> «Romance sonámbulo» Federico García Lorca  <b>Estrategias para leer</b>  Hacer un resumen  <b>Elementos de literatura</b>  La novella</p> <p><b>COMUNICACION</b>  <b>Así se dice</b></p> <ul style="list-style-type: none"> <li>• Para expresar semejanzas y diferencias</li> <li>• Para combinar frases</li> <li>• Para evaluar un trabajo escrito</li> <li>• Para reflexionar sobre un trabajo escrito</li> </ul> <p><b>Vocabulario</b></p> <ul style="list-style-type: none"> <li>• Los cognados</li> </ul> <p><b>Gramática</b></p> <ul style="list-style-type: none"> <li>• El infinitivo; el gerundio; las preposiciones</li> </ul> <p><b>Comparación y contraste</b></p> <ul style="list-style-type: none"> <li>• Los gerundios, los infinitivos y las preposiciones en español e inglés</li> </ul> <p><b>ESCRITURA</b>  <b>Ortografía</b></p> <ul style="list-style-type: none"> <li>• Letra y sonido: Los sonidos /r/ y /rr/</li> <li>• Los diptongos y los hiatos</li> </ul> <p><b>Prepara tu portafolio</b></p> <ul style="list-style-type: none"> <li>• Cuaderno del escritor</li> <li>• Redacción creativa</li> <li>• Investigación</li> <li>• Hablar y escuchar</li> </ul> <p><b>Taller del escritor</b></p> <ul style="list-style-type: none"> <li>• La exposición</li> </ul> <p><b>A ver si puedo...</b>  Repaso de Colección 6</p>	<p><b>Cultura y lengua: Perú</b></p> <ul style="list-style-type: none"> <li>• La historia y política de Perú</li> <li>• La gente de Perú</li> <li>• El cultivo de la papa</li> <li>• Paredes antiguas</li> <li>• Grupos indígenas</li> <li>• Modismos y regionalismos</li> </ul> <p><b>Panorama cultural</b></p> <ul style="list-style-type: none"> <li>• ¿Hay algún lugar que se haya grabado en tu memoria, ya sea por su belleza o por el significado que haya tenido para ti?</li> </ul> <p><b>Comunidad y oficio</b></p> <ul style="list-style-type: none"> <li>• El español en los medios de comunicación</li> </ul>

## 145. Texts & Supplemental Instructional Materials

¡Ven conmigo!, Nuevas Vistas, Holt, Rinehart and Winston, 2004

- Online Spanish resources
- Resources from other text books

**146. Key Assignments**

<b>Assignment</b>	<b>Activity</b>	<b>Objective</b>
Field-trip to San Francisco’s celebration of Day of the Dead	Students observe and participate in festivities. Later, students reflect on their experiences.	To understand and experience the traditions surrounding the holiday. To gain cultural sensitivity.
Oral presentations	Students present various topics related to each chapter topic	To use simple discourse in a series of coherent paragraphs when speaking
Interdisciplinary Field trip	Identify vocabulary necessary to participate in other subject areas as a Spanish speaker.	To be able to understand and report most key ideas and some supporting detail when reading and listening.
Final Oral Project	Write and participate in 3 different skits using functions from 3 different chapters	To use the Spanish language in contextual settings

**147. Instructional Methods and/or Strategies**

- 29) Warm-up exercises (written and verbal exercises)
- 30) Pair Activities (such as information gap activities, communicative activities, games, interviews)
- 31) Games (to reinforce grammar or vocabulary)
- 32) Songs (singing and cloze activities)
- 33) Skits and role playing
- 34) Grammar and vocabulary exercises
- 35) Reading Activities
- 36) Listening Activities
- 37) Debate key ideas and topics in the Spanish language
- 38) Textbook Movie Clips- in Spanish and directly correlate to grammar and culture being studied

**148. Assessment Methods and/or Tools**

<b>Assignment Assessed</b>	<b>Percentage of Total Grade</b>
Participation	10%
Work Towards Mastery (homework, classwork)	30%
Demonstration of Mastery (quizzes, tests, projects)	60%





<p>28. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>29. Pre-Requisites</p> <p>None</p>
<p>30. Co-Requisites</p> <p>None</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>149. Brief Course Description</p> <p>This course is designed to give students that have had little or no art experience an introduction to the media, processes, and history of art. Through hands-on projects, students will be introduced to the Elements of Art, the Principles of Design, and the basic skills needed to visually communicate emotions and ideas. This curriculum will also serve as a foundation for understanding the role of art and aesthetics in various cultures and societies.</p>

## B. COURSE CONTENT

Please refer to instructions

- 150. Course Goals and/or Major Student Outcomes
- 151. Course Objectives
- 152. Course Outline
- 153. Texts & Supplemental Instructional Materials
- 154. Key Assignments
- 155. Instructional Methods and/or Strategies
- 156. Assessment Methods and/or Tools

## C. HONORS COURSES ONLY

Please refer to instructions

- 157. Indicate how this honors course is different from the standard course.

## D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

- 158. Context for Course (optional)
- 159. History of Course Development (optional)



<p>29. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>30. Pre-Requisites</p> <p>Intro to the Visual Arts</p>
<p>31. Co-Requisites</p> <p>None</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>160. Brief Course Description</p> <p>This course is designed to give students that have had little or no art experience an introduction to the media, processes, and history of art. Through hands-on projects, students will be introduced to the Elements of Art, the Principles of Design, and the basic skills needed to visually communicate emotions and ideas. This curriculum will also serve as a foundation for understanding the role of art and aesthetics in various cultures and societies.</p>

## B. COURSE CONTENT

Please refer to instructions

- 161. Course Goals and/or Major Student Outcomes
- 162. Course Objectives
- 163. Course Outline
- 164. Texts & Supplemental Instructional Materials
- 165. Key Assignments
- 166. Instructional Methods and/or Strategies
- 167. Assessment Methods and/or Tools

## C. HONORS COURSES ONLY

Please refer to instructions

- 168. Indicate how this honors course is different from the standard course.

## D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

- 169. Context for Course (optional)
- 170. History of Course Development (optional)



<p>30. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>31. Pre-Requisites</p> <p>Intro to the Visual Arts</p>
<p>32. Co-Requisites</p> <p>None</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>171. Brief Course Description</p> <p>This course is designed to give students that have had little or no art experience an introduction to the media, processes, and history of art. Through hands-on projects, students will be introduced to the Elements of Art, the Principles of Design, and the basic skills needed to visually communicate emotions and ideas. This curriculum will also serve as a foundation for understanding the role of art and aesthetics in various cultures and societies.</p>

**B. COURSE CONTENT**

Please refer to instructions

**INTERMEDIATE VISUAL ART**

**COURSE DESCRIPTION**

This course is designed to give students that have had an introduction to the visual arts a greater depth of understanding and an opportunity to become more adept at using a variety of artistic media. The curriculum will widen the breadth of art historical and cultural topics that the students are familiar with. Through hands-on projects, students will become comfortable using the Elements of Art and Principles of Design to visually communicate ideas with personal, social and cultural subject matter.

**PREREQUISITES**

Beginning Art or comparable art skills and knowledge

**COURSE GOALS**

Learn to analyze and interpret his or her own work and the work of other artists through the language of the visual arts.

Acquire an understanding of the role of visual arts in culture and human history

Develop advanced artistic skills in a variety of visual arts media and technical processes

Develop the necessary artistic skills and sensitivity to communicate ideas and emotions through a variety of media.

**COURSE OBJECTIVES**

**Artistic Perception**

VPA Proficient	Course Objective	Sample tasks providing some evidence
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Content Standard		of meeting standards:
1.1, 1.5	Discuss the appearance of color, positive and negative space, texture, line, shapes and forms, and value in images and the environment.	Students create works of art in which they emphasize a different Element of art in each assignment.
1.2, 1.3, 1.4, 1.5, 1.6	Understand how the Elements of Art and Principles of Design are used to convey meaning in famous works of art	After looking at master works for examples, students emulate a particular use of line, color, and composition to express a mood or emotion.
1.5, 1.6	Understand the benefits and drawbacks of using a particular media to communicate information	Students look at master works in different media, as create their own work with paint, pencil, scratchboard, fabric, printmaking, clay, wire, digital media an more.

### Creative Expression

VPA Proficient Content Standard	Students will be able to:	Sample tasks providing some evidence of meeting standards:
2.2, 2.4	Refine observational drawing skills to the point at which drawing becomes a useful tool for expression.	Frequent sketchbook work from small still lifes, which are later used in larger projects
2.1, 2.2, 2.3, 2.5	Understand the importance of process, rough drafts and editing in creating an expressive composition with both traditional and digital materials.	Students work on multiple projects in which several rough compositions are created and edited to find most expressive for a given subject matter
2.1, 2.5, 2.6	Communicate ideas or emotions that have personal significance, as well as an interpersonal or social significance.	Students work on projects where subject matter is the primary focus, and Principles of Design and Elements of Art are used to communicate ideas on said subject matter.

### Historical and Cultural Context

VPA Proficient Content Standard	Students will be able to:	Sample tasks providing some evidence of meeting standards:
3.1, 3.3, 3.4	Identify and recreate techniques and aesthetics of various cultures	Students use culturally specific drawing, fabric dying, and textile construction techniques to create their own work
3.2, 3.3	Understand the effects of new media (particularly digital media) on art making.	Students study the impact of mechanical reproduction as well as digital art making through silkscreen, Photoshop, and other projects.
3.4,	Recognize artistic techniques used in contemporary popular culture	Students create a project that focuses on stylization and its use in advertising

### Aesthetic Valuing

VPA Proficient Content Standard	Students will be able to:	Sample tasks providing some evidence of meeting standards:
4.1, 4.2	Understand how traditional styles, techniques and aesthetics are used today for different purposes and how they can be used to express new ideas.	Students study and work with culturally traditional textile techniques to make personalized works of art
4.3, 4.4, 4.5	Develop an artistic or aesthetic sensibility, with which the progress or	Students work on several versions of drafts for images, choosing the most

	success of one's work can be determined	successful few, refining them, and repeating the process until they arrive at what they and the instructor feel is a successful work. Also, students engage in peer critiques.
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### Connections, Relationships, Applications

VPA Proficient Content Standard	Students will be able to:	Sample tasks providing some evidence of meeting standards:
5.1, 5.2	Use their art skills to address other aspects of their lives in a concentrated and comprehensive manner	Students develop and write about a theme which they have some academic, extra-curricular or personal interest in, which they then pursue through art projects.
5.3, 5.4	Consider the importance and complicated workings of the contemporary art world	Students explore the art world through field trips and exploration of galleries or museums

### COURSE OUTLINE

#### I. Drawing

- A. Stipple Technique
  - 1. Use of materials
  - 2. "Drawing What You See"
  - 3. Line
  - 4. Value
- B. Stylization Technique
  - 1. Using Positive and Negative Space
  - 2. Simplifying
  - 3. Cropping
- C. Scratchboard Technique
  - 1. Use of materials
  - 2. Texture
- D. Colored Pencil Technique
  - 1. Use of materials
  - 2. Review of color wheel
  - 3. Tints and Shades for value
  - 4. Color to show emotion or mood in subject matter
- E. Composition Exploration
  - 1. Balance
  - 2. Emphasis
  - 3. Variety
  - 4. Composition to express mood or idea in subject matter

#### II. Painting

- A. Expressive Color Exploration
  - 1. Use of Materials
  - 2. Advanced color mixing
  - 3. Developing aesthetic sense of color combinations
  - 4. Warm and cool colors to show depth and form
  - 5. The Expressionists', Post-Impressionists' and contemporary expressive color use
    - a. Van Gogh
    - b. Gauguin
    - c. Marc
    - d. Matisse
    - e. Warhol
    - f. Weeks

### III. Printmaking

- A. Monotype Technique
  - 1. Materials and history
  - 2. Line
  - 3. Color
  - 4. Composition
    - a. Pattern
    - b. Repetition
    - c. Balance
    - d. Contrast/Variety
    - e. Unity
    - f. Movement

### IV. 3-D Design

- A. Creating a Theme
  - 1. Personal importance
  - 2. Scope
- B. Clay Technique
  - 1. Hand-building
  - 2. Coil Construction
  - 3. Slab Construction
  - 4. Composition
    - a. Unity
    - b. Rhythm
    - c.. Repetition
- C. Wire Sculpting Technique
  - 1. Materials
  - 2. Scale
  - 3. Figure Ground
- D. Open Sculpture – environment or living space
  - 1. Material Use
  - 2. Composition
    - a. Contrast
    - b. Variety
    - c. Balance

### V. 2-D Design

- A. Textile Design
  - 1. Japanese Shibori
    - a. History
    - b. Clamp resist technique
  - 2. Silkscreen
    - a. History
  - 3. Other techniques
    - a. Resist discharge with thicken bleach
    - b. Photocopy
    - c. Embroidery
  - 4. Collage Technique
  - 5. Principles of Design
    - a. Balance
    - b. Emphasis
    - c. Unity
    - d. Rhythm
    - e. Movement
    - f. Scale
    - g. Contrast

### VI. Digital Arts

- A. Photoshop Technique
  - 1. Tools
    - a. Lasso tool



- b. Magic Wand tool
- c. Resolution
- d. Layers
- 2. History and Influences
  - a. Diane Fenster
  - b. Shimon Attie
  - c. Robert Rauschenberg
  - d. Technical development history
- 3. Personal Subject Matter

## **VII. Portfolio Development**

- A. Subject Matter
  - 1. How to develop ideas
  - 2. Choosing a theme
- B. Critiquing
  - 1. Self critique skills as part of working independently
  - 2. Constructive peer critique skills

## **VIII. Art Museum Field Trip**

- A. Workings of Museums and Galleries
- B. Museum Jobs
- C. In depth learning of showing artist

## **KEY ASSIGNMENTS**

### **I. Drawing:**

- A. Stipple Still Life (Pen and Ink)
- B. Black and White Stylization Design (Cut Paper)
  - 1. 12 Compositional Sketches for Stylization Design
  - 2. 6 Further Developed Sketches for Stylization Design
- C. Texture Drawing (Scratchboard / from photos)
- D. “Interpersonal Situations” (Colored Pencil / w Mannequins)
  - 1. 8 Compositional Sketches

### **II. Painting**

- A. 50 Colors Grid (Acrylics)
- B. Expressive Self-Portrait (Acrylics)

### **III. Print Making**

- A. Monotone Monotype
- B. Multi-color Monotype
- C. Lino-cut Block Print
- D. Reduction Lino Print

### **IV. 3-D Design**

- A. Clay Vessel
- B. Wire Sculpture
- C. Open-Sculpture Environment

### **V. 2-D Design**

- A. Textile Collage

### **VI. Digital Arts**

- A. Photoshop Mural Project
- B. Written work on personal importance of subject matter (2 pg)

## **VII. Portfolio Development**

- A. Acrylic Painting
- B. Painting on a Theme

C. Written work on expressing themes in art (2 pg)

**INSTRUCTIONAL METHODS**

Lectures  
Project-based learning  
Peer critique

**ASSESSMENT METHODS**

Each project has several project goals, which are given to the students when the project is assigned. For example, the goals for one drawing project are:

- 1) Use of tints and shades to show depth
- 2) Balanced composition
- 3) Dynamic Composition, shows variety
- 4) Subject matter shows personal or interpersonal conflict
- 5) 8 preliminary “thumbnail” sketches
- 6) Effort

How well each goal is met – along with a final “effort” grade – is taken into consideration when grading. On written assignments, students are graded primarily on how well they have addressed the prompt, with a small part of the grade depending on grammar and structure.

A class participation grade (including constant work in class and involvement in peer critiques) makes up 10% of the final grade. The rest of the grade is dependent on the project grades. More time-consuming, in depth projects make up a greater percentage of the final grade.

**C. HONORS COURSES ONLY**

Please refer to instructions

**172. Indicate how this honors course is different from the standard course.**

**D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

**173. Context for Course (optional)**

**174. History of Course Development (optional)**



<p>31. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>32. Pre-Requisites</p> <p>A desire to learn basic artistic means of expression in music, theater and dance</p>
<p>33. Co-Requisites</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p><b>175. Brief Course Description</b></p> <p>Students will be introduced to the musical theater genre through an active, participatory experience. This course is a two-semester class. Students are engaged in an intensive intercession for two separate months: January and mid-May-mid-June. Students take three classes each day (1 ¾ hour each); one each in dance, drama and music. Each class will consist of active participation in the discipline, class lectures on history/styles and written assignments. Homework will include research projects, study of given material, and memorization of scripts, routines and music. This class will meet the VAPA graduation requirements as well as the VAPA requirement for admission for the CSU and UC systems.</p>

## B. COURSE CONTENT

Please refer to instructions

### 176. Course Goals and/or Major Student Outcomes

- Students will obtain a solid foundation in the fundamentals of music, dance and drama, specifically pertaining to the musical theatre genre.
- Students will acquire specific skills that will allow them to communicate in all three disciplines.
- Students will integrate simultaneously the common concepts of each discipline.

## 21. Course Objectives

### Artistic Perception Objectives

*Dance:* To develop muscle strength, tone and flexibility as well as find the correct alignment for proper dance movements.

To be able to understand, recall and perform movement combinations.

*Drama:* To understand and practice proper mental preparation for acting, good stage movement, appropriate stage voice, and character development in scene work and execute simple improvisations

To know the vocabulary of drama, such as *character, diction, projection*, etc.

*Music:* To acquire the basic tools of vocal technique such as breathing, resonance, diction, differences between head and chest tones, differences between classical and belting styles

To understand the basics of music notation and reading

To know the vocabulary of music, such as dynamics, phrasing, voice types

### **Creative Expression Objectives**

*Dance:* To use known dance skills to create dance combinations

To improvise short dances that utilize established dance styles

*Drama:* Create and develop original and scripted scenes cooperatively

Use improvisational skills to fully develop original and scripted characters

*Music:* Sing music of different styles, including Italian art songs as well as current musical theater music

Express emotion in the song

Demonstrate dynamic range in singing

### **Historical and Cultural Context Objectives**

*Dance:* To understand and be able to discuss several styles of dance, their origins, costumes and cultural influences

To learn at least three dances representing different styles (Chinese folk dance, Celtic, Latin, etc.)

*Drama:* To understand and describe differences in style between classic and modern plays

To perform short scenes that represent different plays from different regions of our country

*Music:* To know major music theater composers and shows

To be able to identify the period (classical to contemporary) of individual choral selections

To perform songs from at least two different styles of music

### **Aesthetic Valuing Objectives**

*Dance:* To know at least five dramatic functions of dance in musical theater

To make judgments about the proper dance style for specific musicals

Evaluate performers seen in videotapes of various dance companies

*Drama:* Make, execute, and maintain specific character choices appropriate to the given scene

Critique scenes by other class members

*Music:* Evaluate what is “good” singing and what makes a good performance

Listen to and analyze aural examples and make informal critical evaluation of the quality of the performance

### **Connections, Relationships, Applications Objectives**

Gain an understanding of the physiology and anatomy involved in dance movements, proper breathing and posture for singing and acting

Understand common concepts of rhythm and form found in music, drama and dance

Relate the attitudes necessary for performance in each discipline

## **22. Course Outline**

### **Dance:**

1) Work on Technique

Warm-up, on the floor and standing

Stretching and flexibility exercises

2) Elements of ballet, jazz and modern dance, Latin and Caribbean, Celtic, popular and ethnic dances

Center work

Across the floor

3) Use creative dance skills

Create dance combinations

Learn specific dances from selected Broadway shows

4) Watch videos of dancers: Gene Kelly, Fred Astaire, Ann Miller, Sammy Davis Jr. Mikhail Baryshnikov, Gregory Hines, etc.

5) Study the work of major choreographers such as Fosse, Marge and Gower Champion, Alvin Ailey, Paul Taylor

### **Drama:**

1) Theater Games that develop

a. Trust

b. Relaxation

c. A Playful Attitude

d. Discipline

e. Criticism

2) Discussion: “What is Acting”

a. Outside-in vs. inside-out approach

b. Musical Theater acting

c.

- 3) Stage Movement
  - a. A. Parts of the stage and directions
  - b. Cheating out
  - c. Decided movements/bodies
- 4) Stage Voice
  - a. Breath Control
  - b. Diction
  - c. Projection
- 5) C.R.O.W.
  - a. Character
  - b. Relationship
  - c. Objective
  - d. Where?
- 6) Improvisation
- 7) Scene Work

**Music:**

- 1) Vocal Technique
  - a. Posture
  - b. Breathing
  - c. Warm-ups and vocalizes
  - d. Resonance and placement
  - e. Diction, articulation, and vowel choices
  - f. Difference between head, chest, and belting
  - g. Voice types and classification
- 2) Basic Music Theory
  - a. Fundamentals of music notation and reading (repeat sign, clef signs, rhythmic notation, Italian terms)
  - b. Music vocabulary (crescendo, diminuendo, ritardando, fermata, librettist, composer, melody, harmony, form, diaphragm, support, soft palette, forte, piano)
  - c. Rhythm
- 3) Artistry and Interpretation
  - a. Choral singing: Basics of blending and harmony
  - b. Dynamics
  - c. Phrasing
  - d. Analysis of form and meaning
  - e. Expression of emotion – acting the song
- 4) History and Evaluation
  - a. Composers of Musical Theater
  - b. Major shows
  - c. Evaluation of what makes a successful performance
- 5) Performance: Practical Application of Skills
  - a. Solo Italian Arias
  - b. Selected songs from Broadway musical shows

**22. Texts & Supplemental Instructional Materials**

**Texts:**

McLamore, *Musical Theater: An Appreciation*. New Jersey: Prentice-Hall, 2005

Kislan, Richard. *The Musical: A Look at the American Musical Theater*. New Jersey: Prentice-Hall, Revised 1995

**Supplemental Materials: DVDs and Video-recordings:**

*The Great American Songbook, Hosted by Michael Feinstein*: Warner Brothers, 2003

*M-G-M Presents "Showboat"*: Warner Brothers 1951

*Fosse, from Dance In America:* Distributed by Image Entertainment for WNET New York, 2001

*Mirisch Pictures present "West Side Story":* Metro Goldwyn Mayer, 1961

*The Rogers and Hammerstein Collection:* 20<sup>th</sup> Century Fox set includes *The Sound of Music*, *State Fair*, *South Pacific*, *Carousel*, *The King and I* and *Oklahoma!*

## 24. Key Assignments

- Practice and memorization of songs, dance and scene-work: Each semester, students will memorize at least five songs, three dances and one 5-minute scene from a major play.
- Writing: Students will keep a journal in which they will daily record new concepts, new vocabulary and their reflections about their work.
- Research: Students will individually and collectively learn the names of leading musicians, composers, dancers, choreographers, playwrights and actors. They will discover the meaning of the significant vocabulary of each discipline. This research will be through selected portions of the above-listed texts and the viewing of musicals on videotapes.
- Music: Perform an Italian aria for the class
- Drama and Dance: Work in a small group to create a short improvised piece for the class

## 25. Instructional Methods and/or Strategies

- The primary method of instruction is through teacher-directed example.
- Students will learn by doing: they will rehearse and perform every day.
- Students will demonstrate scene work, dances and musical numbers for each other to evaluate
- Students will watch videos of professional singers, dancers and actors in the musical theater

## 26. Assessment Methods and/or Tools

Assessment is by teacher evaluation and by written text. Students' grades are based on

50 % Participation and attitude

20 % Performance

20 % Final Written Exam

10 % Quizzes and Journal Entries

*Sample* questions on the written test:

Music: Name four musicals and tell who wrote them.

Contrast the styles of two (given) musicals.

Provide definitions for diaphragm, vocal line, melody, harmony, librettist, composer, solo, coda, da capo, ritardando, piano, forte, crescendo, diminuendo.

List 5 important "technique" things to do while singing.

Drama: What does G.O.T.E. stand for?

Name two ways you (as an actor) can get what you want from another character.

Briefly describe the five steps of the alignment technique developed by F. Matthias.

List the four components of voice.

Name 3 articulators and 2 resonators.

Name three major playwrights.

Dance: Name three of the 7 dramatic functions for dance in the musical.

Name and describe the 5 different elements that make up a dance.

Name three major choreographers.

Names and describe three different styles of dance.

Define: Time step, jump turn, bell kicks, split jump, barrel turn, leap turn, etc.

## **C. HONORS COURSES ONLY**

Please refer to instructions

177. Indicate how this honors course is different from the standard course.

## **D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

178. Context for Course (optional)  
179. History of Course Development (optional)





<p>32. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>33. Pre-Requisites</p> <p>None</p>
<p>34. Co-Requisites</p> <p>None</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p><b>180. COURSE DESCRIPTION</b></p> <p><b>This course is in an introduction to the art of filmmaking. This course focuses on the necessary skills to provide the student with a perceptual base leading to comprehension of visual artistic communication, creative expression, historical and cultural context(s); aesthetic valuing and connections, relations, and applications of the Motion Picture arts. Students will learn the equipment, techniques, technology and potential application in other subject areas and in careers. The elements, techniques, and styles serve as a foundation for each unit covered. Selected historical or cultural contexts will be applied with attention to analysis, interpretation, and relationship to student work as well as appreciation of motion picture works from other cultures and times.</b></p> <p>This Filmmaking course will meet the OUHSD VAPA graduation requirements as well as the VAPA requirements for admission at the CSU system.</p>

## B. COURSE CONTENT

Please refer to instructions

### 181. Course Goals and/or Major Student Outcome

- Gain artistic and technical knowledge in fundamental video production
- Demonstrate the ability to critique and asses professional, peer, and personal videos
- Develop a technical knowledge and vocabulary of film preproduction, production, and post production
- Complete preproduction, production, and postproduction on a cohesive narrative video

### 21. Course Objectives

**Standard I – Artistic Perception:** Processing, analyzing, and responding to sensory information through the language and skills unique to a given art.

Motion Picture descriptor: Students discover how to watch and respond to motion picture media by looking at elemental parts used to create the final product. They learn the purpose, effect, and terms for different elemental tools in motion picture production.

*Develop Perceptual Skills and Develop Motion Picture Vocabulary*

- 1.1 Recognize, analyze, and discuss story elements of a sample motion picture such as character, plot, catalytic action, twists, and climax.
- 1.2 Recognize, analyze, and discuss elemental methods used to illustrate the story such as the cinematography, camera work, pacing, sound, and soundtrack.

*Examine the Effects that Different Stylistic Approaches have on a work*

- 1.3 Research the “mis-en-scene” of a Director and how his stylistic use of specific elements change the mood of a film.
- 1.4 Research different directors who use similar methods to obtain different results.

#### Sample Evidence of meeting standards:

- Students articulates Aristotelian plot curve, including setting, catalytic action, rising action, climax, and

resolution for an original story. Applies to 1.1

- Students will identify and name different types of shots and discuss their purpose within a scene and within the greater work. Applies to 1.2
- Student researches the work of a director to better understand the elements affecting the mood and feeling of their work. Applies to 1.3
- The class will look at scenes that use similar elemental techniques to produce various effects. Applies to 1.4

**Standard II – Creative Expression:** Creating, performing, and participating in a given art.

Motion Picture descriptor: The students develop the technical skills and knowledge to realize their potential in filmmaking. With these tools they bring an original story to life effectively using every element to creatively and artistically illustrate the story.

*Expression, Story Development and Creative Use of the Medium*

- 2.1 Develop a coherent story and script with a catalytic action, climax and resolution.
- 2.2 Design a storyboard or shot list that uses shots appropriate to the desired tone of each scene.

*Skills, Process, Scheduling, and Equipment Control*

- 2.3 Plan and organize logistics of shooting each scene including, location, character, props, costumes, etc.
- 2.4 Creatively and efficiently use the camera, lighting, locations, costumes, props and other elements to shoot the raw footage.
- 2.5 Edit together footage, apply sound effects and a sound track so that the final product clearly communicates to the audience all of the subtle aspects of the story

Sample Evidence of meeting standards:

- The students' Final projects Applies to 2.1-2.5
- The Lumiere Projects Applies to 2.2-2.4
- The Editing Projects Applies to 2.5

**Standard III – Historical and Cultural Context:** Understanding historical contributions and cultural dimensions of a given art.

Motion Picture descriptor: The students look into the roll the motion picture has played in our culture since its invention and the ways in which it has evolved into the present day. They will also look at the shapes and styles it has taken in different cultures around the world today.

*Themes, Form, and Effects of Motion Pictures Throughout History*

- 3.1 Examine the stories behind and the significance of the some of the first films every made, by the Lumiere Brothers
- 3.2 Identify the different forms motion pictures have taken throughout history and how they have each affected the culture of the time.

*Themes, Form, and Effects of Motion Pictures in Modern Cultures*

- 3.3 Discuss the forms and effects motion pictures have had in modern culture.
- 3.4 Look at the film styles of Europe, Latin America, India, and East Asia noting style and subject matter differences form culture to culture.

Sample evidence of meeting standard:

- Students will do presentations on key historical players or in film history and the effect they had on the society of the time. Applies to 3.2
- Students will make their own short films in the same style of the Lumiere brothers. Applies to 3.1
- Students will watch, analyze, and compare and contrast different motion pictures from American modern culture to films of the past. Applies to 3.2, 3.3
- Students will watch analyze and discuss the styles and themes of Motion Pictures of other cultures. Applies to 3.4
- The class will examine the presence of motion picture media in today's culture specifically noting its use for advertising. Applies to 3.3

**Standard IV – Aesthetic Valuing:** Responding to, analyzing, and making critical assessments about works of a given art form.

**Motion Picture descriptor:** Students critically and analytically watch a motion picture, including their own, and assess its relevancy, meaning, and the effectiveness of the piece.

*Derive meaning and relevancy*

- 1.1 Watch a motion picture and assess a meaning and relevancy based on personal experience.
- 1.2 Examine and articulate how the meaning and relevancy might change considering the personal experience and socio-economic status of the filmmaker at the time of production.
- 1.3 Compare how historical films were received originally to how they are today, noting how current events, values, and modern culture effect point of view.

*Judge Effectiveness and Artistic Merit*

- 1.4 Judge a motion picture by looking at the elements used and articulate effectiveness using the vocabulary learned in class.
- 1.5 Watch their own films and make the same judgments.

Sample evidence of meeting standards:

- Students will look at their own films with the instructors, scrutinize every element, and judge their effectiveness within the context of the scene and within the work as a whole. They will also consider the meaning and relevancy their work has, and consider interpretations other viewers might have.

Applies to 1.2, 1.3, 1.5

- Students will critically analyze films and TV episodes deriving meaning from the work and judging its effectiveness in according to its use of motion picture elements. Applies to 1.1, 1.4
- The class will watch classic films and compare the meaning relevancy they personally derive and compare it to the significance it originally held. Applies to 1.3

**Standard V – Connections, Relationships, and Applications:** Connecting and applying what is learned in a given art for to learning in other art forms, subject areas and careers.

**Motion Picture descriptor:** Students develop a variety of skills such as communicating with peers and with the public, time and resource management, story telling, group cooperation, task delegation, and creative problem solving. They also gain an insight into how to create a project with a third party audience in mind.

*Applications and Life Skills*

- 5.1 Collaborate in a creative and logistically complicated group endeavor.
- 5.2 Communicate their ideas clearly and with sensitivity to other members of their group.
- 5.3 Communicate professionally and politely with the public.
- 5.4 Objectively distance themselves from their work, in order to look at it as an audience might.

*Career Related Applications*

- 5.5 Pitch an original short film to the class
- 5.6 Design an advertising campaign for a school event or club
- 5.7 Demonstrate an understanding of the duties of each job on a set.

Sample evidence of meeting standards:

- Students will successfully collaborate with a group of their peers to create a complicated and difficult project. Applies to 5.1-5.5, 5.7
- Students will need to communicate and cooperate with people when filming in a public space. Applies to 5.3
- Students will present a three commercial advertising campaign that includes storyboards and treatments. Applies to 5.6

## 22. Course Outline

Unit I – Movie making

- A. Idea
- B. Story
- C. Script
- D. Movie

1. Pre production planning

2. Production shooting
  3. Post Production editing
- E. Supporting the story

## Unit II - Camera Operation

- A. Proper care and handling
1. Disassemble and reassemble the camera efficiently. Know vulnerable spots on the camera.
  2. How to protect the camera in foreign environments
  3. Lenses Cleaning and Care
  4. Change the battery
  5. Inserting the Tape Properly
  6. Proper use of charger/AC adapter
  7. Know how to put camera into each different case
- B. Understanding cameras functions proper application
1. Zoom: 3 different methods of telephoto zoom
  2. Focus
    - a. True focus (critical sharpness)
    - b. Depth of field
    - c. Auto focus/manual focus/button location/push auto focus
  3. Exposure
    - a. Iris
    - b. ND Filter
    - c. Shutter speed (understand the effect on motion)
  4. White balance
  5. Manually read and set audio levels
  6. Aspect ratio: 16:9 vs. 4:3
  7. Frame mode vs. field mode (understand the effect on Motion)
- C. Tripod Operation (Hands on)
1. Application of plate on camera
  2. Full extension and compression
  3. Setting level on uneven ground

## Unit III- Framing

- A. Static Camera
1. Close Up
  2. Wide
  3. Medium
  4. Low/high Angle
- B. Moving Camera
1. Panning
  2. Tilting
  3. Dolly shot
  4. Crane
- C. Effect of framing on audience
- D. Use of different framing methods to further the story
- E. Styles
1. POV
  2. Hand Held
  3. Floating or Steady Cam

## Unit IV - Story telling

- A. Aristotle
1. Beginning, Middle, End
  2. Plot curve
    - a. Setting/introduction
    - b. Catalytic action-Introduction of change
    - c. Rising action, twists, etc
    - d. Climax
    - e. Resolution - What has changed
- B. Characters
1. Protagonist

2. Antagonist
3. Character introductions – Visual representation
4. Character change
  - a. Movies - a change should take place
  - b. TV - no change; a lesson learned
5. Audience empathy towards character
  - a. Filming to sympathize with a character
  - b. Underdog; against all odds

#### Unit V - Professional World of Film

- A. Different positions and their responsibilities
  1. Director
  2. Producer
  3. Cinematographer/Director of Photography
  4. Production Assistant
  5. Sound Designer
  6. Production Designer
  7. Set dresser
  8. Craft Services
- B. Green-lighting a project in the Studio system
  1. Agents
  2. Studios
  3. Producers/Executive Producers
  4. Pitching
  5. Treatment
  6. Green-lighting
- C. Working on a set
  1. Hierarchy
  2. Actors/Stars
  3. Production Assistant
  4. Unions
  5. “Camera, Speed, Sound, Rolling, Action!”

#### Unit VI – Lighting

- A. Standard 3-point lighting setup
- B. Soft Lighting mood
- C. Key light
- D. Filler
- E. Reflectors
- F. Diffusers
- G. Motivated vs. Unmotivated light source

#### Unit VII- Basic Lighting and lens Mechanics

- A. Light as a particle wave
- B. Human interpretation of reflected light
- D. Lens Mechanics
- E. Critical Sharpness/Depth of field
- F. Aperture (fast vs. slow lens)
- G. Lens length

#### Unit VIII – Sound

- A. Appropriate sound for the movie
- B. Post production sound editing
  1. Automated Dialogue Replacement
  2. Sound Effects
- C. Sound effect source
  1. Synthesized
  2. Altered natural sounds
    - a. Environmental Sound Recording
    - b. Folly artist

## Unit IX – Music

- A. Use of music to further narrative
- B. Effect on mood
- C. Temp track
  - 1. Fading in and out
  - 2. Editing to music
- D. Composing

## Unit X – Non-linear Editing

- A. Basic Manipulating and Non-Linear Comprehension
- B. Dialogue scene
  - 1. Manipulating time
  - 2. Overlapping sound
- C. Action scene
  - 1. Cutting on action
  - 2. Sound FX-replacing something you do not see
- E. Power of Juxtaposition
  - 1. Association
  - 2. Propaganda
- F. Editing Technicalities
  - 1. Starting a New Project
    - a. Creating folder
    - b. Save project file
    - c. Set Scratch Disks
    - d. Connect camera to computer (including recognizing firewire)
    - e. Name Clips
    - f. Capturing
  - 2. Editing
    - a. Set Scratch Disks
    - b. Use Arrow, Track forward, Blade, and pen tool with shortcuts
    - c. Trimming clips, in & out points, blade tool, Dragging clips
    - d. Toggle Clip overlays-rubber bands
    - e. Separate video and Audio
    - f. Add video and audio transitions
    - g. Add video and audio filters
    - h. Make still frames
    - i. Insert titles (title safe)
    - j. Add video filters
    - k. Alter clip speed
    - l. Insert/Delete tracks
    - m. Rendering
    - n. Reconnect Media
    - o. Snapping
    - p. Enlarge and shrink time line
    - q. Change size of Canvas-fit to window, 50%, etc.
  - 3. Print to Video
    - a. Connect camera - computer must recognize firewire
    - b. Leader, media, and trailer settings
    - c. Automatically start recording

## Unit XI - Film History

- A. Leland Stanford
- B. Lumiere Brothers
  - 1. Style of shots
  - 2. Subject matter
- C. Invention of Special effects
- D. Invention of Video
- E. Computer Graphics
- E. Motion Picture Media today
  - 1. Subjects/content presented today
  - 2. Blockbusters

3. Independent movies
4. TV
5. Internet

#### Unit XII – Types of Motion Pictures

- A. Narrative genres
  1. Romance
  2. Horror
  3. Film Noir
  4. Action
  5. Comedy
- B. Documentaries
- C. News Reporting
- D. Propaganda
- E. Advertising
- F. The power of images
- G. Control Room the Movie

#### Unit XIII - Project planning

- A. Inspiration
  1. Objects, books, music, pictures
  2. Props, costumes
- H. Story line, plot curve
- I. Treatment
- E. Script
- F. Pitch
- G. Storyboards
- H. Scene list- locations, props, actors, costumes
- I. Shooting techniques
  1. Set-ups vs. shots
  2. Creative Resource Management

#### Unit XIV - Motion picture production

- A. Directing the Camera
  1. Identifying scene focal point
  2. Improvisation based upon location
  3. Visual clarity for audience
  4. Using motion to heighten actor emotion
  5. Mis-en-Scene
- B. Directing the actor
  1. Avoiding line readings
  2. “Tricking” a good performance
  3. Rehearsal Techniques
  4. Emotional connections
  5. Motivation
- C. Working within a schedule
  1. Compromises
  2. Using the schedule as a tool

#### Unit XV - Project evaluation

- A. Audience investment in story
- B. Music add or take away?
- C. Character Empathy?
- D. Identifying Aristotelian plot curve
- E. Final Editing

## 23. Texts & Supplemental Instructional Materials



**TEXT BOOKS:**

Directing: Film Techniques And Aesthetics, By Michael Rabiger

Film: An International History of the Medium, By Robert Sklara

Story Sense, By Paul Lucey

**MATERIALS:****Screening Material:**

*The Lumiere Films*

*Trip to the Moon*

*Baraka*

*The Simpson's*

*Control Room*

**24. Instructional Methods and/or Strategies**

- Small group and private instruction
- Teacher Student Editing Meetings
- Lectures, Group and individual camera/editing time
- Hands-On learning with camera's and editing
- Peer mentoring and critique of individual projects and ideas
- Independent discovery in the filmmaking process
- We create a safe environment for learning and experimentation

As teaching mentors we aim to provide our students with hands-on experiences and guidance in developing our greatest gift-the imagination. Instructors facilitate the learning experience through visual aids, various creative workshops, and helping students explore their ability to create a world through the technical manipulation of images. We aim to inspire each student to become a critical thinker of the media they are presented with and to learn to enjoy communicating through a visual medium. Ultimately, we focus on providing new skills in communicating, group cooperation, improvisation, and problem solving skills.

**25. Assessment Methods and/or Tools**

Student will be graded on the following:

- Technical ability and improvement
- Class Participation – 10%
- Group Project – 60%
- 2 shooting exercises - 10%
- Attendance – 10%
- Homework- Narrative creation, storyboarding, inspiration project, class presentations – 10%

## C. HONORS COURSES ONLY

Please refer to instructions

**26. Indicate how this honors course is different from the standard course.**

## D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

**27. Context for Course (optional)**

**28. History of Course Development (optional)**



<p>33. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>34. Pre-Requisites</p> <p>None</p>
<p>35. Co-Requisites</p> <p>None</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p><b>182. Brief Course Description</b></p> <p>The Black and White photography program provides students with the opportunity to advance their knowledge of photography and themselves using 35 mm black &amp; white photography. Students learn life-long skills in all major areas of 35mm image making, including manual and auto-focus cameras, film, exposure settings, lighting and basic composition. Instructors provide step-by-step instruction on how to develop and enlarge their own black &amp; white film and photographs in the darkroom, while working with students to develop their creative vision. In addition to basic camera and darkroom education, students receive comprehensive instruction in darkroom editing, peer critiquing, and lighting. Students will display their work in an end-of-session photography showcase.</p>

## B. COURSE CONTENT

Please refer to instructions

### 183. Course Goals and/or Major Student Outcomes

- Gain artistic knowledge, perception and technical skills in Black and White 35mm photography.
- Demonstrate the ability to critique and assess professional, peer and personal photographic works.
- Acquire a technical working knowledge of manual & automatic cameras and black & white films and darkroom processes.

### 184. Course Objectives

**Standard I – Artistic Perception:** Processing, analyzing and responding to sensory information through the language and skills unique to arts.

Photography Descriptor: Students discover how to create and respond to photographic art by looking at professional, peer and personal exhibitions. They learn the purpose, effect and terms for different elements of the photographic process.

*Develop Perceptual Skills and Photographic Vocabulary*

- 1.1 Recognize, analyze and discuss elements of professional photographic exhibitions such as display format, composition, artist’s voice and viewer presence.
- 1.2 Recognize, analyze and discuss elements of technical processes in exhibitions, and during lab time.

*Analyze Art Elements and Principles of Design*

- 1.2 Research a famous photographer and present the artist, images, exhibitions, and role of the work in the art world.
- 1.3 Analyze the materials used, presentation, and style of photographic exhibitions.

#### Sample Evidence of meeting standards:

- Students will visit fine art museums and galleries in the area and will discuss and complete worksheets about the photographic exhibits they visit.
- Students will also take part in 4+ artistic critiques in which they will analyze and respond to professional, peer and personal photographic exhibitions.

- Students will analyze different artists and their works using their knowledge of photography and photographic vocabulary.

**Standard II – Creative Expression:** Creating, performing, and participating in a given art.

Photography Descriptor: Students develop their technical skills and knowledge to realize their potential in the art of Photography. Students use their technical skills and discovery to create original works of art encompassing the many different technical and creative avenues of expression.

*Skills, Processes, Materials, and Tools*

- 2.1 Develop and refine skills in 35 mm film image making and manual and auto-focus cameras.
- 2.2 Develop and refine skills in 35mm film processing and enlarging.
- 2.3 Experiment with different styles of darkroom manipulation.

*Communication and Expression through original works of Art*

- 2.4 Create original works of art using the skills learned in camera manipulation.
- 2.5 Create an original work of art using various printing processes.
- 2.6 Create an original work documenting a compelling subject.

**Sample evidence of meeting standard:**

- The students’ final photography projects will be showcased in monthly recitals open to the public. One end-of-year recital will showcase all their work and accomplishments to the school, family, friends and the public.
- Students will complete 4 projects of original work to be critiqued and discussed by their mentors and peers in a studio environment to demonstrate their abilities in artistic critique and creative expression.

**Standard III – Historical and Cultural Context:** Understanding historical contributions and cultural dimensions of a given art.

Photography Descriptor: Students investigate the role of photography in art and documentation of historical events. They will also look into photography’s role in culture throughout time.

*Role and Development of the Visual Arts*

- 3.1 Identify and discuss the changes of the photographic processes over time.
- 3.2 Identify and discuss the role of photography throughout history in the arts and in society.
- 3.3 Discuss how issues of time, place, cultural and political influences are reflected in works of art and photography in general.

*Film and documentary discovery*

- 3.4 Identify and discuss the different forms of photography and how they are used in films, documentaries, and in developing and studying cultures.
- 3.5 Discuss the role that photography and image recording plays in cross cultural exploration and research.

**Sample evidence of meeting standard:**

- Students will visit 2+ museums and photography exhibits, complete a worksheet about the exhibits, and later compare, contrast and critique the exhibits with their mentors and peers to understand the cultural and historical context of the work.
- The first exhibit showcases photography throughout history from the daguerreotype to digital photography and many different famous photographers. The exhibit is discussed at the museum and in class the following day.
- Students will watch film documentaries covering the role of photography in different cultures and countries across the globe. Students also discuss the role of photographs in important historical events.
- Students will discuss the role of photography in their exploration of different cultures and previously unknown places and people.

**Standard IV – Aesthetic Valuing:** Responding to, analyzing, and making critical assessments about works of a given art form.

Photography Descriptor: Students critically and analytically discuss professional photographic exhibitions in museums, their own work, and the work of their peers to assess the meaning, relevance and effectiveness of the work.

*Derive Meaning*

- 4.1 Analyze and discuss professional photographic exhibitions in fine arts museums
- 4.2 Analyze and discuss peer photographic exhibitions in class
- 4.3 Analyze and discuss personal photographic projects with mentors and peers

*Make Informed Judgments*

- 4.4 Critically analyze all student projects in the end-of-year photography showcase.
- 4.5 Complete worksheets about photographic exhibitions that are visited during class
- 4.6 Compare the works of different professional photographers and compare and contrast the different photographers, their medium choice, subject, and display format.

**Sample evidence of meeting standard:**

- Student’s creative projects will be displayed, analyzed and critiqued throughout class and during critique periods. In doing so, students gain personal insight into their work and creative expression while experiencing the creative process independently and with peer guidance and support.
- Students meet with teachers one-on-one to analyze and plan the progression of their work and creative ideas. Students also use class time to discuss their projects and ideas with their peers.
- Students visit 2+ museum/gallery exhibitions of photographic works to be discussed and critiqued in class.

**Standard V – Connections, Relationships, and Applications:** Connecting and applying what is learned in a given art form to learning in other art forms, subject areas and careers.

Photographic Descriptor: Students develop skills to communicate photographically with mentors, peers, and the public. Students learn life-transferable skills such as time-management, self supervision, project planning, and creative problem solving.

*Connections and Applications*

- 5.1 Watch different films to discuss the technical aspects of the cinematography or use of documentary.
- 5.2 Compare and contrast the role of painting vs. photography historically.
- 5.3 Create a documentary photographic exhibition of student lives and environment.

*Careers and Career-Related Skills*

- 5.4 Lecture and research on careers in photography
- 5.5 Lecture by professional photographer

**Sample evidence of meeting standard:**

- Students will watch and discuss documentaries and films on photography with their mentors and peers.
- Students will gain exposure to and research different types of photography and photographers and their role in culture and the art world.
- Students will create a ‘compelling subject’ documentary project in which they document their lives, culture, and surroundings and communicate their vision and perception using the photographic process.

## 185. Course Outline

Unit I – Introduction to 35mm image making

1. Introduction to class format and learning environment
2. Discussion of the participation and technical grading rubric
3. Material Check
4. Introduction to the camera and photographic vocabulary
  - a. Lenses, focal lengths, lens use, the camera, loading film

- b. Films, film speed, light, choosing a film
  - c. Shutter, motion, conveying motion
  - d. Aperture, depth of field, light
  - e. Metering, initial exposure, equivalent exposure, focusing, camera vs. handheld meters.
5. What is Photography?
- a. Visit Historical Photography Exhibit
  - b. Introduction to the history of the photographic process
  - c. Photography as an objective view of reality
  - d. Photography as an art; subjectivity in photography
  - e. Photography as personal expression
  - f. Photography vs. other art forms
  - g. Photojournalism vs. art

#### Unit II - Introduction to the Darkroom

6. The Photography Lab
- a. Wet side, dry side, processing room, editing and light table
  - b. Safety, Set-up & Clean up care and procedures, Film cleaning and care procedures
  - c. Lights, paper, chemicals, enlarger, timer, processing canisters, sink, trays, grain enlargers, lenses, easels
  - d. Processing/developing, film troubleshooting, rinsing, drying
  - e. Contact sheets, test strips
  - f. Enlarging, filters, print troubleshooting, density, contrast, light, cropping, burning, dodging, painting with developer
7. Introduction to different types of photography and famous photographers
- a. Types/styles of photography
  - b. Nature Photography and examples
  - c. Portrait Photography and examples
  - d. Travel/Cultural Photography and examples
  - e. Abstract Photography and examples
  - f. Documentary photography and examples
  - g. Commercial Photography
8. Seeing Photographs
- a. Content, framing, background information
  - b. Perception, composition, photographer's presence, balance
  - c. Choosing contrast, density, and composition to communicate a message
  - d. Project assessment and critique by peers, mentors, and the public

#### Unit III – Shooting and Project Development

9. Technical development
- a. Composition exercise
  - b. Depth of Field and Motion Experimentation
  - c. Artificial vs. natural light
  - d. Flash Photography
  - e. Creative Metering
10. Finding Inspiration
- a. Personal Favorites Presentation
  - b. Artist Presentation
  - c. Museum Visit
11. Offsite Shooting
- a. Nature photography
    - i. Huddart Park
    - ii. Bayfront Park
  - b. Culture and Photography on the Run
    - i. San Francisco
    - ii. Menlo Park
    - iii. Stanford
  - c. Abstract Photography
    - i. San Francisco

#### Unit IV – Artistic Development

12. Creative Development

- a. Peer Editing
  - b. Mentor Editing
  - c. Project Development Meetings
  - d. Contact Sheet editing
13. Photographic Communication
- a. Documentary Photography
  - b. Watch film documentaries on photography
  - c. Photojournalism
  - d. Photographer's voice/eye
  - e. Photography and text/narrative
  - f. Photographic narrative and storytelling
  - g. Viewer Interpretation
14. Careers in Photography
- a. Commercial Photography
  - b. Staff Photography
  - c. Photojournalism
  - d. Freelance/Stock Photography
  - e. Fine Arts photography
  - f. Medical/Forensic Photography
  - g. Sports Photography
  - h. Portraiture

## **186. Texts & Supplemental Instructional Materials**

-The Riekes Center Photography Handbook

References:

The New Manual of Photography, John Hedgecoe, Dorling Kindersley Limited, USA, 2003.

Photography, B. London, J. Upton, K. Kobre, B. Brill, Pearson Education, Inc., 2002.

## **187. Key Assignments**

Project #1 – Technical Skills (Printing, Metering, Composition, Bracketing, Light, Motion, Processing)

Project #2 – Creative (Printing, Composition, Presentation, Comprehensive theme, Expression of Subject)

Project #3 – Self-Portrait

Project #4 – Documentary of a Compelling Subject

## **188. Instructional Methods and/or Strategies**

- Small group and private instruction
- Teacher Student Editing Meetings
- Lectures, Group and individual darkroom time
- Hands-On learning in the darkroom and while photographing
- Peer mentoring and critique of individual projects and ideas
- Independent discovery in the darkroom and on photographic fieldtrips
- We create a safe environment for learning and experimentation

As teachers and mentors we aim to guide students in experiencing the joy of the photographic process, from first sight to darkroom development. Instructors facilitate the learning process by providing each student with challenging, exciting and interesting opportunities. We aim to make photography fun, while providing students with the tools necessary to create their vision and learn lifelong skills. Ultimately, we strive to give students the curiosity, confidence, and creativity to continue the lifelong journey through the world of photography.

**189.**

**Assessment Methods and/or Tools**

Class Participation Rubric Attached

Photography Technical Performance Rubric Attached

Student will be graded on the following:

- Technical ability and improvement
- Class Participation – 5%
- 4 creative projects – 50%
- 2+ discussion worksheets – 10%
- 2 shooting exercises - 10%
- Attendance – 5%
- Homework- taking photographs, worksheets, working on project, developing ideas – 10%
- 2 presentations (Internet and library research) – 10%
  - Artist talk- Research a photographer and present on their works
  - Finding Inspiration – Presentation on the artist and works that inspire the students

**C. HONORS COURSES ONLY**

Please refer to instructions

**190. Indicate how this honors course is different from the standard course.**

**D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

**191. Context for Course (optional)**

**192. History of Course Development (optional)**



## Sample List of Instructional Materials, Texts and Supplies

### English Language Arts

*The Riverside Reader*

*The McGraw-Hill Reader*

*Seven Habits of Highly Effective Teens*, Sean Covey

*Voice Lessons*, Nancy Dean

*Antigone*, Sophocles

*Medea*, Euripides

*Messages: The Communication Skills Book*

*Lord of the Flies*, William Golding

*Bless Me, Ultima*, Rudolfo Anaya

*The Speeches Collection, Volumes I & II*

*Siddhartha* (Hermann Hesse)

*Beloved* (Toni Morrison)

*A Doll House* (Henrick Ibsen)

*The Stranger* (Albert Camus)

*Hamlet* (William Shakespeare)

*Fences* (August Wilson)

*Sound and Sense* (Perrine)

Selection of short stories and poems by College Board list of recommended authors for AP

### Social Studies

Modern World History: Patterns of Interaction

The American Pageant by Kennedy, et al

American Government: Continuity and Change

TCI resources

AP resources from [www.collegeboard.com](http://www.collegeboard.com)

Princeton Review and Kaplan for AP

National Council on History and Social Sciences magazine

New York Times, [www.cnn.com](http://www.cnn.com), Newsweek, etc.

A social studies book library that includes at least 100 titles, including classics like *The Diary of Anne Frank* to current serious history including McCullough's *John Adams* and Stephen Ambrose's *Nothing Like It In The World*. Library also includes historical fiction, literature and poetry.

Video library that includes 30 - 40 feature films and documentaries

### Mathematics

*Punchline Algebra*

*Mathematics made Simple*

*Prealgebra 4th ed. (Martin-Gay)*

*Transition Mathematics (UCSMP)*

*Algebra (UCSMP)*

*Algebra (Concepts and Skills)*

*Discovering Algebra*

TI-Interactive Mathematical Graphing Software

Interactive Math Program, Years 1-4 (Key Press)

Interactive Math Program materials kit (manipulatives); includes: Geo Boards; pattern blocks; other experimentation materials

Discovering Advanced Algebra (Key Press)

TI-83 and TI-84 graphing calculators

Texas Instruments Smart View Graphing Calculator program

Web-based applications from the National Library of Virtual Manipulatives ([www.nlvm.usa.edu](http://www.nlvm.usa.edu))

Discovering Geometry & Discovering Algebra (Michael Serra)

College Preparatory Mathematics CPM

Geometer's Sketchpad

IMP kit of manipulatives (geoboards, clinometers, pattern blocks, stacking blocks, stopwatches, etc.)

Geometric solids

*The Practice of Statistics (Third Edition), by Yates, Moore and Starnes.*

*Manipulatives are employed as appropriate (dice or coins for probability, for example)*

*Calculus of a Single Variable (Eighth Edition), by Larson, Hostetler and Edwards*

*Manipulatives are employed as appropriate (for instance, we used eggs and oranges for a volume project)*

## **Science**

Mass sets

Spring sets

Model vehicle kits

Multimeters

Resistor sets

Batteries

Thermal indicator squares

Rolling carts

Ramps

Magnets

Force meters

Physics Education Technology at CU Boulder website

Exploratorium designed activities and equipment

"The Mechanical Universe" videos

"MythBusters" videos

Sodium, 25g

Potassium

Lithium, 10g  
Silver Nitrate, 100g, laboratory grade  
Sulfuric Acid, 18 molar, 500mL  
Sodium Silicate Solution, 4L  
Acetic Acid, 17.4 molar, 500mL  
Lead Nitrate, laboratory grade, 500g  
Flinn Scientific Electronic Balance, 410g capacity, 0.01g readability  
Flinn Scientific Electronic Balance, 210g capacity, 0.01g readability  
Glass Disposal Container, Benchtop Model, set of 6  
Ohaus Pro Scout Electronic Balance, 400g  
Ohaus® CS Electronic Balances, 200g Capacity, Readability 0.1g  
Ohaus® CS Electronic Balances, AC Adapter  
Pasteur Pipet, 229mm length, pack of 200  
Pasteur Pipet Bulb, pack of 12  
Hoffman Electrolysis Demonstration Apparatus  
Replacement Support Rods, .5" wide, 36" long, package of 12  
Right-Angle Clamp  
Hook Collar Clamps, 0.5"  
First Aid Kit - 50 People  
First Aid Kit - 25 People  
Beaker, Borosilicate Glass, Heavy-Duty - 2000mL, 1 case of 8  
Beaker, Borosilicate Glass, Heavy-Duty - 1000mL, Package of 6  
Beaker, Borosilicate Glass, Heavy-Duty - 1000mL, Individual  
Beaker, Borosilicate Glass, Heavy-Duty - 250mL, Package of 12  
Beaker, Borosilicate Glass - 50mL, Package of 12  
Brush, Beaker, Nylon - package of 3  
Brush, Cylinder  
Cylinder, Borosilicate Glass, Plastic Base - 100mL, package of 12  
Cylinder, Borosilicate Glass, Plastic Base - 25mL, package of 12  
Flask, Erlenmeyer, Borosilicate Glass - 125mL, package of 12  
Flask, Erlenmeyer, Borosilicate Glass - 250mL  
Watch Glass, Borosilicate - 100mm, package of 12  
Separatory Funnel, Polypropylene - 250mL  
Parafilm M - 4" width, 125ft  
Gas Phase Equilibrium - Chemical Laboratory Kit  
Spatula/Spoon, Micro  
Support Stand, Economy Choice  
Universal Extension Clamp - 3", package of 6  
Suspension Hook Clamp  
Bottle, Wash, Safety Labeled, Wide Mouth, package of 6  
pH Meter

Flinn pH Calibration Kit  
Magnesium, Ribbon, 25g  
Sodium, reagent grade lumps, 15 pieces  
Potassium, bottle of 5 demonstration pieces  
Barium Chloride, Laboratory Grade, 100g  
Lithium Chloride, Reagent Grade, 50g  
Strontium Chloride, Laboratory Grade, 100g  
Calcium Chloride, dihydrate, Laboratory Grade, 500g  
Eyewash - sink mounted  
Glass Disposal Container, Benchtop Model - one package of six  
Flinn Scientific Electronic Balance, 300g capacity, 0.1 readability  
Flinn Scientific Balances, Economy Choice - 2100g capacity, 1.0 readability  
Support Stand, Economy Choice  
Hot Plate, Flinn - 7" x 7" top  
Brush, Flask - 250mL, three pack  
Brush, Flask - 500mL, three pack  
Brush, Flask - 1000mL, three pack  
140mL Syringe  
Syringe Tip Cap, 10 pack  
Vacuum Pump, Single-Stage  
Vacuum Tubing, 10 feet  
Bell Jar with Molded Glass Knob, Glass  
Vacuum Plate  
Valve, Three-Way  
Thermometers  
Test Tubes, 16x150  
Beral-Type Pipets, graduated  
Beral-Type Pipets, Thin Stem  
Copper strips  
Aluminum foil  
Copper chloride, anhydrous  
LoggerPro 3.6  
Vernier LabQuests  
Vernier Stainless Steel Temperature Probes  
Vernier pH Sensor  
Vernier Conductivity Probes  
Vernier Salinity Sensor  
Vernier Dissolved Oxygen Probe  
Vernier Dual-Range Force Sensors  
Vernier Charge Sensors  
Vernier Gas Pressure Sensors

Vernier Microphones

Vernier Motion Sensors

Vernier Magnetic Field Sensors

Vernier Low-g Accelerometer

Vernier Force Plate

EcoBeaker

Ken-A-Vision Video Flex 7600

Withgott and Brennan, *Environment Science: Behind the Stories*, 2nd edition

Hewitt, *Conceptual Physics*, 10th edition

### **Connections**

Naviance software

Collegeboard.com

## SAMPLE: Summary of Typical Support Systems for a Student

Student Experience	Faculty Expectations	Resources
<b>Level 5 - Students require all mainstream supports, plus special education to be prepared</b>		
<ul style="list-style-type: none"> <li>IEP with services</li> <li>✓ Resource support</li> <li>✓ Speech and language therapy</li> <li>✓ Occupational therapy</li> <li>✓ Hearing</li> <li>✓ County mental health</li> <li>Modifications to program / curriculum</li> </ul>	<ul style="list-style-type: none"> <li>✓ Write PLOPs as needed</li> <li>✓ Attend IEP meetings as needed</li> <li>✓ Implement modifications / accommodations</li> </ul>	<ul style="list-style-type: none"> <li>✓ Resource specialist</li> <li>✓ School psychologist</li> <li>✓ Contracted therapists</li> <li>✓ 15 to 20% of administrators' time</li> </ul>
<b>Level 4 - Students require level one, two, and three, plus level four mainstream supports to be prepared</b>		
<ul style="list-style-type: none"> <li>✓ 504 plan with accommodations</li> <li>✓ Extensive personal mentor support</li> <li>✓ Grade level interventions / plans</li> </ul>		<ul style="list-style-type: none"> <li>✓ 10 to 15% of administrators' time</li> <li>✓ Intervention documentation template</li> <li>✓ 540 plan template and policy</li> </ul>
<b>Level 3 - Students required level one, level two supports, and level three mainstream supports to be prepared</b>		
<ul style="list-style-type: none"> <li>✓ MARS</li> <li>✓ Additional mentor support</li> </ul>	<ul style="list-style-type: none"> <li>✓ 8 to 12 hours of MARS sessions per intersession</li> <li>✓ Email and phone contact with home</li> </ul>	<ul style="list-style-type: none"> <li>✓ Scheduled, coordinated time with students needing additional support</li> <li>✓ Designated grading days</li> </ul>
<b>Level 2 - Students require level one program plus additional mainstream supports to be prepared</b>		
<ul style="list-style-type: none"> <li>✓ Office Hours</li> <li>✓ MASH</li> <li>✓ Stanford writing center</li> <li>✓ Peer Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>✓ Two hours of office hours per work</li> <li>✓ MASH monitoring / supporting system</li> <li>✓ Consistent expectations for delivery of work on time</li> </ul>	<ul style="list-style-type: none"> <li>✓ A clear system for supporting assignment completion, resulting in ability to plan classes accordingly</li> <li>✓ Culture of revision and redemption</li> </ul>
<b>Level 1 - Students are prepared through basic mainstream program</b>		
<ul style="list-style-type: none"> <li>✓ Daily classroom experience</li> <li>✓ Power School posts</li> <li>✓ Homework completion</li> <li>✓ Regular connections participation</li> <li>✓ PLP development and annual meeting</li> <li>✓ Final exam review sessions</li> <li>✓ Independent Learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Course content is CA standards based</li> <li>✓ Student centered pedagogy</li> <li>✓ Vertically and interdisciplinary planned curriculum for skill development – includes spiraling</li> <li>✓ Differentiated instruction</li> <li>✓ All students are engaged (talking about and manipulating content 90% of each class period)</li> <li>✓ Homework is limited to 30 minutes per day per class</li> <li>✓ Homework is meaningful and extends learning</li> <li>✓ Longer assignments are chunked with frequent checks</li> <li>✓ 100% extended time for all on tests and exams</li> <li>✓ No more than one mastery in total schedule / per day</li> <li>✓ Connections teaches academic literacy skills</li> <li>✓ Extensive scaffolding is used to support skill development</li> <li>✓ No assigned work during vacation</li> <li>✓ Students are assessed using multiple modes</li> <li>✓ Assessments are designed to allow students to demonstrate mastery of course content standards</li> <li>✓ SDAIE methodology</li> <li>✓ Common behavior norms / expectations with consistent follow-through</li> </ul>	<ul style="list-style-type: none"> <li>✓ 38 days for professional development, collaborative planning and student logistics</li> <li>✓ 2 hours of common planning time with vertical team daily</li> <li>✓ 1 hour grade level team meetings weekly</li> <li>✓ 4 sections only</li> <li>✓ Class size of 25</li> <li>✓ 1 prep only</li> <li>✓ 100 students max</li> <li>✓ Looping and/or teaching same subject two or more years in a row</li> <li>✓ Uninterrupted teaching time (no assembly schedules, minimum days, announcements, etc...)</li> <li>✓ Peer coaching</li> <li>✓ Induction mentors</li> <li>✓ Existing / developed curriculum for each course (available to all)</li> <li>✓ 25% time administrator for connections coordination</li> <li>✓ Existing / developed curriculum for connections</li> <li>✓ Personalize Educator Plans (PEPs) connected to professional development</li> <li>✓ Decision-making authority in school policy and procedure</li> </ul>

PLOP – Present Level of Performance

MARS – Mandatory Academic Review Session

MASH – Mandatory Academic Study Hall

PLP – Personalized Learning Plan

PEP – Personalized Educator Plan

SDAIE – Specially designed academic instruction in English

## **Anticipated Timeline for Application to and Membership in a SELPA**

**Immediately following the approval of the Charter Petition (estimated date June 2010 - January 2011)**

- The Charter School will submit an application for LEA membership in a state approved, multi-member SELPA.
- The Charter School will consider all options for SELPA membership, including the local multi-member SELPA and the Statewide Charter SELPA(s). This consideration shall include a review of the local plans, the policies applicable to charter school membership, and the local allocation plan. The Charter School shall also seek a meeting with the SELPA Director to ensure full understanding of the SELPA, its local plan, and policies and procedures.
- The Charter School will submit an application will include all elements required by the applicable SELPA. The Charter School will present to the governance of the SELPA to advocate for its approval for membership.
- The Charter School will complete any additional steps as necessary to perfect membership in the SELPA as the governance of the SELPA requires.

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select School](#) > [School Reports](#) > Current Page

### 2008-09 Accountability Progress Reporting (APR)



## School Report - API Growth and Targets Met 2009 Growth Academic Performance Index (API) Report

California Department of Education  
Academic Accountability and Awards Division  
3/26/2010

School: Summit Preparatory Charter High  
LEA: Sequoia Union High  
County: San Mateo  
CDS Code: 41-69062-0112722  
School Type: High

2009 Growth API Links:

- School Chart
- School Demographic Characteristics
- School Content Area Weights
- LEA List of Schools
- County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: Yes

2008-09 APR		2008-09 State API			2009 Federal AYP and PI		
Summary	Glossary	2008 Base	Guide	Growth	AYP	PI	Guide

### State Accountability: Academic Performance Index (API)

Number of Students included in the 2009 Growth API	API				Met Growth Target		
	2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
304	827	809	A	18	Yes	Yes	Yes

Similar Schools Report

**Similar Schools**      **Median API**

2009 <u>Growth</u>	2008 <u>Base</u>
796	779

Click on the median value heading to link to the list of 2008 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2008 Base API Report.

### Subgroups

	Number of Students Included in 2009 API	Numerically Significant in Both Years	Subgroup API				Met Subgroup Growth Target
			2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	
African American (not of Hispanic origin)	9	No					
American Indian or Alaska Native	1	No					
Asian	16	No					
Filipino	2	No					
Hispanic or Latino	127	Yes	747	709	5	38	Yes
Pacific Islander	5	No					
White (not of Hispanic origin)	142	Yes	884	869	A	15	Yes



Socioeconomically Disadvantaged	116	Yes	728	680	6	48	Yes
English Learners	107	No					
Students with Disabilities	21	No					

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2009 Growth API is posted even if a school or LEA had no 2008 Base API or if a school had significant population changes from 2008 to 2009. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"\*\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2008 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2008 Base API Report and has no target information even though the school is no longer an ASAM school.

**Targets Met** - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2009 Growth API of 650 or a one-point increase from 2008 Base API to 2009 Growth API for a school or LEA.

**BYLAWS  
OF  
THE SUMMIT INSTITUTE**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I  
NAME**

Section 1. NAME. The name of this corporation is The Summit Institute.

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 3000 Sandhill Road, Building 3, Suite 210, Menlo Park, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The specific purposes of The Summit Institute (hereinafter "Corporation") are as follows: (1) to train, consult and advise California public school teachers and administrators, and to provide support and administrative services to California public schools; and (2) to manage, operate, guide, direct and promote one or more California public charter schools ("Charter Schools"). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV  
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

**ARTICLE V  
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter Schools’ charters. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI  
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

**ARTICLE VII  
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the Corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than fifteen (15), unless changed by amendments to these bylaws. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the Corporation's annual meeting of the Board of Directors. The Board of Directors shall consist of at least three (3) directors unless changed by amendment to these bylaws.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) year(s) and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be five (5) seats for a term of three (3) year(s). The initial Board of Directors shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Robert J. Oster	January 2011
Stacey Keare	January 2011
Steven Humphreys	January 2011
Diane Tavenner	January 2011
Blake Warner	January 2011

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) termination of employment with the Charter Schools.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative

vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or the President, or the Secretary, or any two directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the voting directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board of Directors. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter Schools operate;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors, to serve at the pleasure of the Board.

Standing committees of the Board shall include the following:

- Compensation Committee
- Nominating Committee
- Finance Committee
- Facility Committee
- Compliance Committee
- A site level governance council (“Governance Council”) committee for each of the Charter Schools operated by the Corporation.

Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors of the Board of Directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors’ resolution, except that no committee may:

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<sup>1</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.



- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

Section 24. **SITE LEVEL GOVERNANCE COUNCIL.** Each of the Charter Schools operated by the Corporation shall have a site level governance council (“Governance Council”) which shall be charged with all of the operational responsibilities of its respective school site. Each Governance Council shall consist of at least three (3) and no more than five (5) committee members, unless changed by amendment to these bylaws. Each Governance Council will be chaired by a member of the Board of Directors.

Section 25. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors’ actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors’ resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 26. **NON-LIABILITY OF DIRECTORS.** No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 27. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States

Code Section 1232g and attendant regulations as they may be amended from time to time.

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

Section 1. **OFFICES HELD.** The officers of this Corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. **CHAIRMAN OF THE BOARD.** If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no

President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. **PRESIDENT.** Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to President's contract of employment, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. **VICE-PRESIDENTS.** If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. **SECRETARY.** The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. **CHIEF FINANCIAL OFFICER.** The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of

Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

- a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.
- b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

**ARTICLE X  
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in The Summit Institute Conflict of Interest Policy have been fulfilled.

**ARTICLE XI  
LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

**ARTICLE XII  
INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XIII  
INSURANCE**

Section 1. **INSURANCE.** This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

**ARTICLE XIV  
MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

**ARTICLE XV  
INSPECTION RIGHTS**

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

**ARTICLE XVI  
REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
  - (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
  - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

## **ARTICLE XVII BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any of the charters of the Charter Schools operated by the Corporation or make any provisions of these Bylaws inconsistent with those charters, the Corporation's Articles of Incorporation, or any laws.

**ARTICLE XVIII**  
**FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.



## **CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of The Summit Institute, Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 15 pages, are the bylaws of this Corporation as adopted by the Board of Directors on June 5, 2008; and that these bylaws have not been amended or modified since that date.

Executed on June 5, 2008 at Menlo Park, California.

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Diane Tavenner, Secretary

# **THE SUMMIT INSTITUTE**

## **CONFLICT OF INTEREST CODE**

### **I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Summit Institute hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of The Summit Institute and Everest Public High School (“Charter School”), as specifically required by California Government Code Section 87300.

### **II. DEFINITION OF TERMS**

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

### **III. DESIGNATED EMPLOYEES**

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

### **IV. STATEMENT OF ECONOMIC INTERESTS: FILING**

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With The Summit Institute. All Statements shall be supplied by the Summit Institute. All Statements shall be filed with the Summit Institute. The Summit Institute’s filing officer shall make and retain a copy of the Statement.

## **V. DISQUALIFICATION**

No designated employee shall make, participate in making, or try to use his/her official position to influence any Summit Institute or Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

## **VI. MANNER OF DISQUALIFICATION**

### **A. Non-Governing Board Member Designated Employees**

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Summit Institute Chief Executive Officer, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

### **B. Governing Board Member Designated Employees**

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

## EXHIBIT A

### ***Designated Positions***

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).
  - A. Members of the Governing Board and their alternates (if applicable)
  - B. Candidates for Member of the Governing Board
  - C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
  - D. Executive Director of Charter School
  - E. Principal of Charter School
  - F. Assistant Principals
  - G. Chief Business Officer
  - H. Director Personnel Services
  - I. Assistant Director of Personnel Services
  - J. Consultants<sup>3</sup>
  
- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”
  - A. Purchasing Manager
  - B. Assistant Business Officer
  
- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
  - A. Information Systems Technician
  - B. Contractor

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<sup>3</sup> The Summit Institute Chief Executive Officer may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Summit Institute’s Chief Executive Officer determination is a public record and shall be retained for public inspection in the same manner and location of interest code.



## EXHIBIT B

### ***Disclosure Categories***

#### Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

#### Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Executive Director. Investments include interests described in Category 1.

#### Category 3 Reporting:

A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Executive Director. Investments include the interests described in C

## **SAMPLE: Parent Organization**

### Mission:

The Everest Parent Organization (EPO) will actively contribute to the success of the school by meeting the needs of the faculty and students in a way that is consistent with Everest's mission and school culture \*

- \* a commitment to building and modeling character
- \* a principled vs. rules based approach
- \* consistent high standards and expectations
- \* involved parents

### Seven Program Committees

All Everest parents are expected to actively support at least one program committee. Some programs will perform ongoing activities while other will operate on a seasonal or project basis.

Committee chairs are responsible for managing volunteer operations within their respective areas of responsibility and providing updates to the Steering Committee.

1. Athletics, Chair - Plan and implement strategies and programs for the physical education of Everest students.
  - Set up the athletic program for Everest's early years (Golds, Reikes, and Paye's Place) and foster ongoing cooperative relationships with organizations that assist Everest's Athletic programs.
  - Collaborate with ED to make the program fit within athletic budget
  - Communicate athletic program to Everest community
  - Work with Operations to ensure parent chaperones, rides, etc. are covered as necessary
  - Monitor PE hours for Everest students (degree of monitoring required is TBD)
  - Propose a long term, multi-year athletic program for Everest
  - Plan for Everest's participation in local athletic league in future years
2. Recruiting, Chair - Coordinate activities to attract future Everest students
  - Work with Operations to ensure Everest parent participation at all Open House events (both set-up and parent panel)
  - Assist with Everest shadow days



- Collaborate with Summit parents to reach out to local middle schools
- Assist in creating and distributing recruitment material
- Assist in application processing

3. Operations, Chair - Support Directors, faculty and other EPO committees in meeting school operational needs

- Gather and maintain data on parent volunteer interests and availability
- Work with administration to schedule volunteers in high needs areas of the school (primarily front desk and lunch service)
- Team up with all other committees to link needs with volunteer support
- Collaborate with Everest faculty/administration as ideas/opportunities arise for new programs where parents can make a positive contribution

4. Community Building and Communications, Chair - Plan and implement strategies and programs to build community and character at Everest

- Plan and implement family events such as picnics or potluck suppers.
- Outline a long-term communication plan for Everest using a variety of communication tools with attention given to emphasizing core values
- Connect with all other committees to make sure that Everest's Spanish speaking population is included and participating in committee events.
- Translate written materials for Spanish speaking families
- Work with administration to ensure all parent events are appropriately translated
- Ensure that the entire Everest community is included in all Everest communications

5. Student Events, Chair - In conjunction with Directors, promote inclusive, safe, fun and positive student educational and recreational events for the Everest community

- Work with school administration to set up student events which include the fall camping trip, study trips, dances, intersession and end of the year celebration
- Support outreach efforts and provide a welcoming environment
- Work with Operations to ensure adequate parent participation in each of the student events
- Work with school administration and EPO to make sure events fit within the cultural and financial goals of the school

6. College Readiness/Success, Chair - Plan and implement strategies and programs to meet the goal of 100% of Everest seniors prepared to succeed in a four-year college

- Work collaboratively with the Summit College Committee to set up a long-term, multi-year program for this committee

- Work to build an institutional knowledge base of college preparation for Everest (college catalog library, application process knowledge, PSAT/SAT information)
- Organize 1-2 college preparation events for spring semester, 2010. This event should require the participation of all 9<sup>th</sup> graders and their families.
- Provide Everest students and parents with information, resources and opportunities to help them be accepted to and successful in a four year college.
  - i. Focus efforts in the following areas: Technical qualifications, “Right Fit”, Attractive Applicant, First Generation / Hispanic Families, College Communication, Marketing, Financial Aid

7. Fundraising, Chair- Encourage financial support for school needs/goals as budgeted by TSI. Additional EPO fundraising may be done for new initiatives after approval by EPO Steering Committee.

- \$80K goal from parent contributions in 2009
- Goal of 100% parent participation, both financial and time/talent

#### EPO Steering Committee - Goals and Responsibilities:

In consultation with the Directors, visualize the entire volunteer-task of the school and advise the committees on the general direction of the school’s activities. Review and approve all major committee programs. Champion faculty goals/needs and aligned program committees’ goals/ needs. Facilitate communication to support volunteer involvement. Address challenges, issues and opportunities. Plan and implement EPO meetings.

#### EPO Steering Committee Composition:

- \* Chair/Secretary
- \* Vice Chair,
- \* Chairpersons (or designee) from each of the seven program committees.

The Steering Committee is the liaison to the Directors and will serve to support Everest’s mission by coordinating volunteer programs and providing input on policy.

The Steering Committee will determine how often and when it will meet and shall recruit open committee chair positions in consultation with Directors.

#### EPO Monthly Educational/Planning Meeting

EPO will hold a monthly meeting for all parents to include some/all of the following components:

- Reinforcement of mission, and key opportunities to strengthen/grow
- Special speakers: e.g., career skills/achievement, family dynamics, cultivating Everest's core traits at home, time management, stress management, etc.
- Committee breakouts to work on programming (some program activities will be synergistic; the breakouts will be conducive to integrated efforts)
- Director(s) report
- Questions, ideas, concerns

EPO Steering committee will meet 2-3 weeks in advance of the monthly meetings to plan agenda(s). All meeting dates should be scheduled as far out as practical.

## Summit Preparatory Charter High School Faculty Biography Summary 2009-2010

Name	Assignment 09-10	Mentor Grade	Undergraduate	Masters in Ed	Other Degrees
<b>English Language Arts</b>					
Penelope Pak	9 <sup>th</sup> grade English	11	University of California, Berkeley <i>(Communication / Political Science)</i>	Columbia	
Miriam Cutler	10 <sup>th</sup> grade English	9	Whitman College <i>(English)</i>	UC Berkeley	
Lilly Lam	AP English Language	10	University of California, Berkeley <i>(English/ Minor in Education)</i>	Stanford	
Drew Grimshaw	AP English Literature	12	Oxford University <i>(Eng Literature/ Modern History)</i>	Harvard	Royal College of Law <i>(Diploma of Law)</i>
<b>History / Social Science</b>					
Diego Arambula	World Studies 1	10	Harvard University <i>(Government)</i>	Stanford	
Nick Kim	World Studies 2	11	University of California, Los Angeles <i>(History)</i>	Stanford	
Chris Kelly	AP US History/AP US Gov 1	11	San Francisco State University <i>(Radio &amp; Television Production/ Minor in Business)</i>		
David Richards	AP US History/AP US Gov 2	12	University of California, Berkeley <i>(History)</i>	Stanford	
<b>Mathematics</b>					
Kieran McMillan	Algebra 1	10	Duke University <i>(Public Policy/ Minor in Economics)</i>	Stanford	
Geetha Lakshminarayanan	Geometry	9	University of Michigan <i>(Mathematics)</i>	Stanford	
Julian Cortella	Algebra II	10	University of California, Berkeley <i>(Mechanical Engineering)</i>	Stanford	Northwestern University <i>(MS Mechanical Engineering)</i>
Maura Dudley	AP Statistics/ Math Support	9	The Johns Hopkins University <i>(Mathematical Sciences)</i>	Stanford	
Angela Knotts	AP Calculus/ Math Support	12	Oberlin College <i>(Mathematics)</i>	Stanford	
Dave Cade	Math Support	12	Brown University <i>(Mathematics)</i>	Stanford	
<b>Science</b>					
Brian Johnson	Physics 9	11	Northwestern University	Stanford	

Name	Assignment 09-10	Mentor Grade	Undergraduate	Masters in Ed	Other Degrees
			(Mechanical Engineering)		
Howard Shen	Biology 10	12	Stanford University (Chemistry / Minor in Computer Science)	Stanford	
Melissa Barger	Biology 11	9	Dartmouth (Biology)	Stanford	
Brian Valek	AP Environmental Science	11	Georgia Institute of Technology (Materials Engineering)	Stanford	Stanford University (PhD Materials Science and Engineering)
<b>Spanish</b>					
Maria Sardinias	Spanish I-III	10	Barnard College, Columbia University (Spanish)		Brown University (MA Spanish Literature)
Lia Pinelli	Spanish I-III	10	University of California, Berkeley (History of Art/Minor in Spanish)	Stanford	
Patti Giamoni	AP Spanish Literature Native Speakers	9	North Carolina State University (Spanish)		
Miguel Prieto-Valle	AP Spanish Language Native Speakers	10	Stanford University (Spanish and Portuguese)	Stanford	
<b>Special Education</b>					
Andrew Lichtblau	Resource Specialist	12	University of Wisconsin-Madison (Special Education)		
Renee Moyer	Resource Specialist	9	Northwestern University (Journalism/Political Science)	Alabama	
<b>Administration</b>					
Ann Howland	Registrar		College of San Mateo (Computer technology)		City College San Francisco (AS Nursing)
Bryant Wong	Director of Technology		Golden Gate University (Computer Information Systems)		University of San Francisco (MBA)
Charlotte Lum	Director of Professional Development		Stanford University (Biological Sciences)	Stanford	
Kelly Garcia	Dean of Students (Admissions and College)	11	Stanford University (History)	Harvard	
Roger Zamora	Director of Operations	10	St Mary's College of California (Politics)		
Todd Dickson	Executive Director		University of Denver (Engineering)	Stanford	Cornell (MS Electrical Engineering)
Elana Feinberg	Director of College Readiness	9	Barnard College, Columbia University (Political Science)	Stanford	

**Everest Public High School  
Faculty Biography Summary 2009-2010**

<b>Name</b>	<b>Assignment 09-10</b>	<b>Mentor Grade</b>	<b>Undergraduate</b>	<b>Masters in Ed</b>	<b>Other Degrees</b>
<b>English Language Arts</b>					
Lilla Toal Mandsager	9 <sup>th</sup> grade English	9	Stanford University ( <i>English Literature/ Minor in Classics</i> )	Stanford	
<b>History / Social Science</b>					
Greg Ponikvar	World Studies 1	9	UC Santa Barbara ( <i>History/Sociology</i> )	Stanford	
<b>Mathematics</b>					
Kyle Moyer	Geometry	9	Northwestern University ( <i>Physics/Mathematics</i> )	Stanford	
Bruce Brege	Algebra 1	9	Ohio University ( <i>BBA-Finance</i> )	Stanford	U. of Chicago ( <i>MBA</i> ), Stanford ( <i>MS Engineering</i> )
<b>Science</b>					
Pooya Hajjarian	Biology 9	9	UC Santa Cruz ( <i>Biology</i> )		
<b>Spanish</b>					
Claire Amely	Spanish I-III	9	U. of Wisconsin ( <i>Spanish</i> )	Stanford	
<b>Special Education</b>					
Mike Roland	Resource Specialist	9	University of San Francisco ( <i>Economics</i> )		
<b>Administration</b>					
Jon Deane	Executive Director		Stanford University ( <i>Economics</i> )	Stanford	
Meghann Tovar	Assistant Director		Stanford University ( <i>International Relations</i> )	Stanford	

## **Role of The Summit Institute Educator**

### **The Mission of the School:**

“To prepare a diverse student population for success in college and to be thoughtful, contributing members of society”

### **The Strategy to Meet the Mission:**

- Success in College: Student learning, student learning, and student learning.
- Thoughtful, contributing members of society: Core Characteristics, ESLRs

### **As Educators, our most vital daily responsibilities to meet the mission are:**

#### Personal

Modeling of the Core Characteristics as a professional member of the community

#### Classroom Teaching

In our subject area, responsibilities include:

- Development of content knowledge
- Development of pedagogy and teaching practice
- Development of effective discipline and classroom management plan
- Adherence and commitment to a common culture in all classrooms
- Commitment to interdisciplinary planning and teaching
- Development of course curriculum
- Assessment of student learning

In Independent Learning (IL) classes, responsibilities include:

- Monitoring IL classes, including discipline as necessary

#### Individual Student Support

- Attend and implement Individualized Education Plans (IEPs)
- Provide weekly Office Hours for student questions, concerns and/or organized study sessions
- Return phone calls and e-mails from students and parents in a timely manner
- Meet and check in with students as needed and as is reasonable

#### Mentoring

- Schedule and facilitate Personalized Learning Plan (PLP) meetings with mentees and parents
- Through the PLP and Connections process:
  - Help set mentees’ goals in the areas of academic, social, and personal development/success
  - Assist in building and developing mentees’ character
- Act as liaison between school and mentees’ families, including:
  - Support of PLP goals
  - Interventions, as necessary

- Understand and further develop Connections core content areas, including:
  - Future Planning
  - Teen Issues
  - Community Building, and
  - Academic Literacy

#### School Leadership

- Participate in the development and implementation of school philosophy, systems, and procedures
- Develop and utilize management skills for meetings (planning, facilitating, etc)
- Develop knowledge of schools/education in general and TSI schools in particular

#### Logistics and Facility Management

- Take daily classroom attendance
- Track assessments and homework in Powerschool in a timely manner
- Keep track of materials, including textbooks
- Close the school appropriately (turn of lights, lock doors, etc)
- Communicate your supply needs
- Share and appropriately store all AV equipment

#### **As Educators, we are committed to the following ways to ensure the mission:**

##### Peer Observation and Coaching

- Participate in organized coaching and mentoring opportunities

##### Collaborative Planning

- Participate in planning for interdisciplinary and/or grade level work
- Participate in vertical team (your department) planning
- Support, with whole faculty, the ideal student experience (spacing out assessments, etc)

##### Student Recruitment

- Attend Open Houses, as necessary
- Support shadows (potential students) who observe our classes
- Answer content questions at any recruitment event

#### **As Educators, we must also participate as needed in the following in order to ensure the mission:**

##### Supervision of Student Activities

- Camping trip and study trips
- Extracurricular activities, such as clubs and committees
- Celebratory functions (holidays, award ceremonies, etc)



### Stanford University Professional Development School (PDS) Collaboration

- Participate as a Cooperating Teacher in the Stanford Teacher Education Program (STEP)
- Participate in Stanford School of Education research
- Develop shared and/or model assessments

### Fundraising

- Attend events
- Support Annual Campaign through Connections communication with mentees

### Conferences

- Present at conferences about classroom and school model knowledge



*The Summit Institute*

# **Employee Handbook 2010-2011**

325 Camile Court, Mountain View, CA 94040  
T: (650) 556-1110 F: (650) 556-1121 [www.thesummitinstitute.org](http://www.thesummitinstitute.org)

**ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK**

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE PRINCIPAL/DIRECTOR.

EMPLOYEE NAME: \_\_\_\_\_

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please sign/date, tear out, and return to the School.**

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**Please retain this copy for your records.**

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## **INTRODUCTION TO HANDBOOK**

This Handbook is designed to help employees get acquainted with The Summit Institute and Everest Public High School (hereinafter referred to “TSI” or the “School”). It explains some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. TSI also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Principal/Director.

Employees must sign the acknowledgment form at the back of this Handbook, tear it out, and return it to the Principal/Director. This will provide the School with a record that each employee has received this Handbook.

# **CONDITIONS OF EMPLOYMENT**

## **Equal Employment Opportunity Is Our Policy**

TSI is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to race, creed, color, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. TSI then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. TSI will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

## **Employment At-Will**

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.



## **Policy Prohibiting Unlawful Harassment**

TSI is committed to providing a work and educational atmosphere that is free of unlawful harassment. TSI's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. TSI will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business with. This policy applies to all employee actions and relationships, regardless of position or gender. TSI will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

### Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

TSI is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory

responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal/Director. See Appendix A for the “Harassment Complaint Form.” See Appendix B for the general “Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-

inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

TSI will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

### **Whistleblower Policy**

TSI requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action.

### **Drug-Free Workplace**

TSI is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

The bringing to the work place, possession or use of intoxicating beverages or drugs on any School premises is prohibited and will result in disciplinary action up to and including termination.

**Confidential Information**

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

**Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest.

An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Principal/Director, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

**Smoking**

TSI facility is a no smoking facility.

## **THE WORKPLACE**

### **Work Schedule**

Business hours are normally 8:00 a.m. – 5:00 p.m. Monday through Friday. The regular workday schedule for non-exempt employees is 8 hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

### **Meal Periods**

Non-exempt employees are provided with at least a thirty (30) minute meal period, to be taken approximately in the middle of the workday. The Principal/Director should be aware of and approve your scheduled meal and rest periods.

You are expected to observe your assigned working hours and the time allowed for meal and rest periods. Do not leave the premises during your rest period and do not take more than fifteen (15) minutes for each rest period. You may leave the premises during the meal period.

### **Attendance and Tardiness**

All employees, whether exempt or non-exempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If you find it necessary to be absent or late, you are expected to telephone the Principal/Director as soon as possible but no later than one-half hour before the start of the workday. If you are absent from work longer than one day, you are expected to keep the Principal/Director sufficiently informed of your situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Principal/Director will be considered a voluntary resignation from employment.

### **Time Cards/Records**

By law, the School is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Principal/Director to make the correction and such correction must be initialed by both the employee and the Principal/Director.

No one may record hours worked on another's worksheet. Any employee who tampers with his/her own time card, or another employee's time card, may be subjected to disciplinary action, up to and including release from at-will employment with the School.

### **Use of E-Mail, Voicemail and Internet Access**

TSI will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The E-mail system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file of E-mail or voicemail messages without the latter's express permission.
4. School staff will not enter an employee's personal E-mail files or voicemail unless there is a business need to do so. TSI retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

### **Personal Business**

TSI's facilities for handling mail and telephone calls are designed to accommodate School business. Please have your personal mail directed to your home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside your immediate dialing area. Do not use School material, time or equipment for personal projects.

### **Employee Blogs**

If an employee decides to keep a personal blog that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes;

- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation

TSI reserves the right to take disciplinary action against any employee whose blog violates this or other School policies.

### **Personal Appearance/Standards of Dress for Faculty Members**

The Board of Directors believes that teachers serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three inches above the knee.
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection (Cal. Ed. Code § 35183.5). All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal/Director.
- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted. Shorts should be modest in length and should be no higher than three inches above the knee.
- 4) Skirts and dresses should be no higher than three inches above the knee.

- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 6) For safety purposes, earrings must not dangle more than one inch below the ear.
- 7) Clothing or jewelry with logos that depict and/or promote gangs (as defined in Cal. Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Appropriate shoes must be worn at all times.

### **Health and Safety Policy**

TSI is committed to providing and maintaining a healthy and safe work environment for all employees.

You are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. You are required to report immediately to the Principal/Director any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

### **Criminal Background Checks**

As required by law, all individuals working or volunteering at the School will be required to submit to a background criminal investigation. No condition or activity will be permitted that may compromise the School's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Principal/Director.

### **Tuberculosis Testing**

All employees of the School must submit written proof from a physician of an examination for tuberculosis (TB) within the last sixty (60) days showing that they are free of active TB. The examination for tuberculosis consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. TB examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers will be required to have annual TB exams. Documentation of employee and volunteer compliance with TB exams will be kept on file in the office. This requirement also



includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

### **Security Protocols**

TSI has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Principal/Director. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your work station that may be accessible. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify the Principal/Director when keys are missing or if security access codes or passes have been breached.

### **Occupational Safety**

TSI is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. TSI's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

### **Accident/Incident Reporting**

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

### **Reporting Fires and Emergencies**

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

# **EMPLOYEE WAGES AND HEALTH BENEFITS**

## **Payroll Withholdings**

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School. In lieu of Social Security, TSI participates in STRS and a comparable 401(a) program for non-STRS-eligible faculty.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Principal/Director to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Principal/Director. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Principal/Director and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

## **Overtime Pay**

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. TSI will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Principal/Director. TSI provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

### **Paydays**

Paydays are scheduled on the last working day of each month. If you observe any error in your check, please report it immediately to the Principal/Director.

### **Wage Attachments and Garnishments**

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of your earnings in their favor.

You are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning you, the Principal/Director will discuss the situation with you.

### **Medical Benefits**

#### Eligibility

You are eligible for medical coverage if you are a full-time regular employee working for the School or if you are a part time employee who works a minimum of twenty-five (25) hours per week. Part-time employees will be responsible to pay a pro-rated share of the costs for medical coverage.

“Full-time” employee means that you are hired to work at least 40 regular hours per week. Temporary and internship employees are not eligible to participate in the plans.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

#### When Coverage Starts

Your coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. Your enrollment form must be submitted to the Principal/Director as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage.

## **COBRA Benefits**

### Continuation of Medical and Dental

WHEN COVERAGE UNDER THE SCHOOL'S HEALTH PLAN ENDS, YOU OR YOUR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When your coverage under the School's medical and/or dental plans ends, you or your dependents can continue coverage for 18 or 36 months, depending upon the reason benefits ended. To continue coverage, you must pay the full cost of coverage - your contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for you, your spouse, and your eligible dependent children can continue for up to 18 months if coverage ends because:

- Your employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Your hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making you ineligible for the plan.

This 18-month period may be extended an additional 11 months if you are disabled at the time of your termination or reduction in hours if you meet certain requirements. This 18-month period also may be extended if other events (such as a divorce or death) occur during the 18-month period.

Your spouse and eligible dependents can continue their health coverage for up to 36 months if coverage ends because:

- You die while covered by the plan;
- You and your spouse become divorced or legally separated;
- You become eligible for Medicare coverage, but your spouse has not yet reach age 65; or
- Your dependent child reaches an age which makes him or her ineligible for coverage under the plan (age 19 or if a full-time student age 25).

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

TSI will notify you or your dependants if coverage ends due to termination or a reduction in your work hours. If you become eligible for Medicare, divorced or legally separated, die, or when your

child no longer meets the eligibility requirements, you or a family member are responsible for notifying the School within 30 days of the event. TSI will then notify you or your dependents of your rights.

Health coverage continuation must be elected within 60 days after receiving notice of the end of coverage, or within 60 days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within 30 days of the due date;
- You (or your spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition you (or your spouse or child, as applicable) may have;
- TSI stops providing group health benefits;
- You (or your spouse or child) become entitled to Medicare; or
- You extended coverage for up to 29-months due to disability and there has been a final determination that you are no longer disabled.

## **PERSONNEL EVALUATION AND RECORD KEEPING**

### **Employee Reviews and Evaluations**

Each employee will receive periodic performance reviews conducted by the Principal/Director. Performance evaluations will be conducted annually, on or about the anniversary date of your employment with the School. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

The Personalized Educator Plan (“PEP”) document will be used to communicate the official written evaluation. For each employee who is eligible for an annual performance bonus, the awarding of his/her bonus will be based upon the written PEP evaluation.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with the Principal/Director, and that you are aware of its contents.

Newly hired employees will have their performance goals reviewed by the Principal/Director within the first ninety (90) days of employment.

Your salary and your potential for advancement will be based largely upon your job performance. On a periodic basis, the Principal/Director will review your job performance with you in order to establish goals for future performance and to discuss your current performance. TSI’s evaluation system will in no way alter the at-will employment relationship.

### **Personnel Files and Record Keeping Protocols**

At the time of your employment, a personnel file is established for you. Please keep the Principal/Director advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You may add your comments to any disputed item in the file. TSI will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Principal/Director. Only the Principal/Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will

be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

## **HOLIDAYS AND LEAVES**

### **Holidays**

The school calendar reflects any and all holidays observed by TSI. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day
  
- Other days during the school year, such as days during the School's calendared breaks, shall be paid time for all non-exempt employees in active status.
  
- Religious Holidays - Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Head of School. The employee will be paid if the religious holiday is taken as an earned personal necessity day. The employee will not be paid if the religious holiday is taken as a personal leave of absence day.
  
- Employees on any leave of absence do not earn holiday pay.

### **Personal Days**

Regular full-time employees shall receive two (2) paid personal days each year. Part-time employees will earn personal days on a pro-rated basis.

While the School recognizes the importance of personal days as a period of rest and rejuvenation away from the job, personal days must be scheduled with due consideration for "peak traffic periods" in the school. Any personal days taken during the school year or otherwise should be coordinated and cleared by the Principal/Director subject to scheduling.

An employee whose employment terminates will not be paid for unused personal days. Personal days will not carry over from one year to the next.

Uses of personal days may include, but are not limited to, death or serious illness of a member of the employee's immediate family (this is in addition to Bereavement Leave), an accident involving the employee's person or property, or the person or property of an immediate family member,



adoption of a child, the birth of child making it necessary for an employee who is the father of the child to be absent from his position during work hours, attendance at conferences, personal legal matters, religious observances, and business matters that cannot be conducted outside of the workday.

### **Unpaid Leave of Absence**

TSI recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused personal day pay, provided that the personal day pay was earned prior to the commencement of leave.

**No personal days are accrued during any type of unpaid leave of absence.**

### **Sick Leave**

Sick leave is a form of insurance that employees accumulate in order to provide a cushion for incapacitation due to illness or injury. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. Time off for medical and dental appointments will be treated as sick leave. TSI will not tolerate abuse or misuse of your sick leave privilege.

TSI offers paid sick leave to regular full-time employees. You will accrue paid sick leave at the rate of five (5) days allotted to each school year. Accrued sick leave does not carry over from year to year and the School does not pay employees in lieu of unused sick leave.

If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the School will be required before the School honors any sick pay requests. TSI may withhold sick pay if it suspects that sick leave has been misused.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

## **Family Care and Medical Leave**

This policy explains how the School complies with the federal Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”), both of which require the School to permit each eligible employee to take up to 12 workweeks of FMLA leave in any 12-month period for the birth/adoption of a child, the employee’s own serious illness or to care for certain family members who have a serious illness. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as “FMLA leave.”

- **Employee Eligibility Criteria**

To be eligible for FMLA leave, the employee must have been employed by the School for the last 12 months and must have worked at least 1,250 hours during the 12-month period immediately preceding commencement of the FMLA leave.

- **Events That May Entitle an Employee To FMLA Leave**

The 12-week FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude 12 months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of 12 weeks of leave for this purpose.
2. Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School’s separate pregnancy disability policy).
3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury.
4. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
5. A “serious health condition” is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

- **Amount of FMLA Leave Which May Be Taken**

1. FMLA leave can be taken in one or more periods, but may not exceed twelve (12) workweeks total for any purpose in any 12-month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve of the employee’s normally scheduled workweeks. For a full-time employee who works five eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
  2. An employee who is the spouse, son, daughter, parent, or next of kind of a covered Armed Forces member shall be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the Armed Forced member.
  3. The “12 month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
  4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement.
- Pay during FMLA Leave
    1. An employee on FMLA leave because of his or her own serious health condition must use all accrued paid sick leave and may use any or all accrued personal days at the beginning of any otherwise unpaid FMLA leave period.
    2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued paid leave at the beginning of any otherwise unpaid FMLA leave.
    3. All other FMLA leaves are unpaid leaves.
    4. The receipt of paid leave or State Disability Insurance benefits will not extend the length of the FMLA leave. Personal day pay and sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.
  - Health Benefits

The provisions of the School’s various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the

arrangements made for the payment of insurance premiums during the leave period.

TSI may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in denial of the leave request until such certification is provided.
2. If the School has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
3. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Principal. An employee asking for a Request for Leave form will be given a copy of the School’s then-current FMLA leave policy.
2. Employees should provide not less than thirty (30) days notice or such shorter notice as is practicable, for foreseeable childbirth, placement, or any planned medical

treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
  4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
  5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
  6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
  7. In most cases, the School will respond to an FMLA leave request within two (2) days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and, in any event, within ten (10) days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- Return to Work
    1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
    2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is able to resume work.
  4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
- **Limitations on Reinstatement**
    1. TSI may refuse to reinstate a “key” employee if the refusal is necessary to prevent substantial and grievous injury to the School’s operations. A “key” employee is an exempt salaried employee who is among the highest paid 10% of the School’s employees within seventy-five (75) miles of the employee’s worksite.
    2. A “key” employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.
  - **Employment during Leave**

An employee on FMLA leave may not accept employment with any other employer without the School’s written permission. An employee who accepts such employment will be deemed to have resigned from employment at the School.

**Pregnancy Disability Leave**

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

- Pay during Pregnancy Disability Leave

1. TSI will pay up to two (2) weeks salary for leave taken due to the birth (or adoption) of an employee’s child. Thereafter, an employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued personal days at the beginning of any otherwise unpaid leave period.
2. The receipt of paid leave, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Personal day pay and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

The provisions of the School’s various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

- **Medical Certifications**

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- **Requesting and Scheduling Pregnancy Disability Leave**

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days or as short of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and



leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work
  1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, but filling that position with the returning employee would substantially undermine the School's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
  2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
  3. Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
  4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

An employee on pregnancy disability leave may not accept employment with any other employer without the School's written permission. An employee who accepts such employment will be deemed to have resigned from employment.

**Industrial Injury Leave (Workers' Compensation)**

TSI, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Principal;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Principal; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. TSI, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Principal/Director and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

### **Military and Military Spousal Leave of Absence**

TSI shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the Charter School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued paid time off as wage replacement during time served, provided such paid time off accrued prior to the leave.

The Charter School will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

TSI shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the Charter School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

### **Bereavement Leave**

Salaried employees are entitled to a leave of up to five (5) work days without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild). Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off.

### **Jury Duty or Witness Leave**

For all exempt employees, the Employee will pay for time off if you are called to serve on a jury. For all non-exempt employees, the School will pay for up to three (3) days if you are called to serve on a jury.

### **Voting Time Off**

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Principal/Director at least two (2) days notice.

**Returning From Leave of Absence**

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Principal/Director thirty (30) days notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the Principal.

# **DISCIPLINE AND TERMINATION OF EMPLOYMENT**

## **Rules of Conduct**

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.

19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

### **Off-Duty Conduct**

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. TSI shall not provide workers' compensation coverage or any other benefit for injuries occurring

from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

**Termination of Employment**

Should it become necessary for you to terminate your at-will employment with the School, please notify the Principal/Director regarding your intention as far in advance as possible. At least two (2) weeks notice is expected whenever possible.

When you terminate your at-will employment, you will be entitled to all wages due and owing, including any accrued leave paid out by the School. If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

## **INTERNAL COMPLAINT REVIEW**

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Principal/Director or Board of Directors to express their work-related concerns.

### Filing of Complaint

If complaints cannot be resolved informally, employees may file a written complaint with the Principal/Director or Board President as soon as possible after the events that give rise to the employee’s work-related concerns. The written complaint should set forth in detail the basis for the employee’s complaint.

### Investigation

An objective and timely investigation of all complaints which cannot be resolved informally will be undertaken. This includes meeting separately with the employee and with others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint.

TSI will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.

Upon completion of the investigation, the Principal/Director shall report the finding(s) to the employee in writing.

### Non-Retaliation

If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for lodging the complaint. If an employee believes that he or she is being retaliated against for lodging a complaint, the employee should immediately notify the Principal/Director or Board President.



## **AMENDMENT TO EMPLOYEE HANDBOOK**

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

TSI reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

**APPENDIX A**

**HARASSMENT COMPLAINT FORM**

*It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.*

*If you are an employee of the School, you may file this form with the Principal/Director or Board President.*

*Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.*

*TSI will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe sexually harassed you or someone else: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX B**  
**COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by School:

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

## SAMPLE Personalized Educator Plan

Name:	Plan Development Date:
Position:	Interim Review Date:
Advisor:	Review Date :

### REVIEW: Past Performance Periods

**This entire first section is usually used as a way to review what was accomplished at the school in the previous year. For all new teachers, please try to fill it out as completely as possible using your job (or teacher credentialing program) from last year.**

#### Part I: Overall Responsibilities for the Past Performance Period

Take this opportunity to tell your advisor what your overall responsibilities have been for the past year – not your accomplishments, but rather those contributions that generally characterize your role here at Everest. A reference document may be *The Role of the Everest Educator*.

#### Overall Responsibilities

Note: There are notes in RED throughout the document to help you fill out the PEP (including above). You may erase these notes as you complete each section.

This section should have a list of the responsibilities you had at your last school (or student teaching placement and credential program).

It would similar to the responsibilities you might list under a job title on a resume.

#### Part II: Accomplishments for Past Performance Period

- In the **Individual Goals** column, review the list of key individual goals for the past performance period, and modify or re-prioritize, as appropriate.
- In the **Results and How Achieved** column, please briefly outline the results to date and describe which of the Expectations for Everest Leaders were essential to how you accomplished the results.
- In the **Status** column, indicate whether or not or to what degree each goal was met.
- In the **Future** column, indicate if you want to delete, modify or keep the goal for the next review period.

Individual Goals	Results & How Achieved	Status	Future
Please place any professional goals you set for yourself last year. If you did not set any professional goals last year, please try to fill out the Results column.		Met In Progress No Progress	Delete Modify Keep
		Met In Progress No Progress	Delete Modify Keep
		Met In Progress No Progress	Delete Modify Keep

#### Part III: Professional Development for Past Performance Period

- In the **Development Area** column, identify those areas in which you committed to developing in the past performance period.
- Use the **Activity column** to list course, conferences, continuing education, or on-the-job development you completed during the past performance period. Where relevant include date of completion.

Development Area	Activity
Please list any professional development goals you had from last year. These goals could be in the classroom, leadership goals, mentoring goals, time management goals, organization goals, course content goals, etc.	List any activities you did last year that helped you to develop in the areas listed. For example, if the area of development was "Differentiation in the Classroom" – an activity you may have done was to meet monthly with a veteran teacher in your department to discuss assessments.  Or, if the area of development was "Time Management" – an activity you may have done was to read <i>The 7 Habits of Highly Effective People</i> and present a summary at a faculty meeting.

## PLAN: Next Performance Period

In this section you will create the next performance period Goals and Development Plan. These should be in alignment with Everest's Annual Goals & Initiatives.

After drafting, you will meet discuss and revise with your advisor. The final information captured here will be stored and displayed on your Review next year.

### Part IV: Everest Goals & Initiatives for Next Performance Period

- With your advisor, identify with which Everest Goals & Initiatives your goals should most closely align.
- In priority order, list at least 3 of these Everest Goals & Initiatives.

#### Everest Goals & Initiatives

We will look through the Everest Goals together in the PEP meeting. I have attached a copy as well to the email. Please choose at least 3 of these goals with which you would like to most closely align your personal goals. List those three goals here, in order of priority.

### Part V: Individual Goals for the Next Performance Period

- List your **Individual Goals** that will most impact the Everest Goals & Initiatives identified in the previous section.
- Discuss and agree upon these with your advisor during your fall individual meeting.

#### Individual Goals

#### Expectations

This is where you want to set your personal goals (that align with the Everest Goals above) for the school year. Try to make the goals SMART goals, or Specific, Measurable, Action-Oriented, Realistic, and Timely.

Here are some example goals the faculty put together this Spring

#### **Example Goal Bank**

1. *By May 2008, to complement and maintain course and school structures (including MASH and daily PS posting), to yield an average on time submission rate of 95% as measured by PS report.*
2. *By September 4<sup>th</sup>, design a usable mathematics skills matrix and an assessment on those skills for identifying skill deficiencies in Everest students*
3. *By July 30<sup>th</sup>, \_\_\_\_% of juniors pass AP English Language based on previous year STAR (AP)*
4. *By March 2008, participate in the Bay Area Foreign Language Program at Stanford in order to continue to learn about best teaching practices.*
5. *By August 2008, create a viable, fleshed out resiliency program for a Everest staff, as measured by \_\_\_\_\_.*

<p>6. <i>By N.B. date, I will complete components of the National Boards for Special Education.</i></p> <p>7. <i>By January 28<sup>th</sup>, establish a P.D. philosophy and program that centers around PEP goals and National Board standards, incorporating Induction and Peer Coaching as appropriate – as measured by Intersession agendas.</i></p> <p>8. <i>Each week on Friday or Saturday, reflect in writing on lessons, pedagogy choices, classroom management, and other issues, missing no more than 1 week/semester, by journal.</i></p> <p>9. <i>By June 30<sup>th</sup>, complete year 2 of induction and apply for a clear credential.</i></p> <p>10. <i>Create a template of the IL schedule, etc. to implement for 1<sup>st</sup> semester.</i></p> <p>11. <i>By September 1, level all of my first semester standards.</i></p> <p>12. <i>By January 31, level all of my second semester standards.</i></p> <p>13. <i>Implement action research on differentiated instruction</i></p> <ul style="list-style-type: none"> <li>- <i>gather data on 3 assessments by 12/30/07</i></li> <li>- <i>compile analyze data by 2/15/08</i></li> </ul>	

- Interdisciplinary and cross-functional Team Work & Collaboration are essential to improving and developing students and the school.
- With your advisor, define a specific and measurable goal to improve Teamwork & Collaboration.

### Individual Goal – Teamwork and Collaboration

Please put specific goals you would like to accomplish this year that are focused on Teamwork and Collaboration. We decided to make this a specific focus at Everest for everyone because it is so essential to the mission of the school and the success we have had up to this point.

These are my goals from last year as an example:

Weekly (3 of 4 weeks per month) collaboration between Physics and Pre-Calculus  
 Design, fundraise, and coordinate with 11<sup>th</sup> grade leadership team the 11<sup>th</sup> grade Study Trip  
 Develop and implement 11<sup>th</sup> grade team Interdisciplinary Themes  
 Interdisciplinary mini-Unit with History concerning the Industrial Revolution  
 Coordinate and help facilitate biweekly Science Team meetings (support Sarah and Howard)  
 Recruit and help facilitate Sports Committee  
 Help develop Induction Team and induct year 1 and 2 teachers

### Part VI: Development Plan for Next Period

- Everest is committed to supporting short- and long-term development efforts that help achieve your individual goals and further your career plans. In preparation for your fall individual meeting, develop a draft of your development plan.
- In the **Development Focus** column, list and describe the skills and knowledge you wish to develop during the upcoming performance period. (The question that you should ask yourself for each of your goals above is "What skills or knowledge do I need to develop in order to reach this goal? Your answer to that question should be an area of development.
- In the **Action Steps & Target** column, identify how you will achieve your development plans and when you are targeting completion for this development focus.

Development plans are most effective when they include a variety of activities. We recommend pursuing at least two activities from the Education, Experience & Exposure categories to support each Development Focus area.

Education Learning Through Resources	Experience Learning Through Doing	Exposure Learning Through Others
Activities such as: <ul style="list-style-type: none"> <li>• E-learning Programs</li> <li>• Instructor-led Courses</li> <li>• Selected Readings</li> <li>• Professional Conferences</li> </ul>	Activities such as: <ul style="list-style-type: none"> <li>• On-the-job Tasks</li> <li>• Special Assignments</li> <li>• Cross-functional Projects</li> <li>• Provide Mentoring or Coaching</li> <li>• Teach</li> <li>• Deliver Presentations</li> </ul>	Activities such as: <ul style="list-style-type: none"> <li>• Seek Feedback</li> <li>• Develop a Peer Network</li> <li>• Join Professional Organizations</li> <li>• Find / work with a Mentor</li> <li>• Find / work with a Coach</li> <li>• Shadowing</li> <li>• Visibility Opportunities</li> </ul>

**These are my development areas from last year. Having 3-5 areas of development is a good number. We will encourage that everyone have some sort of development around Leadership.**

Development Focus	Action Steps
<b>Skill:</b> Pedagogy (Differentiation) <b>Description:</b> Improve all 6 units with following structures: new PPOWs, Task Cards, Performance Based Assessments (Motion, Thermodynamics)	<b>Education/Experience/Exposure:</b> Cooperating Teacher with Stanford experience Continue to share best practice with Charlotte and Megan T. Research and attend 1 conference this year by summer 2007 Present on Differentiation at Stanford or elsewhere by summer 2007
<b>Skill:</b> Content Knowledge <b>Description:</b> Improve overall content knowledge, especially related to which concepts high school students struggle to learn and strategies to avoid	<b>Education/Experience/Exposure:</b> Magazines – The Physics Teacher (subscribe by August 2006) Exploratorium listserv (get on list by (August 2006) Join American Association of Physics Teachers (by August 2006) Marty M. monthly meetings (set up and attend 8 meetings by summer 2007)
<b>Skill:</b> Mentor Role <b>Description:</b> Improve ability to connect with mentees and help to develop the character and emotional health of students	<b>Education/Experience/Exposure:</b> Continue to work with Daren on groupwork that can cross-over to mainstream high school students (have document with plan by Dec 2006) Thanksgiving Training at Seneca (Group Dynamics) Meeting with Barr Taylor to develop a Health Program for Everest (implement plan by Fall 2007)
<b>Skill:</b> Leadership Skills / Management Skills <b>Description:</b> Gain more experience in leadership roles	<b>Education/Experience/Exposure:</b> Athletic Director CT / C&I instruction Facilitate at least 5 LT meetings Be every role in LT meetings at least once this year Harvard Strategic Management for Charter Schools in summer of 2007

### Part VII: Review Attachments

- Please attach any documents or files that you would like to include as a part of your review. Provide a brief explanation of what is being included and why it is relevant and important.



## THE SUMMIT INSTITUTE FISCAL POLICIES AND PROCEDURES

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# FISCAL CONTROL POLICIES AND PROCEDURES

## OVERVIEW

The Board of Directors of The Summit Institute has reviewed the following policies and procedures to ensure the most effective use of the funds of The Summit Institute to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board of Directors formulate financial policies and procedures, delegate administration of the policies and procedures to the CEO and Executive Director and review operations and activities on a regular basis.
2. The CEO of The Summit Institute has responsibility for all operations and activities related to financial management of The Summit Institute. The Executive Director of Everest Public High School has responsibility for all operations and activities related to financial management at Everest Public High School.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. All documentation related to financial matters will be completed by computer, word processor, typewriter, or ink.
5. The Board of Directors will commission an annual financial audit by an independent third party auditor who will report directly to them. The Board of Directors will approve the final audit report, and a copy will be provided to the charter-granting agency. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Board of Directors and the charter-granting agency.

## Annual Financial Audit

1. The Board of Directors will annually appoint an audit committee by January 1 to select an auditor.
2. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee.
3. The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
4. The audit shall include, but not be limited to:
  - a. An audit of the accuracy of the financial statements
  - b. An audit of the attendance accounting and revenue accuracy practices
  - c. An audit of the internal control practices

## **FISCAL CONTROL POLICIES AND PROCEDURES**

### **PURCHASING**

1. The CEO/Executive Director may authorize expenditures and may sign related contracts within the approved budget. The Board of Directors must approve expenditures that would result in a budget variance of \$25,000 of the specific budget line item.
2. The Board of Directors must approve contracts over 5% of operating expenses, with the exception of Intersession Contracts as approved in the adopted budget. Contracts below 5% of operating expenses and Intersession contracts must be approved by the CEO/ Executive Director and the CFO.
3. The CEO/Executive Director or CFO must approve all purchases. When approving purchases, the CFO, CEO/Executive Director must:
  - a. Determine if the expenditure is budgeted
  - b. Determine if funds are currently available for expenditures (i.e. cash flow)
  - c. Determine if the expenditure is allowable under the appropriate revenue source
  - d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
  - e. Determine if the price is competitive and prudent. All purchases over \$10,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
4. Every two weeks, the CFO will prepare a list of recent transactions for approval by the CEO/Executive Director.
5. Any individual making an authorized purchase on behalf of the school must provide the bookkeeper with appropriate documentation of the purchase.
6. Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.

### **Petty Cash**

1. The Office Manager will manage the petty cash fund.
2. The petty cash fund will be capped at \$300.
3. All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Executive Director will have keys to the petty cash box and drawer or file cabinet.
4. All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
5. The Bookkeeper will insure that the petty cash slip is properly completed and that a proper receipt is attached.
6. At all times the petty cash box will contain receipts and cash totaling \$300. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Executive Director or Bookkeeper within 48 hours of withdrawing the petty cash.

## **FISCAL CONTROL POLICIES AND PROCEDURES**

7. When expenditures total \$200 (when cash balance is reduced to \$100), the Bookkeeper will total the disbursements, complete a petty cash reimbursement form, and obtain the approval of the CEO/Executive Director. This should be done on at least a twice monthly.
8. Petty cash fund reimbursement checks will be made payable to the CEO/Executive Director.
9. Any irregularities in the petty cash fund will be immediately reported in writing to the CEO/Executive Director.
10. Loans will not be made from the petty cash fund.
11. The Bookkeeper will conduct surprise counts of the petty cash fund.

### **Contracts**

1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.
2. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
  - a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The CEO/Executive Director may also require that contract service providers list the school as an additional insured.
3. The CEO/Executive Director will approve proposed contracts in writing.
4. Contract service providers will be paid in accordance with approved contracts as work is performed.
5. The Board of Directors must approve contracts over 5% of operating expenses, with the exception of Intersession Contracts as approved in the adopted budget. Contracts below 5% of operating expenses and Intersession contracts must be approved by the CEO/ Executive Director and the CFO.

# FISCAL CONTROL POLICIES AND PROCEDURES

## ACCOUNTS PAYABLE

### Bank Check Authorization

1. All original invoices will immediately be forwarded to the CFO for approval.
2. The CFO will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to The Bookkeeper with the invoice. The Bookkeeper will adjust the invoice for any missing items noted on the packing list before processing for payment.
3. In the case that a purchase is not in the approved budget, the CFO will consult the CEO/Executive Director before approving the expense.
4. Once approved by the CFO, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to The Bookkeeper on at least a weekly basis. The Bookkeeper will then process the invoices with sufficient supporting documentation.
5. Every two weeks, the CFO will prepare a list of recent transactions for approval by the CEO/Executive Director.
- 6.

### Bank Checks

1. The CEO/Executive Director will be authorized to open and close bank accounts. The two overseeing Board Members (the Board Finance Committee Chairperson and one other Board Member) may sign bank checks within established limitations (please see #6 below).
2. The Bookkeeper will ensure that payments from private funds are drawn on the appropriate bank account.
3. The Bookkeeper and CEO/Executive Director will be responsible for all blank checks and will keep them under lock and key.
4. When there is a need to generate a bank check, the CEO/Executive Director will send appropriate approved documentation to The Bookkeeper.
5. Once approved by the CEO/Executive Director, The Bookkeeper types/writes the check based on the check authorization prior to obtaining the appropriate signature(s).
6. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
7. The Bookkeeper will record the check transaction(s) into the appropriate checkbook and in the general ledger.
8. The Bookkeeper will distribute the checks and vouchers as follows:
  - a. Original – mailed or delivered to payee

## **FISCAL CONTROL POLICIES AND PROCEDURES**

- b. Duplicate or voucher – attached to the invoice and filed by account number
  - c. Cancelled Checks – filed numerically with bank statements by the Office Manager
9. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to the Bookkeeper who will attach any other related documentation as appropriate.

### **Bank Reconciliation**

1. Bank statements will be received directly, unopened, by the CFO.
2. The CFO will examine all paid checks for date, name, cancellation, and endorsement and report any discrepancies to the Bookkeeper. Any discrepancies regarding the paid checks or any checks over 60 days will be researched and if applicable deleted from the accounting system.
3. The Bookkeeper will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
4. The Bookkeeper will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the CEO/Executive Director.

### **Accounts Receivable**

1. Documentation will be maintained for accounts receivable and forwarded to the Bookkeeper.
2. Accounts receivable will be recorded by the Bookkeeper in the general ledger and collected on a timely basis.

### **Cash Receipts (Cash and Checks)**

1. All cash and check receipts will be immediately endorsed with the school deposit stamp.
2. By the close of business each day, the Office Manager will log cash or checks received into the Cash Receipts Log. The Cash Receipt logs should be given to the Bookkeeper with the weekly invoices.
3. A deposit slip will be completed by the Office Manager for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
4. Deposits totaling greater than \$2,000 will be deposited within 24 hours by the designated school employee. Deposits totaling less than \$2,000 will be made weekly by the designated school employee. All cash will be immediately put into a lock box.
5. All checks will be endorsed as follows: “For Deposit Only; Agency; Program; Bank Account number.”

## **FISCAL CONTROL POLICIES AND PROCEDURES**

6. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to the Bookkeeper to be filed and recorded monthly.

### **Returned Check Policy**

1. A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by the Bookkeeper or the CEO/Executive Director, payment of the NSF check and processing fee must be made by money order or certified check.
2. In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.
3. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the CEO/Executive Director and/or Board of Directors.

### **Personnel**

1. The CEO/Executive Director will be responsible for all new employees completing or providing all of the items on the attached Personnel File Checklist.
2. The CEO/Executive Director will be responsible for maintaining this information in the format as shown on the Personnel File Checklist.
3. An employee's hiring is not effective until the employment application, form W-4, form I-9, and have been completed.

# FISCAL CONTROL POLICIES AND PROCEDURES

## PAYROLL

### Timesheets

1. All hourly employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet.
2. The completed timesheets will be submitted to The Bookkeeper on the last working day of the designated payroll period.
3. Incomplete timesheets will be returned to the signatory supervisor and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted.
4. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

### Overtime

1. Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime.
2. Overtime only applies to classified employees and is defined as hours worked in excess of forty (40) hours within a five-day period of time. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. No overtime will be paid without the approval of the employee's supervisor. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the CEO/Executive Director for further guidance.

### Payroll Processing

1. For hourly employees, the signatory supervisor will verify the timesheets for appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. No overtime hours should be listed on timesheets without the supervisor's initials next to the day on which overtime was worked. The signatory supervisor will submit a summary report of timesheets to the Bookkeeper who will verify the calculations for accuracy.
2. For certificated employees, the authorized supervisor will verify working days for accuracy, tracking the attendance of certificated employees using the monthly log (to minimize recall at the end of the month as to which certificated employees worked). The authorized supervisor will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.



## **FISCAL CONTROL POLICIES AND PROCEDURES**

3. For confidential employees, the CEO/Executive Director will verify working days for accuracy, tracking the attendance of certificated employees using the monthly log (to minimize recall at the end of the month as to which certificated employees worked). The CEO/Executive Director will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.
4. For substitute teachers, the Office Manager will maintain a log of teacher absences and the respective substitutes that work for them. The Office Manager will verify that the substitutes initial the log next to their names before they leave for the day and that teachers, upon returning back to work, initial next to their names. This form will be verified and signed by the appropriate supervisor and submitted to the Bookkeeper.
5. The CEO/Executive Director will notify the Bookkeeper of all authorizations for approved stipends.
6. The Bookkeeper will prepare the payroll worksheet based on the summary report from the designated school employee.
7. The payroll checks (if applicable) will be delivered to the school. The CEO/Executive Director will document receipt of the paychecks and review the payroll checks prior to distribution.

### **Payroll Taxes and Filings**

1. The Bookkeeper will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.
2. The Bookkeeper will authorize the contracted payroll processor to process federal and state payroll taxes.
3. The Bookkeeper will prepare the state and federal quarterly and annual payroll tax forms, review the forms with the CEO/Executive Director, and submit the forms to the respective agencies.

### **Record Keeping**

1. The CEO/Executive Director will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.
  - a. The designated school employee will immediately notify the CEO/Executive Director if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
  - b. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

# FISCAL CONTROL POLICIES AND PROCEDURES

## EXPENSES

### Expense Reports

1. Employees will be reimbursed for expenditures within two weeks of presentation of appropriate documentation.
2. Employees will complete expense reports monthly, as necessary, to be submitted to the Bookkeeper.
3. Receipts or other appropriate documentation will be required for all expenses over five dollars to be reimbursed.
4. The employee and the CEO/Executive Director must sign expense reports.
5. CEO/Executive Director expense reports should always be submitted to the Bookkeeper for processing and payment. The CEO/Executive Director's expense reports must be approved by a designated Board Member (who does not have check signing authority.)

### Travel

1. Employees will be reimbursed for mileage when pre-approved by an administrator. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.
2. The CEO/Executive Director must pre-approve all out of town travel.
3. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.
4. Travel advances require written approval from the CEO/Executive Director.
5. Travel advances require receipts for all advanced funds.
6. After the trip, the employee must enter all of the appropriate information on an expense report and submit it to the CEO/Executive Director for approval and then on to the Bookkeeper for processing.
7. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
8. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

### Board of Directors Expenses

1. The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report.

## **FISCAL CONTROL POLICIES AND PROCEDURES**

2. The CEO/Executive Director will approve and sign the expense report, and submit it to the Bookkeeper for payment.

### **Telephone Usage**

1. Employees will not make personal long distance calls on the telephones without prior approval from a supervisor.
2. Employees will reimburse the school for all personal telephone calls.
3. The Office Manager will review and properly account for all long distance calls in excess of five dollars per call.

### **Finance**

#### **Financial Reporting**

1. In consultation with the CEO/Executive Director, the financial team at the Summit Institute will prepare the annual financial budget for approval by the Board of Directors. The budget will be revised once each fiscal year, usually in October or November.
2. The financial team at the Summit Institute will submit a monthly balance sheet and monthly revenue and expense summaries to the CEO/Executive Director including a review of the discretionary accounts and any line items that are substantially over or under budget (< or > 10% of established budget). The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.
3. Each month, the financial team will also prepare an updated budget forecast and statement of cash flows. The budget forecast will highlight any variances from the approved budget.
4. The financial team at the Summit Institute will provide the CEO/Executive Director and/or Board of Directors with additional financial reports, as needed.

#### **Loans**

1. The CEO/Executive Director and the Board of Directors will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.
2. Once approved, a promissory note will be prepared and signed by the CEO/Executive Director before funds are borrowed.
3. Employee loans are not allowed.

#### **Financial Institutions**

1. All funds will be maintained at a high quality financial institution.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.

## **FISCAL CONTROL POLICIES AND PROCEDURES**

3. Physical evidence will be maintained on-site for all financial institution transactions.

### **Retention of Records**

1. Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Board of Directors or CEO/Executive Director, certain documentation may be maintained for a longer period of time.
2. Financial records will be shredded at the end of their retention period.
4. Appropriate back-up copies, including financial and attendance accounting data, will be regularly prepared

# FISCAL CONTROL POLICIES AND PROCEDURES

## RESERVES /INSURANCE/LIABILITIES/ASSETS

### Funds Balance Reserve

1. A funds balance in accordance with state recommendations for charter schools will be maintained.

### Insurance

1. The CEO/Executive Director will ensure that appropriate insurance is maintained at all times with a high quality insurance agency.
2. The CEO/Executive Director will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The CEO/Executive Director will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.

## **Asset Inventory**

1. An asset is defined as all items, purchased or donated, with a value of \$2000 or more and with a useful life of more than one year.
2. The Office Manager will file all receipts for purchased asset.
3. The Office Manager will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets.
4. The Office Manager will take a physical inventory of all assets at least 90 days before the end of each fiscal year, indicating the condition and location of the asset.
5. The CEO/Executive Director will immediately be notified of all cases of theft, loss, damage or destruction of assets.
6. The CEO/Executive Director will submit to the Board of Directors written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

## **Parking Lot Liability**

1. Parking lot related incidences are not covered under any insurance policy. The school assumes no liability for damage to cars:
  - a. Parked in the parking lot during school hours
  - b. Parked in the parking lot after school hours
2. The only exception to this policy will be when a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity, such as physical education equipment breaking a window (e.g. a ball)
3. Otherwise, liability is as follows:
  - a. If a student willfully causes damage (i.e. not an accident as described above), the student's parent or guardian is responsible.
  - b. If a parent or other visitor causes damage, that individual is responsible.
  - c. If an employee causes damage, the employee is responsible.
  - d. If an unknown person causes damage and there is no witness, the affected individual would determine if they have applicable coverage through his/her individual insurance policies.

## **SAMPLE: Everest Public High School Health and Safety Policies**

This appendix contains a set of health and safety policies to be reviewed by The Everest Governance Council and adopted by The Summit Institute Board of Directors. The policies attached are as follows:

- Policy 1: Fingerprinting and Background Checks
- Policy 2: Tuberculin Examinations
- Policy 3: Safe Facilities
- Policy 4: Immunizations/Physical Exams
- Policy 5: Administration of Medications
- Policy 6: Communicable, Contagious, or Infectious Disease Prevention
- Policy 7: Drug-Free Workplace
- Policy 8: Smoke-Free Environment
- Policy 9: First Aid, CPR, and Health Screening
- Policy 10: Exposure Control Plan for Blood Borne Pathogens
- Policy 11: Conditions for Classroom and School Visitation
- Policy 12: Emergency Preparation Plan

## **Fingerprinting and Background Checks**

Everest shall comply with the applicable provisions of the Education Code, including Sections 44237, 44830.1 and 45125.1.

It is the policy of Everest Public High School to require fingerprinting and background checks for its employees as required by law prior to employment at The Summit Institute. All prospective employees must abide by all applicable laws and agree to abide by the policies of The Summit Institute, including the submission of fingerprints and the approval for The Summit Institute or its designee to perform background checks. The fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of employment.

Additionally, The Summit Institute may on a case-by-case basis require an entity providing school site services other than those listed above to require the entity's employees to comply with the requirements for fingerprinting, unless The Summit Institute determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, The Summit Institute must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others.

This policy shall also include student teachers serving under the supervision of a designated cooperating teacher and all substitute employees.

### **Procedures for Background Checks**

The Executive Director shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1 or 45125.1, except with respect to her or himself, in which case the Chair of the Governance Council will review. The Executive Director shall monitor compliance with this policy and report to the Board on a quarterly basis.



## **Tuberculin Examinations**

1. No person shall be employed by Everest Public High School unless they have submitted proof of an examination within the last sixty (60) days that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.
2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.
3. All employees shall be required to undergo this examination at least once every four (4) years, with the exception of "food handlers" who shall be examined annually.
4. After such examination each employee shall file a certificate with The Summit Institute from the examining physician showing the employee was examined and found free from active tuberculosis.
5. In the event it becomes necessary for the employee to have an X-ray examination as a follow-up to a skin test, The Summit Institute will make arrangements with the designated physician for the examination and bear the expense. If the employee chooses to have his or her own physician for this purpose, The Summit Institute will pay toward the cost of the examination an amount equal to the rate charged by the designated physician.
6. This policy shall also include student teachers serving under the supervision of a designated cooperating teacher and all substitute employees.

## **Safe Facilities**

The School will be housed in a facility that meets California Building Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the School is located.

Everest Public High School will be housed in a facility that has received State Fire Marshall approval and has been evaluated by a qualified structural engineer, who has determined that the facilities present no substantial seismic hazard. Everest will not take possession of any facility from any school district that does not have all appropriate inspections and a valid Certificate of Occupancy. The procedures will include provisions for periodic inspection and testing of the structure(s) and associated life safety systems.

Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the school will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained.

Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access/egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

## Immunizations

### Applicability

This policy applies to all applicants to Everest and the administration of the School in charge of admissions.

The School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

- a) Diphtheria
- b) Measles
- c) Mumps, except for children who have reached the age of seven years.
- d) Pertussis (whooping cough), except for children who have reached the age of seven years.
- e) Poliomyelitis
- f) Rubella
- g) Tetanus
- h) Hepatitis B
- i) Varicella (chicken pox), persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

School verification of immunizations is to be by written medical records from your doctor or immunization clinic.

Exceptions are allowed under the following conditions:

- a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- b) A parent may request exemption of their child from immunization for personal beliefs.
- c) Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation to any country considered by the Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

## Physical Examinations

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment.

If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

## **Administration of Medications**

Everest Public High School staff is responsible for the administration of medications to students attending school during regular school hours.

It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular schoolday, medication prescribed for him or her by a physician or surgeon, may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the School receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, the School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, the School shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the School assist the pupil in the matters set forth in the statement of the physician.

### *Guidelines*

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined to be absolutely necessary on an ongoing basis.
- The parent/guardian shall sign a release/consent form, which is to be kept on file at the school.
- Designated staff shall keep records of medication administration at the school.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by the designed staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e., allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.



## ***Communicable, Contagious, or Infectious Disease Prevention Policy***

The School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See "Immunizations/Physical Exams" Policy) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

### **Science Laboratory Instruction**

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

### **Injuries and Accidents**

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See "Bloodborne Pathogen Exposure Control Program" Policy)

## ***Drug-Free Workplace***

The School is committed to providing a drug- and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

Accordingly, consistent with this commitment, the School has developed a drug and alcohol policy that applies to all employees.

Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on any School premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

The School reserves the right to use appropriate means to provide a safe work environment for its employees. These means may consist of but are not limited to:

- Post-offer, pre-employment drug/alcohol testing;
- Referral to local authorities;
- Referral to employee assistance program;
- Full investigation of accident causes, which includes drug and alcohol testing;
- “For cause” drug testing (reasonable suspicion testing);
- Search of School property;
- Search of employee property, including employee handbags and vehicles, brought onto School property, only in accordance with search policies approved by the Board.

Refusal to submit to a “for cause” drug test or a drug test in connection with an on-the-job injury or accident is cause for immediate termination.



## ***Smoke-Free Environment***

The School maintains a smoke-free environment.

**Smoking is not allowed anywhere on School property.** It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

## ***First Aid, CPR, And Health Screening***

The School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, the School expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within Everest facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

### Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Executive Director, or designee, shall ensure that all parents/guardians are informed of this policy.

### Vision, Hearing and Scoliosis Screening

The School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, et seq., per appropriate grade levels.

### Head Lice

To prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Executive Director, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

## ***Exposure Control Plan For Bloodborne Pathogens***

The Executive Director, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Executive Director, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Executive Director, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the School's exposure determination may petition to be included in the School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Executive Director, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Executive Director, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

## ***Conditions for Classroom and School Visitation and Removal Policy***

While the School encourages parents/guardians and interested members of the community to visit the School and view the educational program, the School also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the School has established the following procedures, pursuant to California Penal Code Sections 627, et. seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher and Executive Director or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Executive Director or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Executive Director or designee may design a visible means of identification for visitors while on school premises.
3. The Executive Director, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
4. The Executive Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Executive Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Executive Director or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Executive Director or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Executive Director or the Board President within five days after the denial or revocation. The Executive Director or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Executive Director shall be held within seven days after the Executive Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.
7. The Executive Director or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
8. At each entrance to the School grounds of, signs shall be posted specifying the hours during which registration is required, stating where the office of the Executive Director or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
9. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Executive Director's written permission.

#### Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

# Everest Public High School Emergency Plan

## IMPORTANT INFORMATION

Emergency:	Dial 911
Redwood City Police Department non-emergency phone number:	(650) 780-7100
Redwood City Fire Department non-emergency phone number:	(650) 780-7400
San Mateo Sheriff's Office Search and Rescue:	(650) 363-4012
Redwood City School District Office:	(650) 423-2200
American Red Cross (Palo Alto):	(650) 688-0415
Sequoia Hospital (DIRECTIONS INSIDE):	(650) 367-5541
PG&E phone number:	24-hour number: (800) 743-5000
Redwood City Public Works (water maintenance and repair):	(650) 780-7464

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## **Procedure to call 911**

1. State your emergency.
2. Stay Calm.
3. Give your name and the school's name and address
4. Listen. Allow the 911 employee to direct the conversation.
5. Be prepared to answer questions in a clear, calm manner.
6. Remain on the telephone. **DO NOT** hang up until the dispatcher says to do so.

## **Staff Instructions**

1. Inventory staff for skills such as First Aid and CPR. Require staff to become certified in First Aid and CPR and to maintain their certification. Encourage frequent parent volunteers to become certified as well. The Red Cross offers classes in First Aid and CPR.
2. Assign teachers in a "buddy system" to assist each other during any disaster.
3. Inform staff of California Government Code 3100, designating all public school employees as Disaster Service Workers. This may require their presence at the school for several days.
4. Instruct staff to prepare emergency backpacks for classroom and individual student emergency kits. Each teacher is to prepare their own backpack and make sure the students bring the supplies requested for their individual emergency kits and for the canned or dry food earthquake supplies.

## **Family Information**

1. Send an annual letter to families about the school's emergency plans. Include instructions about what each parent should/should not do in the event of an emergency. Ask each family to supply their child's individual emergency kit as well as some of the canned or dry food supplies listed under earthquake supplies.
2. Ask for parent volunteers who are willing to be trained in CPR and First Aid. Ask these volunteers if they would be willing to come to the school site after an earthquake and serve on the First Aid team.
3. Ask for parent volunteers would be willing to come to the school site after an earthquake to assist in other areas such as Search and Rescue Teams, etc.

## **Preparing for an Earthquake**

1. Determine who will be assigned to the Emergency Response Teams. Direct each team to complete their team's responsibilities.
2. Prepare a color-coded utility map of the school site. (electric: red, gas, oil, steam: yellow, communication: orange, water: blue, sewer: green).
3. Paint utilities on building the colors depicted on the utility map.
4. Conduct "Duck-Cover-Hold" and the "assemble at meeting place" earthquake drills once per semester at the secondary school level.
5. Conduct a full-scale earthquake drill (complete with search and rescue) annually.
6. Prepare and inventory earthquake supplies for school site
7. Determine who will have access to the earthquake storage supplies.



8. Issue keys to the individuals responsible for the Search and Rescue Teams, the Security/Damage Assessment Team and your designee in the event of your absence.

### **Preparing for a Fire**

1. Prepare fire drill map of school site.
2. Conduct fire drills quarterly at the secondary school level.
3. Obtain fire extinguisher training for self and staff.
4. Know number and locations of fire extinguishers. Check them monthly/have them serviced annually.

### **Preparing for Evacuation**

1. Prepare evacuation plan of school site. Identify primary and secondary evacuation sites. Become familiar with evacuation routes.
2. Determine how many busses would be needed to accommodate the entire student population and staff. Also assess availability of alternative vehicles
3. Conduct a full-scale evacuation drill annually.

### **Preparing for a Chemical Accident**

1. Prepare shelter-in-place map of school site.
2. Conduct shelter-in-place drills quarterly.

### **Preparing School Site for Disaster**

1. Prepare your own family and home for a disaster in the event that you may be required to be away for a few days.
2. Review the school emergency plans with the Executive Director.
3. Teachers should prepare the emergency backpacks for classroom and individual student emergency kits. Each teacher is to prepare their own backpack and make sure the students bring the supplies requested for their individual emergency kits and for the canned or dry food earthquake supplies.
4. Correct or remove hazards identified in your area by the hazard assessment of the school site.
5. Instruct students in emergency preparedness: fire prevention, clothing on fire with STOP -DROP-ROLL, earthquake readiness and DUCK-COVER-HOLD, hazardous materials accident with SHELTER-SHUT-LISTEN, and other emergencies.
6. Participate fully in all emergency drills.
7. Know your buddy assignment and coordinate with your buddy teacher.
8. Become certified in First Aid and CPR through the Red Cross.
9. Become prepared to perform your Emergency Team assignments in the event of an earthquake.
10. Take fire extinguisher training.

### **Hazard Assessment of School Site**

A qualified structural and/or civil engineer should perform the hazard assessment of the school site where appropriate. The interior and exterior portions of the school buildings as well as the school grounds should be assessed for potential hazards. The hazard assessment should include evaluation of the following potential hazards to impact the school site, staff or students:

- Proximity of toxic, flammable, corrosive, chemically reactive or radioactive material, including proximity to industry and trucking and railroad routes.
- Proximity of high voltage power lines.
- Proximity to fault lines
- Likelihood and possible effects of flooding, including proximity to dams in the event of their failure.
- Likelihood and possible effects of a wildland fire.
- Likelihood and possible effects of severe weather.
- Probable safety areas for evacuation, after earthquake or other disaster. Consider the proximity of gas, water and sewer lines locating these areas.
- Locations of interior hanging fixtures on ceilings, etc. such as fluorescent lights.
- Locations of windows, particularly those near doorways.
- Stability of bookcases and shelving in classrooms as well as the objects on the shelves, cabinets and hanging on walls.
- Stability of water heaters.
- Prevention of the school piano from rolling during an earthquake.
- Security of AV equipment, computers, TV monitors, aquariums, etc. from motion during an earthquake.

**An effort should be made to remove or correct the identified hazards to the school site if possible to do so.**

### **Emergency Backpack for Classroom**

The intention of the emergency backpack and individual student emergency kit is to have these supplies accompany the class whenever an evacuation occurs. The emergency backpack is to be carried by the teacher during the evacuation.

- 1 pint bottled water
- Personal snacks similar to individual student kits
- Work gloves
- Neck lanyard with whistle
- 18" pry bar
- 3 space blankets
- 1 Richter highway blanket
- 1 flashlight
- 1 portable radio
- 2 sets spare batteries for each flashlight and radio

- 3 pressure dressings
- 3 pair latex gloves
- 6 rolls Kerlix bandaging material
- 4 rolls medical tape
- 1 pair medical scissors
- 4 ice packs
- 1 package Band-Aids
- Feminine hygiene products (if applicable)
- Classroom roster
- Paper and writing tools (chalk, pens or sharpies)
- Student release forms
- Copies of student emergency cards
- Copy of disaster plan
- Copy of "What to Expect After a Disaster: Children's Typical Reactions" from the Governor's Office of Emergency Services.
- Buddy list
- Copy of utility map
- Search and Rescue tags--green for all clear, red for injured or trapped individuals
- Suitable container to hold supplies (like a large backpack)

### **Individual Student Emergency Kits**

The intention of the emergency backpack and individual student emergency kit is to have these supplies accompany the class whenever an evacuation occurs. The individual student emergency kits may either be carried by each student, or the large container with all the kits inside may be carried out of the classroom. At the beginning of the school year, parents should be asked to provide this kit for their children.

Put all these items in a 1 gallon zip lock bag:

- 2 high energy bars (granola, etc.) Stay away from any containing peanut butter.
- 1 fruit cup, not from refrigerator section. Alternative--2 Jell-O cups.
- 1 package unsalted crackers or wafers (no larger than 4x4x2).
- 2 Fruit roll-ups
- 1 pint plastic bottled water
- 2 small pocket size Kleenex (4x2x1), not in a box.
- Completed copy of student's emergency card, covered in clear contact paper.

The individual student emergency kits should be placed into a 50-gallon *Rubbermaid* container or similar sized container.

### **Procedure to Evacuate a School Site**

Evacuation of the Building:

Students and staff will leave the building in an orderly fashion using the primary or alternate fire route. These routes should be selected considering students with disabilities. The emergency backpack and student kits will be brought along. The assembly area will be the parking lot. Roll will be taken BY MENTOR GROUP and attendance reported to the director or designee.

Evacuation of the School Site (leaving the campus):

**This action should be implemented if it not safe to remain on the school campus.**

The students and staff should evacuate the building as above. The campus should be left by vehicle or by walking. The emergency backpack and student kits should be brought along.

To Evacuate by Walking:

If it is safe to do so, students may be walked to evacuation sites nearby. Students should be lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site. Attendance should be taken before leaving the campus and upon arrival at the safe site.

## **Emergencies**

### ***Air pollution episode***

This event could affect students and staff who are susceptible to respiratory problems.

#### **RESPONSIBILITIES:**

1. Develop and maintain a file of students and staff who are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
2. Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
3. When notified from district office or via news media of a smog advisory, the Executive Director shall inform all staff and notify those individuals in file to stay indoors and minimize physical activity.
4. Cancel all athletic competitions and practices and any other activities which require strenuous physical activity such as marching band, pep squad etc.
5. Instruct employees to minimize strenuous physical activity.
6. Cancel any events, which require the use of vehicles.
7. Urge staff and high school students to minimize use of vehicles.

### ***Bomb threats***

In the event that the school receives a bomb threat, by letter or telephone, the following procedures will be accomplished.

1. If the bomb threat is in the form of a letter, note the manner in which it was delivered, who found it and where it was found. Take care while handling the message by immediately placing it in an envelope so that possible fingerprints may be detected.
2. If the bomb threat is a telephone call, keep the caller on the line. Delay the caller with statements such as "I am sorry, I did not understand you. What did you say?" Note the time the call was received, manner of caller, background noises and what the caller is saying.
3. Immediately notify the police and fire departments (or designee) (call 911).
4. If the caller is still on the phone, call the phone company to trace the call.
5. Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use these devices during this threat.
6. Caution students against picking up or touching any strange objects or packages.
7. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
8. Evacuate students using primary and alternate routes. Take emergency backpack and student kits. Check to be sure all students have left the building.
9. Upon arrival at the designated safe site, take roll. Notify the Executive Director/designee and emergency response personnel of any missing students.
10. Do not return to the building until emergency response officials determine it is safe.

### ***Chemical accident (offsite)***

Chemical accidents of a disaster magnitude could result from a transportation accident or an industrial accident. Should any such accidents endanger the students or staff, the following will be accomplished.

WARNING: An alert message will be broadcast over the "Weather Radio" located in your school office and the safety siren may be heard.

1. Have all students report to nearest designated building.
2. Close all doors and windows, shut off ventilation, and listen to the radio (shelter-in place).
3. Take roll. Notify Executive Director or designee of any missing students.
4. If necessary, use tape, rags, clothing or any other available material to seal air leaks.
5. CONTINUE TO SHELTER-IN-PLACE UNTIL ADVISED TO DO OTHERWISE.  
Monitor and radio station for further instructions.
6. If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
7. If evacuation orders are received, proceed with school evacuation plan (refer to p. 13-15).
8. Evacuate students. Take the class roster and emergency backpack and student kits.
9. A check should be performed to be sure all students have been evacuated.
10. A notice should be left on the office door stating where the school has relocated and notify the school district.
11. Upon arrival at safe site, take roll and report attendance to Executive Director/designee immediately.

### ***Chemical accident (onsite)/threat of explosion***

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Should any such accidents endanger the students or staff, take the following actions:

1. Determine if evacuation is required.
2. Notify appropriate local authorities of incident (call 911).
3. If necessary, proceed with school evacuation procedure using primary or alternate routes, avoiding exposure to the chemical fumes.
4. Evacuate students from the building using primary and/or alternate fire routes. Take class roster and emergency backpack and student kits. Check to be sure all students have left the school building.
5. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
6. Upon arrival at evacuation site, take roll and report attendance to Executive Director/designee immediately. Notify emergency response personnel of any missing students.
7. Do not return to the building until emergency response personnel have determined it is safe.

### ***Criminal act***

This incident could occur if a crime has been committed on the campus.

1. If there is a victim of the crime, care for the victim. Provide any medical attention that is needed.
2. Notify police (dial 911).
3. Identify all parties involved (if possible). Identify witnesses, if any.
4. Deny access to crime scene until police arrive.
5. If an individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from their possession, allow police to do so.

### ***Explosion***

If an explosion occurs in the school building, the following shall be accomplished.

1. If there is an explosion, instruct students to **DUCK and COVER**.
2. Notify police and fire departments (call 911).
3. Immediately after the passage of the blast wave, proceed with school evacuation procedure using primary or alternate routes (p. 14).
4. Take class roster and emergency backpack and student kits.
5. Check to be sure all students have left the school site.
6. Students are not to be left unattended at any time during evacuation process.
7. Upon arrival at evacuation site, take roll and report attendance to Executive Director/designee immediately.
8. Notify emergency response personnel of any missing students.
9. Care for the injured, if any.
10. Do not return to the building until the emergency response personnel determine it is safe.

### ***Fire (onsite)***

This incident could occur if the school building is on fire; should any such event endanger the students or staff, the following will be accomplished.

**WARNING:** The school fire alarm sounds.

1. Notify the fire Department (call 911).
2. Proceed to evacuate the school using the primary or alternate fire routes.
3. An inspection will be performed to be sure all students and personnel have left the building.
4. Evacuate students from the building using primary or alternate fire routes. Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and fire fighting equipment.
5. Take roll. Report any missing students to the Executive Director/designee and emergency response personnel.
6. Do not return to the building until the Fire Department determines it is safe.

### ***Threatening individuals***

This incident could occur if a belligerent person or armed person appeared at the school site. Should such an individual threaten the safety of students or staff, the following shall be accomplished.

1. If any students are outside, get them inside the school (staff) building. If unable to do so, have students lie down and cover their heads.
2. Once students are in the school building, lock the doors and secure the facility.
3. Notify police (dial 911).
4. Close all curtains and blinds.
5. Instruct students to DUCK AND COVER, lie on the floor and keep students calm.
6. Cancel all outside activities.
7. Remain with students until all clear is given.
8. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from their possession, allow police to do so.



## ***Earthquake***

### ***During an earthquake***

If indoors:

- Stay inside, move away from windows, shelves, heavy objects or furniture which may fall over. Take cover under a table or desk. Instruct the students to "DUCK-COVER-HOLD".
- In halls, stairways, or other areas where cover is not available, move to an interior wall.
- In library, immediately move away from windows and bookshelves. Take appropriate cover.
- In laboratories, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals, which may spill.
- In the multi-use room, take cover under the tables or move close to the interior walls away from windows.

If outdoors:

- Move to an open space, away from buildings and overhead power lines. Lie down or crouch low to the ground (legs will not be steady). Keep looking around to be aware of dangers, which may demand movement.

NOTE:

- Doorways may become blocked if the door slams shut as the building shifts during an earthquake. If the door becomes jammed, it may be necessary to use the pry bar and gloves (in emergency backpack) to open the door or break windows to exit the classroom. If it is still not possible to exit the classroom, blow the whistle (in emergency backpack) to alert rescuers.
- Teachers should be organized in a "Buddy System". If one teacher is injured, the buddy teacher should evacuate both classes according to the earthquake evacuation procedure.

### ***After the earthquake***

1. Evacuate students from the building. Take class roster, emergency backpack and student kits. If safe to do so, check to be sure all students have left the school building.
2. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
3. Upon arrival at prearranged safe site, take roll and report attendance to Executive Director/designee immediately.
4. Notify police and fire (dial 911) if you have trapped or missing individuals.
5. Inspect all utilities for leaks. Shut off the mains of any known or suspected leaking utilities. Notify director/designee of actions.
6. Notify utility companies of any break or suspected break in utility lines.
7. Set up the treatment area. Categorize patient injuries. Care for the injured. Report casualties and injuries to the director/designee.
8. Students should be released only to authorized adults during normal school hours. Fill out student release forms for each student allowed to leave during normal school hours.

## ***Post-earthquake***

### **Evacuation of a school building**

Before evacuating the building after an earthquake, consider the following:

- There may be dangers outside of the building, which you must consider before evacuating the students.
- There may be no safe assembly area in the immediate vicinity.
- There may be no clear route out of the building to evacuate the students. Primary or alternate evacuation routes may need to be cleared before the students can be evacuated.
- The lighting inside the building will probably be out; it will be dark. Before evacuating students, do the following:
  - Assess the situation. Coordinate with your Buddy teacher.
  - Determine if the primary or alternate building evacuation routes are clear. If not, coordinate with other staff to have them cleared of dangers.
  - Determine if the assembly site is safe. If not, select an alternative assembly site.
  - If wires are down, they should be avoided.
  - Areas near chain link fences should be avoided; they are an electric shock hazard if live wires touch them.
- Don't forget to consider students with disabilities as you determine your evacuation routes. [list of students and staff with any disabilities and how they can be accommodated during evacuations]

**After you have determined it is safe to do so**, proceed with the evacuation of the school building.

IF THIS IS A SEVERE EARTHQUAKE, the school site may have to care for children up to 3 days after the event. The following supplies should be accumulated before an earthquake and stored in a shed separated from the school building. Having minimally these supplies will help in the aftermath of a severe earthquake. Remember: Prepare to be isolated 72 hours.

### ***Earthquake supplies***

Immediately Accessible Supplies:

- Portable radio and batteries
- Map of utility shut-offs and emergency areas (color coordinated)
- Flashlights and batteries
- Bullhorn or megaphone
- Radio communication system such as HAM equipment
- utility shut off wrench--1/utility
- Storage containers for disaster supplies--Aluminum or wood sheds
- Water:
  - 1/2 gallon/person/three days
  - 3 1/2 oz. paper, biodegradable cups for water distribution--5 cups/day/person
  - appropriate tool for dispensing water from container into cup
- Sanitation supplies:

- Toilet--buckets with plastic bags
- Privacy shelter--1 per 25 people
- Toilet paper--20 rolls per 100 people
- Wet wipes--300 per 100 people
- Plastic bags, ties--10 per 100 people
- Food: (Non perishable foods such as canned vegetables and fruits. Avoid salty foods.)
- Matches
- Cooking supplies--can opener, pots/pans, camp stove, fuel for cooking
- paper plates, cups, paper towels, aluminum foil
- Instant coffee
- Hard candies, Fruit roll-ups, other snacks
- The following can be collected by asking each child to bring in one "Costco"-sized can of the following.
- Divide assignments up by grade level e.g. each ninth grade student brings 1 large box of soda crackers.
- 40 oz. cans of beef stew
- Boxes of unsalted soda crackers
- Large cans of fruit cocktail
- Large cans of peaches
- Large cans of pork-n-beans
- Canned stews
- 46 oz. Cans of canned juices
- Cans of vegetable soup
- 42 of 59 pages
- First Aid:
- 4x4 compress--1000 per 500 students
- 8x10 compress--150 per 500 students
- Sterile ABD combine pads 5"x9"--25 per campus
- Sterile non stick Telfa pads 3"x4"--400 per campus
- Gauze rolls, non sterile--60 rolls of 3" by 10 yards
- Kerlix bandaging--1 per student
- Ace wrap 2 inch--12 per campus
- Ace wrap 4 inch--12 per campus
- Triangular bandages--24 per campus
- Cardboard splints, small--24 per campus
- Cardboard splints, medium--24 per campus
- Cardboard splints, large--24 per campus
- Aqua-Blox--0.016 x students/staff=number of cases
- Band-Aids, 3/4 inch size--300 per campus
- Extra large Band-Aids--50 per campus
- Butterfly bandages--50 each per campus
- Hydrogen peroxide--10 pints per campus
- Backboard with straps--1.5 per 100 students

- scissors (paramedic)--4 per campus
- Tweezers--3 assorted per campus
- Triage tags--50 per 500 students
- latex gloves--100 per 500 students
- oval eye patch--1 box of 50 per campus
- 1 inch cloth tapes--50 rolls per campus
- 2 inch cloth tapes--24 rolls per campus
- Dust masks--24 per 100 students
- Disposable Richter highway blankets--10 per 100 students
- First Aid books, standard--2 per campus
- First Aid books, advanced--2 per campus
- Space Blankets--1 per student/staff
- Two 20 feet by 20 feet ground covers for first aid station
- Clipboard, paper, report forms
- Self-inflating resuscitation bag and mask
- Tourniquets--25
- Cervical Collars--5
- Sterile saline solution--30 1000mL bottles
- Irrigation trays-8
- Hydrogen peroxide
- Burn paks, 3"x3"--40 per campus
- Cold packs--20 per campus
- Medications (Need to be dated and rotated): 10 Ammonia inhalants, 4 64 oz Powdered Gatorade
- or other oral electrolyte, 1000 antacid tablets, 1000
- 325 mg Tylenol, 150 25 mg Benadryl capsules, 2 Dramamine (for motion sickness from ground
- shaking), 2 bottles Immodium or Kaopectate, Neosporin--box of 144 squeeze packs per campus
- 15 pints alcohol
- 12 rolls paper towels
- 12-33 gallon plastic bags
- 40 small plastic bags
- 200 pre moistened towelettes
- 2 packages safety pins
- 20 packets of tissues
- 30 blankets
- 30 foam sleeping pads
- 2 thermometers
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- Feminine hygiene products
- Miscellaneous tools for uses additional to search and rescue
- Utility shut off wrench--1/utility

- Pry bars, five to six feet--2 per campus
- Pick ax 6#--1 per campus
- Sledge hammer--1 per campus
- Square shovel--1 per campus
- Round shovel--1 per campus
- Barrier tape 3 inches x 1000 feet--3 per campus
- Street grade broom--1 per campus
- 2x4 wooden cribbing--18 per campus
- 4x4 wooden cribbing--15 per campus
- Wedges--6 per campus
- Flathead and Phillips screwdrivers

#### Miscellaneous:

- Games and activities for kids
- Tents (for first aid station, cooking area and student shelter from elements)
- Fire extinguishers
- Optional Item: Generator

#### Search and rescue (SAR) equipment:

- Protective gear for SAR teams:
- Develop 5 member SAR teams--number based upon per classroom needed to search school
- site within 20 minutes.
- hard hat--1/team member
- vest--1/team member
- gloves with leather palms--1/team member
- safety goggles--1/team member
- dust mask--1/team member
- whistles--1/team member
- Keys--one set/SAR team or one set/assigned area
- Basic SAR tools
- adjustable 10 inch pliers--1 per campus
- 8 inch lineman pliers-- 1 per campus
- Pry bar 24 inches--1 per campus
- mini folding hacksaw--1 per campus
- 18 inch bolt cutters--1 per campus
- hammer, 3#--1 per campus
- duct tape--1 roll per campus
- plastic bags--6 per campus
- folding shovel--1 per campus
- angle head flashlight--1 per campus
- 6 inch screwdriver--1 per campus
- 4 inch Phillips screwdriver--1 per campus

- Utility knife--1 per campus
- Container to hold tools--1 per campus
- Rope--20 feet
- SAR tags (red and green)
- Additional flashlights
- Batteries for flashlights (at least 2 sets per flashlight)
- Emergency lanterns
- 8'x10' heavy tarp
- 1 stretcher/team

### **Emergency Response Teams**

The most important part of the school emergency plan is to account for all students, their safety and well being, and release them as soon as possible to their parent or designated guardian. Documentation is a key element for all team activity. These teams should be set up at the beginning of the school year to ensure the readiness of the school site to respond to a major earthquake. **REMEMBER: BE PREPARED TO BE ISOLATED FOR 72 HOURS.**

1. **Emergency Operations Center Team.** The Executive Director or designee should head this team. The Emergency Operations Center Team will coordinate the formation and actions of the other teams. They will communicate directly with Emergency Response personnel and the District Office. All activities from the other teams should be reported to the Emergency Operations Center. A person on this team should be designated as responsible for communication.

2. **Search and Rescue Team.** One or more groups of staff and/or parent volunteers (a team of adults) designated to "sweep" through the school building quickly. They are to rescue trapped or injured students and staff. One member of each group should have some first aid training. These team members should also be trained in fire suppression. This team's efforts should be coordinated with the First Aid Team. All activities should be reported back to the Emergency Operation Center.

3. **First Aid Team.** This team of staff, students and/or parent volunteers should be trained in First Aid and CPR. They are to establish the First Aid treatment area. They are responsible for categorizing the casualties and the injured. This team is also to supply care for the injured. This team's efforts should be coordinated with the Search and Rescue Team. All activities should be reported back to the Emergency Operation Center.

4. **Security/Damage Assessment Team.** This team of staff and/or parent volunteers (a team of adults) shuts off utilities, assists in fire fighting efforts, secures the campus and puts up signs to direct parents to student release areas. All activities should be reported back to the Emergency Operation Center. After the immediate danger has passed, they will do a preliminary assessment of the buildings and report the nature and extent of damages to the Emergency Operation Center.

5. **Student Release Team.** This team of staff is crucial to the timely and accurate release of students to their parents. This team coordinates with teachers to have orderly release of the students. Often the school secretary will head up this team. A report should be given to the Emergency Operation Center.

6. Support Team. This team of staff, students or parent volunteers is not an immediate response team. They will provide the support essential to the welfare and positive morale of the student population. Their main purpose is to secure, prepare and serve food to students and staff. They are also responsible for the maintenance of the food and water supplies. The sanitation needs of the school population are also their responsibility. All activities provided should be reported back to the Emergency Operation Center.

### ***Emergency operations center team***

#### **Responsibilities**

Duties: the Executive Director or designee should head this team. The Emergency Operations Center (EOC) Team will coordinate the formation and actions of the other teams. They will communicate directly with Emergency Response personnel and the District Office. All activities from the other teams should be reported to the EOC. This team is responsible for personnel issues. This team should document any costs incurred during this emergency.

Who could do this job? Minimally a team of 4 staff or parent volunteers should be developed to serve as the EOC Team. The Executive Director or designee should head the team. One person on the team should be responsible for communications. One person on the team should be responsible for accounting for students and staff.

1. Team Leader: The Executive Director or designee. This person is responsible for all activities on the school site. This person should determine the schedule for their emergency teams. Avoid overworking personnel, it is generally recommended that people should not be working longer than a 12-hour shift plus shift transition periods.
2. Assistant to Team Leader (Shadow): This person serves as the liaison for the team leader and the other team members. If the team leader is in the field, this person provides communication between the EOC and the team leader.
3. Communications Team Member: This person is responsible for communications between the emergency response teams. They are also responsible for communication to the outside world, such as the district office, emergency response personnel, the Red Cross, parents, etc. The communications person should prioritize communication in the following manner: 1) life threatening, 2) property threatening, 3) non-emergency. If you have a larger school, more than one person may need to do this job.
4. Enumeration's Team Member: This person is responsible for accounting for all students and staff. They should have the roll call from the teachers in order to determine if any students are missing. Lists from Search and Rescue Teams and the First Aid team should also be given to this person. The Student Release Team should reports should also be given to this person. They should be able to determine if all staff and students are accounted for, the status of their health and whether or not they have been released to go home.

Before the Earthquake: Determine how communications, rosters and costs will be documented. In order to be reimbursed for costs from FEMA, Standardized Emergency Management System (SEMS) Training may be required. Contact your superintendent.

### ***Search and rescue team***

#### **Responsibilities**

Duties: This team will need to sweep quickly through the school buildings to identify location of trapped or injured students and staff. They will rescue the trapped and the injured and assist the First Aid Team in treating the injured. In addition, they should help suppress fires.

Who could do this job? Teams of 5 staff or parent volunteers should be developed as needed for the size of the school. This team should only consist of adults. Students should not be assisting in search and rescue efforts. Custodians may not be a good choice for this team as they will be needed to assist with other urgent tasks such as shutting off utilities.

Before the Earthquake:

- 1. Each team member should be assigned to be primarily responsible for either search or rescue. This is to prevent team members being torn between stopping to rescue people and continuing the search for other injured. Each team should designate who will serve as the leader and back-up to the leader.
- 2. Teachers who are part of this team should coordinate with their buddy teachers, so that both they and their buddy are not both assigned to high priority roles during the first hours after the disaster.
- 3. Obtain/Develop a resource list of the neighborhood people trained in search and rescue and who would be willing to report to the school site after a major earthquake. Keep this list current.
- 4. Annually check the search and rescue supplies on site.
- 5. Team members should be trained in search and rescue techniques, first aid and fire suppression.
- 6. Team members should also cross-train with the Security/Damage Assessment team so these teams can serve as back-up to one another.
- 7. Establish a pattern for searching the school site.
- 8. Check fire extinguishers annually.

Immediately after the earthquake:

- 1. Complete evacuation priorities. If responsible for students, turn their care over to buddy teacher, aide or other staff.
- 2. Report to earthquake supply shed for search and rescue equipment.
- 3. Sweep through the school buildings following a pre-established pattern to quickly identify who is trapped or injured.
- 4. Note tags on classroom doors. Green=OK, Red=trapped or injured people.
- 5. Check every room in the school visually, vocally and physically as part of the initial sweep of the building. Make notes on the tags if additional trapped or injured are found.
- 6. Rescue trapped or injured individuals. The injured should be transported to the first aid area.
- 7. While searching buildings, look for obvious structural problems and/or significant structural damage. Avoid unsafe areas.
- 8. Report to the Emergency Operations Center about the number and status of trapped victims. Request additional help as needed.

***First aid team***  
**Responsibilities**



Duties: This team should establish the first aid treatment areas, triage, and provide first aid to people arriving at these areas. This team will need to coordinate with the Search and Rescue Team. Who could do this job? Teams of staff, students or parent volunteers should be developed as needed for the size of the school. These individuals should be trained in First Aid and CPR.

Before the Earthquake:

- 1. Assume that emergency medical personnel will be unable to respond to the school for the first 72 hours or longer after a major earthquake.
- 2. Team members should be certified in First Aid and CPR and should keep this certification current.
- 3. Teachers who are part of this team should coordinate with their buddy teachers, so that both they and their buddy are not both assigned to high priority roles during the first hours after the disaster.
- 4. Obtain/develop a resource list of medically-trained volunteers in the neighborhood who are willing to report to the school after a major earthquake. Keep this list current.
- 5. Annually check to be sure that the first aid supplies are complete and up-to-date. Date all medical items so that age may quickly be determined.

Immediately after the earthquake:

- 1. Complete evacuation priorities. If responsible for students, turn their care over to buddy teacher, aide or other staff.
- 2. Report immediately to the Emergency First Aid station area.
- 3. Triage injured brought to the first aid station.
- 4. Administer first aid to the injured.
- 5. Coordinate with the Search and Rescue Team. Provide first aid to trapped or injured as they are rescued. If necessary be prepared to assist Search and Rescue Team provide first aid to injured while they are trapped.
- 6. Keep emergency card with each injured person.
- 7. Record all cases on a central log in triage. If possible, assign an extra person to serve as record keeper. All injured released from the first aid station should also be recorded in the central log, including to whom they were released and their destination. If the injured was transported by emergency response personnel, note the destination of the transport.
- 8. A team member should routinely check the student population in the evacuated area to see if anyone needs attention. If so, bring them back to the first aid station.
- 9. Notify the Emergency Operations Center of number of injured and status of first aid treatment.

### ***Security / damage assessment team*** **Responsibilities**

Duties: Team members should be responsible for checking utilities and performing initial assessment of damage to buildings. This team should help suppress fires and coordinate with Search and Rescue Team. In addition, they should secure the campus to minimize unauthorized access or exit and direct parents to student release area.

Who could do this job? A team of staff or parent volunteers should be developed as needed for the size of the school. Custodians would be a good choice for this team. Team members should have access to master keys and should be trained as backup to the Search and Rescue Team.

Before the Earthquake:

- 1. Team members should be trained to know when, how and where to shut off utilities, gas, electricity and water, as required.
- 2. Check supplies to be sure the necessary tools to shut off utilities are there.
- 3. Obtain the name and phone number of a structural engineer who is willing to report to your school site after the disaster.
- 4. Check utility map of the school site for accuracy and completeness.
- 5. Obtain training in emergency damage assessment.
- 6. Go through the Hazard Assessment of the school site. Remove or correct any of the problems identified by the hazard assessment if possible.
- 7. Team members should cross train with Search and Rescue Teams so that these teams can serve as back-up to one another.
- 8. Check fire extinguishers annually.

Immediately after the earthquake:

- 1. Report to the earthquake supply shed for necessary supplies.
- 2. A methodical sweep of the campus should be performed. Rapidly inspect all areas for the odor of leaking gas, electrical shorts or leaking water. If necessary, turn off the gas main, electricity and/or water main. Do not enter damaged structures.
- 3. Assist Search and Rescue Team as needed in fire suppression or other activity.
- 4. Check the perimeter of the school site for damage such as downed wires.
- 5. Post a team member at the school main entrance to direct emergency vehicles, traffic and parents. Only emergency vehicles should be allowed on school grounds. All others must walk onsite. This point should be stressed to parents in the annual emergency procedure letter to them.
- 6. Activities of the team should be reported to the Emergency Operations Center.

### ***Student release team***

#### **Responsibilities**

Duties: This team should document and assist the teachers in the release of students to parents and designated adults.

Who could do this job? A team of staff or parent volunteers supervised by the school secretary would be a likely choice for this team.

Before the Earthquake:

- 1. A letter should be sent home to parents at the beginning of each school year with the student emergency card, which explains the emergency plans of the school site. This letter should also explain what parents need to supply for their children and what procedures they should follow during a disaster.
- 2. All student information should be in triplicate. One copy should be in the individual student kit, one copy in the teacher's emergency backpack and one copy should be kept in the office.

- 3. Determine which site will be the emergency student release area. Develop the procedure to be used for releasing students.
- 4. During the annual earthquake drill, test the student release procedure.

Immediately after the earthquake:

- 1. Evacuate the office and bring emergency cards
- 2. Set up Student Release Area.
- 3. Have parents/designated adults sign-out students. The time and destination of the sign-out should be recorded.
- 4. Coordinate with the Emergency Operations Center so it is known which students are trapped or injured.
- 5. Report all activities to the Emergency Operations Center.

### **Support team**

#### **Responsibilities**

Duties: This team should facilitate and coordinate food supplies, meal preparation, meal distribution, water distribution and sanitation set-up.

Who could do this job? A team of staff, student or parent volunteers sufficient for the school size.

Before the Earthquake:

- 1. Inventory all food, water, cooking and sanitation supplies. Check expiration dates, replace out-dated supplies.
- 2. At the beginning of the school year, all children should be asked to bring the zip lock bag containing their emergency kit supplies. In addition, each child should bring some canned or dry foodstuffs listed in supplies.
- 3. Determine the best location of food preparation, food service, and water distribution. In addition, determine a location for the sanitation tents or shelters away from the food preparation area.
- 4. Develop a food consumption plan for the school population, *i.e.* Students consume supplies in zip lock bag first. Remember the first hours after the earthquake will largely be spent rescuing the trapped and injured.

Immediately after the earthquake:

- 1. Report to the Emergency Operations Center. Coordinate with the Executive Director/designee.
- 2. Set up cooking area, water distribution area and sanitation areas. Do not allow waste from sanitation area to come within 200 feet of students or food/water supplies.
- 3. Set up sheltering tents as necessary to protect the students from the elements.

## ***SAMPLE: Sexual Harassment Policy***

### **Policy Statement**

The Everest Public High School is committed to providing and continuing to provide a cooperative and comfortable work environment free of sexual harassment of any kind. This policy is intended to be consistent with, and intended to be, enforced in conformance with the California Fair Employment and Housing Act as well as Title VII of the Civil Rights Act of 1964, which proscribes harassment in the workplace.

The policy of the Everest Public High School forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. The school will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to non-employee volunteers or any other persons who work subject to the control of school authorities.

### **A. Definitions**

1. Conduct of a Sexual Nature - Conduct of a sexual nature may include, but is not limited to, verbal, visual or physical sexual advances, including subtle pressure for sexual activity; touching, staring, looking up and down, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," double-entendres, explicit or suggestive messages, cartoons, pictures and jokes, and any harassing conduct to which an employee would not be subjected by for such employee's sex.

2. Unwelcome Conduct of a Sexual Nature.

(a) Verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.

(b) An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.

(c) The \_\_\_\_\_ Charter School prohibits any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

## **B. Sexual Harassment Prohibited**

1. For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature constitute prohibited sexual harassment if:

(a) submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation, where a person's continued employment is conditioned upon or impacted by prohibited sexual-based factors);

(b) submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; and

(c) the conduct substantially interferes with an employee's student's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected).

2. Specific Prohibitions. a. Administrators and Supervisors.

(1) It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.

(2)

a. Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.

b. Non-managerial and Non-supervisory Employees - It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

c. Employees and Students - It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

### **C. Reporting, Investigation, and Sanctions**

1. It is the express policy of the \_\_\_\_\_ Charter School to encourage victims of sexual harassment to report such claims. The School understands that victims of harassment are often embarrassed and reluctant to report acts of harassment for fear of being blamed, concern about being retaliated against, or because it is difficult to discuss sexual matters openly with others. However, no employee of the School should have to endure harassing conduct, and therefore the School encourages everyone to promptly report any incidents of harassment so that corrective action can be taken. This may be done through the employee grievance resolution procedure or by reporting such matters to the onsite Administrator/Director/Principal.

(a) Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of authority.

(b) Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or fellow employees if such conduct interferes with the individual's work performance, or creates a hostile or offensive working environment.

Every reported complaint of harassment will be investigated promptly and thoroughly by School staff. Typically the investigation will include interviewing the complainant, anyone who may have knowledge of the alleged harassment, and the alleged harasser. Once the investigation is completed, the School will notify the complainant of the results of the investigation. The School will make every effort to handle the investigation in as Confidential a manner as possible consistent with a thorough, fair and proper investigation. It should be understood that and the School will not tolerate reprisals or retaliation against anyone as a result of the good-faith

reporting of charges of sexual harassment. If you feel you have been subject to retaliation in any form, you should report it to your supervisor or the appropriate school administrator.

(c) Students are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to a school counselor or administrator.

2. In determining whether alleged conduct constitutes sexual harassment the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated. The Everest Public High School has a responsibility to investigate and resolve complaints of sexual harassment.

3. Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination, subject to applicable procedural requirements. Conduct of a sexual nature directed toward students shall be reported as child abuse for investigation by appropriate authorities.

### **Filing Complaints with State and Federal Agencies**

In addition to notifying the School of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies including the Department of Fair Employment and Housing (DFEH), which has authority to conduct investigations of facts. The deadline for filing complaints with the DFEH is two years from the date of the alleged unlawful conduct. If the DFEH believes that a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission or file a lawsuit in court. Both the California Fair Employment and Housing Commission (FEHC) and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC at the locations listed in the School's DFEH poster or by checking the state government listings in the local telephone directory:

# **SAMPLE: Preventing Sexual Abuse Policy**

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## I. Screening and Selection for Work with Students

*All programs must adhere to screening and selection criteria required by licensing boards. In addition, the following steps must be completed before an applicant is released to work with students in a **paid or unpaid position**.*

### A. New Personnel

1. All applicants for Personnel positions regularly working with or around students are required to complete the following, without exception:
  - a. **A standard application** that includes a release of information to conduct background checks.
  - b. **Criminal records check** in any state where the applicant has resided during the past 7 years.
  - c. **Sexual offender registry** check in any area where the applicant has resided the past 7 years.
2. For paid and unpaid positions with repeated contact with students, applicants must have individual interviews and reference checks.
3. All applicant records must be documented in a personnel file which is to be kept in **Everest Public High School** office.

### B. Existing Personnel

For Personnel who have worked at the school for six months or more, the application, criminal records check, and sexual offender registry check will complete their screening process.

1. For Personnel who have worked in the program for six months or less, a face to face interview and reference checks must also be documented in the file.
2. Criminal records check will be conducted every 5 years of a Personnel's paid or unpaid position.
3. Personnel who transfer within the **Everest Public High School** are required to request in writing for their personnel files to be transferred to the new program or location.
4. All Personnel will have a clear job description.

## II. Training Requirements

### A. General Training Requirements

All Personnel are required to complete a basic orientation prior to contact with students. New Personnel are required to review this policy and agree to comply with the school Code of Ethics.

All Personnel are required to complete basic abuse prevention training within 30 days of beginning work with students.

All personnel are required to complete additional abuse prevention training every two years.

Documentation of training is maintained in personnel files.

#### B. Additional Training Requirements

Personnel who are responsible for screening and selecting Personnel to work with students are required to complete specialized training in screening and selection.

Personnel in supervisory positions are required to complete training in monitoring, supervision and responding to concerns.

### ***III. Conduct with Students***

The following guidelines are intended to assist Personnel in making decisions about interactions with students in **Everest Public High School**. For clarification of any guideline or to inquire about behaviors not addressed here, contact the Principal of **Everest Public High School**.

#### A. General Conduct

Personnel are responsible for releasing students in a custodial care relationship only to parents, legal guardians or other persons designated by parents or legal guardians. In the event that Personnel are uncertain of the propriety of releasing a student, they should locate or contact their immediate supervisor before releasing the student.

Personnel will report unmanageable or unusual behavior of students to parents or legal guardians as soon as possible.

Personnel are prohibited from the use, possession, distribution, or being under the influence alcohol, tobacco products, or any illegal drugs while in the presence of students.

Personnel may occasionally be in a position to provide transportation for students. The following guidelines should be strictly observed when Personnel are involved in the transportation of students:

With the exception of emergency situations or for medical need, students should never be transported without written permission.

Students should be transported directly to their destination. No unauthorized stops should be made.

Personnel will avoid unnecessary and/or inappropriate physical contact with students while in vehicles.

Drivers who are assigned to transport students must be at least 21 years old.

Transportation logs will be utilized at all times.

Whenever possible, Personnel should endeavor to utilize two adults when transporting.

Personnel will respond to children with respect and consideration and treat all children equally, regardless of sex, race, religion, culture or socio-economic status. Personnel will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.

Personnel are prohibited from speaking to students in a way that is or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Personnel are expected to refrain from swearing in the presence of students.

One to one counseling with students will be done in a public place where private conversations are possible but occur in full view of others.

Personnel are cautioned against initiating sexually oriented conversations with students. Staff in a mentoring or counseling relationship may respond to sexually oriented questions or comments from students, but will do so in a manner consistent with school values and the position statements of the **Everest Public High School**. Personnel are not permitted to discuss their own sexual activities with students.

All Personnel, including personnel under the age of 18, will maintain appropriate boundaries when in positions of power with program participants.

Personnel will refrain from intimate displays of affection towards others in the presence of students, parents, and other personnel.

Money or gifts will not be given to children or youth, except for within the context of a group gift, given to all participants in celebration of special events or recognition.

Personnel will never be rude or inappropriately dressed in presence of students. Personnel must be well groomed and appropriately dressed at all times.

Personnel are prohibited from possessing any sexually oriented or morally inappropriate printed materials (magazines, cards, videos, films, clothing, etc) on **Everest Public High School** property or in the presence of students.

Personnel are prohibited from viewing or downloading any sexually oriented or morally inappropriate internet materials on **Everest Public High School** property or in the presence of students.

In the event of the school participating in a field trip, personnel are prohibited from sleeping in the same beds, sleeping bags or small tents with students.

Any contact between Personnel and students which takes place outside the context of scheduled activities or job description (phone calls, letters or face to face conversations) and is unrelated to program sponsored by **Everest Public High School**, will be permitted only with the express approval of the child's parents. Parents must be advised of the nature of the contact, and that such is not part of a **Everest Public High School** activity.

## B. Physical Contact

The **Everest Public High School** has implement a physical contact policy that will promote a positive, nurturing environment while protecting children and Personnel from misunderstandings. The following guidelines are to be carefully followed by all Personnel working with students.

1. Appropriate affection between Personnel and students is to be maintained at all times. The following forms of affection are regarded as appropriate examples for most **Everest Public High School** sponsored and affiliated programs:

- a. Side Hugs.
- b. Pats on the shoulder or back.
- c. Handshakes.
- d. "High Fives" and hand slapping.
- e. Verbal praise.
- f. Touching hands, faces, shoulders and arms of students.
- g. Arms around shoulders.
- h. Holding hands while walking with small children.
- i. Sitting beside small children.
- j. Kneeling or bending down for hugs with small children.
- k. Pats on the head when culturally appropriate.

2. Some forms of physical affection have been used by adults to initiate inappropriate contact with students. In order to maintain the safest possible

environment for students, the following are examples of affection that are not to be used in Everest Public High School sponsored and affiliated programs:

- a. Full body hugs or lengthy embraces.
- b. Kisses on the mouth.
- c. Holding students over two years old on the lap.
- d. Touching bottoms, chests or genital areas.
- e. Showing affection in isolated areas of the program such as bedrooms, closets, staff only areas, or other private rooms.
- f. Sleeping in a bed with a child.
- g. Touching knees or legs of students.
- h. Wrestling with students.
- i. Tickling students.
- j. Piggyback rides.
- k. Any type of massage given by child or youth to adult.
- l. Any type of massage given by adult to child or youth.
- m. Any form of unwanted affection.
- n. Compliments that relate to physique or body development

### C. Discipline Procedures

1. Personnel are prohibited from using physical punishment in any way for behavior management of students. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting or any other physical force as retaliation or correction for inappropriate behaviors by students.
2. Personnel are prohibited from using the following techniques for behavior management under any circumstances:
  - a. Isolation, except as needed for the child to gain self-control, and then only under the supervision of an adult, and no longer than 15 minutes.
  - b. Withholding food or water.
  - c. Degrading punishment.
  - d. Work assignments unrelated to a natural or logical consequence.
  - e. Group punishment for one child's behavior.
  - f. Excessive exercise.
  - g. Withholding access to contact with parents or guardians.
  - h. Withholding or using medications for punishment.
  - i. Mechanical restraint such as rope or tape to restrict movement.
  - j. Physical restraint.
3. Personnel must use positive techniques of guidance, including redirection, positive reinforcement and encouragement rather than inappropriate competition, comparison and criticism.

4. Personnel will have age appropriate expectations and guidelines that minimize the need for discipline.

## **IV Supervision of Programs**

### **A. General Monitoring**

- Personnel will never leave a student unsupervised.
- Personnel must avoid being alone with a single student where they cannot be observed by others.
- In special programs that require one to one contact, additional
  - safeguards must be in place. Examples of safeguards include surveying of students, contact with students by supervisors and contact logs which are kept by Personnel
- A minimum of two screened adults should be available in each program facility.
- The adult-child ratio should meet state guidelines and should be directly related to the goals of the program, the design of the facility, and the use of other community resources.
- The adult-child ratio should be adjusted for those programs that serve students with special needs.
- Parents and guardians are encouraged to be part of any and all school activities in which their children are involved. Parents have an open invitation to observe activities in which their children are involved. However, parents who desire to participate in or have continuous, ongoing contact with their child's programs are required to complete the volunteer application process.
- Everest Public High School office will maintain up to date list of approved Everest Public High School sponsored programs for students. The list will include activities, purpose, sponsors or coordinators of the programs, meeting times and locations.
- Personnel are not permitted to develop new activities for children and youth without approval from the Director Requests to develop new activities should be submitted in writing.

### **B. Facility Monitoring**

- All unused rooms, storage areas, and closet doors must be kept locked at all times.

- All unused buildings and areas must be designated, posted and enforced as off-limits to children.
- All students are required to remain in facility areas that are easily viewed by Personnel.
- All facilities are require to utilize open doors, open blinds and windows to allow informal monitoring by passerby.

## V. Reporting of Problems

### A. Reporting of *Inappropriate Behaviors* with Students

1. Because Everest Public High School is dedicated to maintaining a zero tolerance for abuse, it is imperative for every member of this community to participate actively in the protection of children and youth. In the event that Personnel observe any suspicious or inappropriate behaviors on the part of other Personnel, it is their personal responsibility to immediately report their observations. Examples of suspicious or inappropriate behaviors would be policy violations, neglectful supervisions, seeking private time with students, taking students off-premises without adhering to procedures, buying unusual gifts for children and youth, poor roles modeling, swearing or making suggestive comments to students. Inappropriate behaviors or policy violations that relate to interactions with students should be reported to the Confidential Hotline.

2. All reports of suspicious or inappropriate behavior with children and youth will be taken seriously. Everest Public High School procedures will be carefully followed to ensure that the rights of all those involved are protected.

3. If at any point in gathering information about suspicious or inappropriate behavior, a concern arises that there is a possibility of abuse, the state authorities will be contacted and a report filed.

4. If at any point, policy violations with students are confirmed, Personnel will be subject to disciplinary action up to and including termination and possible prosecution.

## VI. Progressive Discipline

### A. Procedures

1. It is the policy of **Everest Public High School** to maintain the highest quality personnel who exhibit exemplary conduct and superior performance. To this end, all Personnel are to be informed by administration of what is expected of them in the performance of their roles, how to conform to **Everest Public High School** policies and how well their performance meets expectations.

2. When Personnel performance or conduct does not meet expectations of **Everest Public High School**, it is the responsibility of administration to address the problems (s) in a timely and equitable manner. The procedure would normally include four steps: 1) Counseling, 2) Formal Warning, 3) Probation, 4) Termination.

3. All documents associated with the Progressive Discipline Procedure are to be retained in the personnel file of the Personnel.

4. Refer to **Everest Public High School** discipline policy for further details.



## **Student Recruitment Plan for 2010-2011**

We seek to recruit and enroll students from the following seven K-8 districts and 24 schools from which the East Side Union High School District draws its students.

1. Alum Rock
  - a. Adelante Dual Language Academy (K-8)
  - b. Clyde L. Fischer Middle School
  - c. Joseph George Middle School
  - d. Lee Matheson Middle School
  - e. Ocala Middle School
  - f. Pala Middle School
  - g. Renaissance Academy of Arts, Science, and Social Justice
  - h. William Sheppard Middle School
  
2. Berryessa
  - a. Morrill Middle School
  - b. Piedmont Middle School
  - c. Sierramont Middle School
  
3. Evergreen
  - a. Chaboya Middle School
  - b. George V. LeyVa Intermediate School
  - c. Quimby Oak Middle School
  
4. Franklin-McKinley
  - a. J.W. Fair Middle School
  - b. Shirakawa Elementary School (K-8)
  - c. Sylvandale Middle School
  - d. Windmill Springs Elementary School (K-8)
  
5. Mt. Pleasant
  - a. August Boeger Middle School
  
6. Oak Grove
  - a. Bernal Intermediate
  - b. Davis Intermediate
  - c. Herman Intermediate
  
7. Orchard School

## **Community Communication and Notification**

(All communication will be done in both English and Spanish whenever possible)

1. We will place paid advertisements in local print media (including Spanish Language publications). The ads will announce that the school is accepting applications, contact information and dates, times and locations for recruitment events.
2. We will seek to include recruitment events and application deadlines on Community Calendars in the local print media when available.
3. If the addresses are available for the seventh and eighth grade students enrolled in the target schools and districts, we will mail post cards to each residence. The post card will announce that the school is accepting applications, contact information and dates, times and locations for recruitment events.
4. We will post fliers announcing recruitment events at various public facilities frequented by school aged students and families (YMCA's, Boys and Girls Clubs, recreation centers, libraries, athletic venues, schools, churches, etc...)
5. If allowed, we will place announcements in the parent newsletters or communication vehicles at all 26 target schools. The announcements will state that the school is accepting applications, contact information and dates, times and locations for recruitment events.
6. We will maintain a web-site that includes detailed information and updates on the school, recruitment, application process and deadline.

## **Recruitment Events**

1. We will host at least four Recruitment Open Houses\*. The schedule and location of the events in preparation for the 2011 opening is as follows:

October	Weeknight	location based on availability
November	Weeknight	location based on availability
December	Weeknight	location based on availability
January	Saturday	location based on availability

Each Open House will include a presentation that provides a detailed description of the school and its program. Participants will have an opportunity to ask questions in a large group setting and on a more individual basis. Participants will be given an application for admission and extensive written explanation of the school and its programs. The entire event and all written materials will be translated into Spanish.

2. Beginning in October and concluding in April, we will host a weekly small group tour and question and answer session for the parents of prospective students. The session will be facilitated by a representative from the school. During the

session participants will be given the written materials and application provided at the Open House. They will have an opportunity to observe our classes in session and ask individual questions.\*\*

3. Beginning in October and concluding in April, we will host several student shadowing experiences. All prospective 8<sup>th</sup> grade applicants will be invited to spend a day at the school visiting classes, talking with students and asking questions about the experience at these schools.\*\*
4. During the fall, the school will host at least one educator information session. We will invite the administrators, counselors and eighth grade teachers from all target schools to attend this after school discussion hosted by representatives from the school.
5. The school will request to be one of the high schools included in any annual high school fairs in the targeted area.
6. We will request to participate in the East Side Union High School Districts annual high school information night.
7. We will request the opportunity to present or be a part of any other high school information opportunities or events hosted by the target schools or districts.

\*Beginning in the 2011-2012 school year these Recruitment Open Houses will be held at the school. In the year prior, when there is no permanent location, the site of these events will be based on availability.

\*\*Due to the logistical constraints of not actually being open yet, these recruitment events will not begin until the 2011-2012 school year.

## **Suspension and Expulsion Procedures**

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 Summit Institute ("Charter School"). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. Charter School administrators have reviewed the suspension and expulsion policies of East Side Union School District and the California Education Code prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled. This policy and procedures has been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school's pupils and their parents/guardians.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Procedures are available on request at the Director's office.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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.

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 regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws 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 the School or at any other school or a School sponsored event, 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. Suspension 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 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 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 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

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

except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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, knife, 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 Director or designee's concurrence.

### **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 Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director 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 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 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 suspension, the Director 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 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 Director or Director'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 Director or designee upon either of the following determinations: 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. Expellable Offenses**

1. 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 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 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 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 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding

for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in [Section 31 of the Penal Code](#), the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

2. 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, knife, 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 Director or designee's concurrence.

If it is determined by the Governing Board 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.

#### **E. Authority to Expel**

A student may be expelled either by the Board following a hearing before it or by the 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 School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### **F. 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 Director 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 unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the 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 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.

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

The 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 which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. 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 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 School must present evidence that the witness' presence is both desired by the witness and will be helpful to the 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.

## **H. Students With Disabilities**

A pupil 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 ("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 disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The Charter School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil 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 pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

### **1. NOTIFICATION OF SELPA**

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA 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; 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 Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

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

1. 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;
2. 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
3. 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 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, 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.

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 Director 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:

1. 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;
2. 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

3. 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 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 district'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:

1. 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.
2. The parent has requested an evaluation of the child.
3. 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 of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

**I. 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.

**J. 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 expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

**K. Written Notice to Expel**

The Director 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:

1. Notice of the specific offense committed by the student

2. 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 School.

The Director or designee shall send a copy of the written notice of the decision to expel to the County.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

The Board's decision to expel shall be final.

#### **L. Disciplinary Records**

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

#### **M. 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.

#### **N. Rehabilitation Plans**

Students who are expelled from the 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 School for readmission.

#### **O. 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 Director 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 Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also

contingent upon the School's capacity at the time the student seeks readmission.

## Budget Summary

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
	Year 0	Year 1	Year 2	Year 3	Year 4
<b>Revenue</b>					
Block Grant Income	-	638,493	1,252,893	1,855,245	2,445,550
Federal Income	250,000	270,884	289,094	205,966	271,500
Other State Revenue	-	116,130	227,877	337,433	444,798
Fundraising	-	325,000	275,000	625,000	375,000
Local Revenue	-	9,723	19,117	28,346	37,411
<b>Total Revenue</b>	<b>250,000</b>	<b>1,360,230</b>	<b>2,063,981</b>	<b>3,051,990</b>	<b>3,574,260</b>
	-	-	-	-	-
<b>Expenses</b>					
Compensation	46,000	606,190	918,040	1,448,260	1,677,310
Employee Benefits	9,250	137,054	218,347	346,778	424,457
Textbooks & Core Curricula Material	-	43,250	47,250	47,950	48,450
Materials & Supplies	500	77,756	104,525	147,901	187,483
Technology and Equipment	2,500	68,000	68,000	68,000	68,000
Educational Consultants	-	84,260	168,171	251,907	335,468
Operational Consultants	15,000	81,349	142,789	203,024	262,055
Co & Extracurricular Activities	-	3,975	7,800	23,100	30,450
Facilities	-	179,800	284,000	394,000	404,000
Other Services & Operating Exp.	17,500	28,230	45,789	62,312	78,026
<b>Total Expenses</b>	<b>90,750</b>	<b>1,309,865</b>	<b>2,004,711</b>	<b>2,993,233</b>	<b>3,515,699</b>
	-	-	-	-	-
<b>Net Operating Income</b>	<b>159,250</b>	<b>50,366</b>	<b>59,269</b>	<b>58,758</b>	<b>58,561</b>
<b>Fund Balance</b>	<b>159,250</b>	<b>209,616</b>	<b>268,885</b>	<b>327,643</b>	<b>386,204</b>
<i>Reserve Recommendation (4%)</i>	<i>3,630</i>	<i>52,395</i>	<i>80,188</i>	<i>119,729</i>	<i>140,628</i>



**Budget Detail**

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>Notes</b>	
	Year 0	Year 1	Year 2	Year 3	Year 4	<i>Rates refer to 11/12 unless noted</i>	
<b>Revenue Drivers</b>							
<b>Enrollment</b>							
9th grade		106	106	106	106		
10th grade			102	102	102		
11th grade				100	100		
12th grade					98		
Total	0	106	208	308	406		
ADA %	95%	95%	95%	95%	95%		
ADA Rate	0	100.7	197.6	292.6	385.7		
FRL %		50%	50%	50%	50%		
<b>Significant Funding Rates</b>							
General Purpose Block Grant	5,877	5,877	5,877	5,877	5,877	<i>CSDC 1/10</i>	
Categorical Block Grant	385	385	385	385	385	<i>CSDC 1/10</i>	
Special Education	431	431	431	431	431	<i>El Dorado. Net of 7% admin charge</i>	
Title Funding	500	500	500	500	500	<i>EdTec 4/10</i>	
SB740	750	750	750	750	750	<i>CDE website</i>	
<b>COLA Inflator</b>	0	0%	0%	0%	0%	<i>Assumed 0% in Revenue and Expenses</i>	
<b>Block Grant Income</b>							
8096.00	General Purpose Block Grant	-	591,814	1,161,295	1,719,610	2,266,759	<i>See funding rates above</i>
8480.00	Categorical Block Grant	-	38,749	76,036	112,592	148,417	<i>See funding rates above</i>
8311.11	Economic Impact Aid		7,930	15,561	23,042	30,374	<i>\$315 per eligible student (assume 50% of FRL)</i>
<b>Federal Income</b>							
8290.01	Title Funding	-	25,175	49,400	73,150	96,425	<i>\$500 per FRL eligible student. Assume 50% FRL</i>
8290.02	Public Charter School Grant Program	250,000	200,000	150,000			<i>\$600K over three cycles</i>
8181.00	Special Education (Federal and State)		45,709	89,694	132,816	175,075	<i>\$431 per student rate from El Dorado SELPA. Net of 7% admin charge</i>

**Budget Detail**

		<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>Notes</b>
		Year 0	Year 1	Year 2	Year 3	Year 4	<i>Rates refer to 11/12 unless noted</i>
<b>Other State Revenue</b>							
8520.00	Child Nutrition (Federal and State)	-	22,733	44,608	66,054	87,072	<i>\$2.58 per FRL student (95% retrieval)</i>
8650.00	Lottery	-	13,897	27,269	40,379	53,227	<i>\$138 per ADA</i>
8300.00	SB740 Facilities Reimbursement		79,500	156,000	231,000	304,500	<i>\$750 per student up to 75% facility costs</i>
8590.00	All Other State Revenue						<i>Assuming no funding for Arts Grant, Supplemental Hourly</i>
<b>Fundraising</b>							
8699.01	School Based Fundraising			50,000	75,000	100,000	<i>\$25K per grade level starting in year 2</i>
8699.09	Grant from SPS		325,000	225,000	550,000	275,000	<i>\$1.375M over 4 years for start-up expenses</i>
8699.99	Other Grants						
<b>Local Revenue</b>							
8634.00	Lunch Revenue		8,723	17,117	25,346	33,411	<i>Assumes 30% of non-FRL students at \$3/ meal</i>
8699.02	Rewards Programs		1,000	2,000	3,000	4,000	<i>Escrip etc</i>
<b>Total Revenue</b>		<b>250,000</b>	<b>1,360,230</b>	<b>2,063,981</b>	<b>3,051,990</b>	<b>3,574,260</b>	

## Budget Detail

	2010 Year 0	2011 Year 1	2012 Year 2	2013 Year 3	2014 Year 4	Notes <i>Rates refer to 11/12 unless noted</i>
<b>EXPENSES</b>						
<b>Expense Drivers</b>						
COLA Inflation	0%	0%	0%	0%	0%	<i>Assumed 0% in Revenue and Expenses</i>
# of Teachers		6	11	16	21	
# of Admin	0.5	1.5	1.5	3.5	3.5	
# of Other						
<b>Total FTE</b>		<b>7.5</b>	<b>12.5</b>	<b>19.5</b>	<b>24.5</b>	
Number of New Faculty		7.5	5	7	5	
<b>Certificated Salaries</b>						
1100.00 Teachers Salaries (includes RSP)	-	396,900	680,400	1,020,600	1,304,100	<i>See staffing detail</i>
1300.00 Supervisors & Admin Salaries	40,000	143,000	143,000	183,000	111,000	<i>See staffing detail</i>
1400.00 Certificated Bonuses & Extra Pay	6,000	66,290	94,640	134,660	152,210	<i>See staffing detail</i>
<b>Classified Salaries</b>						
2400.00 Classified Support Staff	-	-	-	100,000	100,000	<i>See staffing detail</i>
2600.00 Classified Bonuses & Extra Pay	-	-	-	10,000	10,000	<i>See staffing detail</i>
<b>Employee Benefits</b>						
3100.00 STRS	3,795	50,011	75,738	110,406	129,303	<i>8.25% of salary contributed by school</i>
3400.00 Health and Welfare Benefits	2,925	53,703	92,116	162,125	210,600	<i>Increases 10% a year. Average per emp based on SPCHS and EPHS</i>
3500.00 Payroll Taxes	1,150	15,155	22,951	36,207	41,933	<i>Medicare, FUTA, etc</i>
3600.00 Workers Compensation	1,380	18,186	27,541	28,965	33,546	<i>Based on CCSA rates for SPCHS and EPHS</i>
3752.00 Classified Retirement Plan	-	-	-	9,075	9,075	<i>8.25% of salary contributed by school</i>
<b>Books and Supplies</b>						
4100.00 <b>Textbooks &amp; Core Curricula Material</b>		35,000	38,500	38,500	38,500	<i>\$35,000 per grade level + 10% replacement</i>
4200.00 Instructional Supplies		7,000	7,000	7,000	7,000	<i>\$7,000 per grade for science supplies</i>

**Budget Detail**

		<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>Notes</b>
		Year 0	Year 1	Year 2	Year 3	Year 4	<i>Rates refer to 11/12 unless noted</i>
4201.00	Professional Development		750	1,250	1,950	2,450	<i>\$100 per FTE</i>
4202.00	Reference Books		500	500	500	500	
4300.00	<b>Materials &amp; Supplies</b>						
4301.00	Custodial Supplies		7,000	3,500	5,500	7,000	<i>Based on SPCHS and EPHS. Year 1 includes start-up purchases</i>
4302.00	Testing Supplies		500	2,000	3,500	3,500	<i>For STAR and PSAT Tests</i>
4303.02	Operational Software		4,500	3,000	3,000	3,000	<i>Mealtime and Powerschool</i>
4303.03	Educational Software		3,300	3,300	5,500	5,500	<i>Data Director, Naviance, Student Tracker (Y3 on)</i>
4304.00	Office Supplies	500	8,000	12,000	18,000	24,000	<i>Based on SPCHS and EPHS. Year 1 includes start-up purchases</i>
4600.00	Copy Machine & Supplies		8,000	10,000	12,000	15,000	<i>Based on SPCHS and EPHS contracts</i>
4700.00	Lunch Expense		45,456	69,725	99,401	128,483	<i>\$8K loss per year (Rev - Exp). Year 1 includes equipment</i>
4800.00	Hospitality		1,000	1,000	1,000	1,000	
4400.00	<b>Non Capitalized Equipment</b>						
4401.00	Furniture < \$2,000		18,000	18,000	18,000	18,000	<i>Student and office tables and chairs. Based on EPHS actuals</i>
4402.00	Equipment < \$2,000		15,000	15,000	15,000	15,000	<i>White Boards and Projectors. Based on EPHS actual</i>
4403.00	Computer Equipment < \$2,000	2,500	35,000	35,000	35,000	35,000	<i>Student and faculty computers and network. Assumes 4 year replacement rate, 5:1 student computer ratio</i>
<b>Services &amp; Other Operating Expense</b>							
5100.00	<b>Educational Consultants</b>						
5102.00	Special Ed Compliance & Service		9,260	18,171	26,907	35,468	<i>Outside testing, counseling and services</i>
5103.00	Intersession Expenses		75,000	150,000	225,000	300,000	<i>1 FTE per grade level, outside contractors</i>
5801.00	<b>Operational Consultants</b>						
5801.03	Tax & Accounting		10,000	10,000	10,000	10,000	<i>Audit and 990 filing</i>
5801.04	Legal Fees	15,000	7,500	7,500	7,500	7,500	<i>Year 0 includes charter development</i>
5801.11	TSI Coordinated Services	-	63,849	125,289	185,524	244,555	<i>10% of state block grant funding for Technology, Finance, Data, Professional Development, Charter Growth and Leadership Fellows services.</i>

**Budget Detail**

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>Notes</b>
	Year 0	Year 1	Year 2	Year 3	Year 4	<i>Rates refer to 11/12 unless noted</i>
5802.00	<b><i>Co &amp; Extracurricular Activities</i></b>					
5802.07		3,975	7,800	23,100	30,450	<i>To subsidize academic trips, activities, athletics, AP testing and college applications</i>
5600.00	<b><i>Facilities</i></b>					
5500.00		35,000	50,000	70,000	70,000	<i>Based on EPHS and SPCHS actual</i>
5504.00		10,000	20,000	30,000	40,000	<i>For Janitorial service. Based on SPCHS and EPHS actual</i>
5601.00		125,000	200,000	275,000	275,000	<i>Based on EPHS actual and property rates in SJ</i>
5602.00		2,000	2,000	2,000	2,000	<i>Misc repairs</i>
5901.00		7,800	12,000	17,000	17,000	<i>Based on EPHS and SPCHS actual</i>
5800.00	<b><i>Other Services &amp; Operating Exp.</i></b>					
5200.00	2,500	3,750	6,250	9,750	12,250	<i>\$500 per FTE starting in year 1</i>
5300.00		2,500	2,500	3,000	3,000	<i>Charter organizations, college (starting year 3)</i>
5400.00		4,770	9,360	13,860	18,270	<i>CCSA Insurance, based on EPHS actual rate per student</i>
5803.00		500	5,500	5,500	5,500	<i>Includes interest expense for revolving loan</i>
5803.03		1,200	2,400	3,600	4,800	<i>Based on EPHS and SPCHS actual</i>
5805.00	15,000	5,000	3,000	3,000	3,000	<i>Website, marketing material and collateral</i>
5806.00		3,125	2,750	3,050	2,750	<i>Fingerprinting, CPR + misc.</i>
5902.00		1,000	1,500	2,000	4,000	<i>Based on EPHS and SPCHS actual</i>
5807.00		6,385	12,529	18,552	24,456	<i>1% of state revenue for oversight</i>
<b>Total Expenses</b>	<b>90,750</b>	<b>1,309,865</b>	<b>2,004,711</b>	<b>2,993,233</b>	<b>3,515,699</b>	

**Summit Public Schools: Denali**  
Cash Forecast 2011 - 2014

	2011/ 2012											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>Beginning Cash Balance</b>	159,250	113,281	65,737	257,956	400,761	362,115	423,538	336,892	298,246	282,487	238,079	200,526
<b>Revenue</b>												
Block Grant Income	-	35,509	73,818	52,947	51,079	51,079	51,079	51,079	90,634	45,317	45,317	45,317
Federal Income	-	-	-	202,518	2,518	23,087	2,518	2,518	2,518	2,518	9,374	20,801
Other State Revenue	-	-	-	2,273	2,273	81,773	2,273	2,273	2,273	2,273	2,273	2,273
Fundraising	-	-	-	-	-	-	-	-	-	-	-	325,000
Local Revenue	-	-	972	972	972	972	972	972	972	972	972	972
<b>Total Revenue</b>	-	<b>35,509</b>	<b>74,791</b>	<b>258,710</b>	<b>56,843</b>	<b>156,912</b>	<b>56,843</b>	<b>56,843</b>	<b>96,397</b>	<b>51,080</b>	<b>57,936</b>	<b>394,364</b>
<b>Expenses</b>												
Compensation	11,917	11,917	51,607	51,607	51,607	51,607	51,607	51,607	51,607	51,607	51,607	104,639
Employee Benefits	10,032	10,032	11,699	11,699	11,699	11,699	11,699	11,699	11,699	11,699	11,699	11,699
Textbooks & Core Curricula Mate	-	14,417	14,417	14,417	-	-	-	-	-	-	-	-
Materials & Supplies	2,000	2,000	7,326	7,326	7,326	7,326	7,826	7,326	7,326	7,326	7,326	7,326
Technology and Equipment	-	22,667	22,667	6,000	-	-	-	-	16,667	-	-	-
Educational Consultants	-	-	926	926	926	926	38,426	926	926	926	926	38,426
Operational Consultants	5,946	5,946	5,946	5,946	5,946	5,946	15,946	5,946	5,946	5,946	5,946	5,946
Co & Extracurricular Activities	-	-	398	398	398	398	398	398	398	398	398	398
Facilities	14,983	14,983	14,983	14,983	14,983	14,983	14,983	14,983	14,983	14,983	14,983	14,983
Other Services & Operating Exp.	1,091	1,091	2,605	2,605	2,605	2,605	2,605	2,605	2,605	2,605	2,605	2,605
<b>Total Expenses</b>	<b>45,969</b>	<b>83,052</b>	<b>132,572</b>	<b>115,905</b>	<b>95,489</b>	<b>95,489</b>	<b>143,489</b>	<b>95,489</b>	<b>112,155</b>	<b>95,489</b>	<b>95,489</b>	<b>186,021</b>
Changes in Loan Balance			250,000									
<b>Ending Cash</b>	<b>113,281</b>	<b>65,737</b>	<b>257,956</b>	<b>400,761</b>	<b>362,115</b>	<b>423,538</b>	<b>336,892</b>	<b>298,246</b>	<b>282,487</b>	<b>238,079</b>	<b>200,526</b>	<b>408,869</b>
<b>Recommended Reserve</b>	<b>51,864</b>	<b>51,864</b>	<b>51,864</b>	<b>51,864</b>	<b>51,864</b>	<b>51,864</b>	<b>51,864</b>	<b>51,864</b>	<b>51,864</b>	<b>51,864</b>	<b>51,864</b>	<b>51,864</b>

**Summit Public Schools: Denali**  
Cash Forecast 2011 - 2014

	2012/ 2013											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>Beginning Cash Balance</b>	408,869	328,661	258,804	181,559	234,663	134,663	231,025	129,593	101,244	235,048	252,810	277,209
<b>Revenue</b>												
Block Grant Income	-	35,509	119,135	52,947	51,079	51,079	51,079	100,231	279,050	139,525	139,525	139,525
Federal Income	-	-	2,518	154,940	4,940	45,302	4,940	4,940	4,940	4,940	18,394	40,818
Other State Revenue	-	-	-	27,448	4,461	160,461	11,278	4,461	4,461	11,278	4,461	4,461
Fundraising	-	-	-	-	-	-	66,250	10,000	10,000	10,000	10,000	168,750
Local Revenue	-	-	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912
<b>Total Revenue</b>	-	<b>35,509</b>	<b>123,565</b>	<b>237,246</b>	<b>62,392</b>	<b>258,754</b>	<b>135,459</b>	<b>121,544</b>	<b>300,362</b>	<b>167,655</b>	<b>174,291</b>	<b>355,465</b>
<b>Expenses</b>												
Compensation	25,175	11,917	79,957	79,957	79,957	79,957	79,957	79,957	79,957	79,957	79,957	155,669
Employee Benefits	16,092	16,092	18,616	18,616	18,616	18,616	18,616	18,616	18,616	18,616	18,616	18,616
Textbooks & Core Curricula Mate	-	15,750	15,750	15,750	-	-	-	-	-	-	-	-
Materials & Supplies	2,208	2,208	9,811	9,811	9,811	9,811	11,811	9,811	9,811	9,811	9,811	9,811
Technology and Equipment	-	22,667	22,667	6,000	-	-	-	-	16,667	-	-	-
Educational Consultants	-	-	1,817	1,817	1,817	1,817	76,817	1,817	1,817	1,817	1,817	76,817
Operational Consultants	11,066	11,066	11,066	11,066	11,066	11,066	21,066	11,066	11,066	11,066	11,066	11,066
Co & Extracurricular Activities	-	-	780	780	780	780	780	780	780	780	780	780
Facilities	23,667	23,667	23,667	23,667	23,667	23,667	23,667	23,667	23,667	23,667	23,667	23,667
Other Services & Operating Exp.	2,001	2,001	4,179	4,179	4,179	4,179	4,179	4,179	4,179	4,179	4,179	4,179
<b>Total Expenses</b>	<b>80,208</b>	<b>105,367</b>	<b>188,309</b>	<b>171,642</b>	<b>149,892</b>	<b>149,892</b>	<b>236,892</b>	<b>149,892</b>	<b>166,559</b>	<b>149,892</b>	<b>149,892</b>	<b>300,604</b>
Changes in Loan Balance			(12,500)	(12,500)	(12,500)	(12,500)						
<b>Ending Cash</b>	<b>328,661</b>	<b>258,804</b>	<b>181,559</b>	<b>234,663</b>	<b>134,663</b>	<b>231,025</b>	<b>129,593</b>	<b>101,244</b>	<b>235,048</b>	<b>252,810</b>	<b>277,209</b>	<b>332,070</b>
<b>Recommended Reserve</b>	<b>79,962</b>	<b>79,962</b>	<b>79,962</b>	<b>79,962</b>	<b>79,962</b>	<b>79,962</b>	<b>79,962</b>	<b>79,962</b>	<b>79,962</b>	<b>79,962</b>	<b>79,962</b>	<b>79,962</b>

**Summit Public Schools: Denali**

Cash Forecast 2011 - 2014

	2013/ 2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>Beginning Cash Balance</b>	332,070	208,350	272,085	421,132	299,218	311,750	477,550	401,678	304,210	468,477	470,189	481,728
<b>Revenue</b>												
Block Grant Income	-	69,678	284,376	103,895	100,231	100,231	100,231	100,231	378,632	189,316	189,316	189,316
Federal Income	-	-	4,940	7,315	7,315	67,082	7,315	7,315	7,315	7,315	27,237	60,441
Other State Revenue	-	-	-	27,978	6,605	237,605	16,700	6,605	6,605	16,700	6,605	6,605
Fundraising	-	137,500	137,500	-	137,500	-	152,500	15,000	15,000	15,000	15,000	-
Local Revenue	-	-	2,835	2,835	2,835	2,835	2,835	2,835	2,835	2,835	2,835	2,835
<b>Total Revenue</b>	-	<b>207,178</b>	<b>429,651</b>	<b>142,023</b>	<b>254,487</b>	<b>407,754</b>	<b>279,581</b>	<b>131,987</b>	<b>410,387</b>	<b>231,166</b>	<b>240,993</b>	<b>259,197</b>
<b>Expenses</b>												
Compensation	43,345	24,417	126,477	126,477	126,477	126,477	126,477	126,477	126,477	126,477	126,477	234,205
Employee Benefits	25,831	25,831	29,512	29,512	29,512	29,512	29,512	29,512	29,512	29,512	29,512	29,512
Textbooks & Core Curricula Mate	-	15,983	15,983	15,983	-	-	-	-	-	-	-	-
Materials & Supplies	3,042	3,042	13,832	13,832	13,832	13,832	17,332	13,832	13,832	13,832	13,832	13,832
Technology and Equipment	-	22,667	22,667	6,000	-	-	-	-	16,667	-	-	-
Educational Consultants	-	-	2,691	2,691	2,691	2,691	115,191	2,691	2,691	2,691	2,691	115,191
Operational Consultants	16,085	16,085	16,085	16,085	16,085	16,085	26,085	16,085	16,085	16,085	16,085	16,085
Co & Extracurricular Activities	-	-	2,310	2,310	2,310	2,310	2,310	2,310	2,310	2,310	2,310	2,310
Facilities	32,833	32,833	32,833	32,833	32,833	32,833	32,833	32,833	32,833	32,833	32,833	32,833
Other Services & Operating Exp.	2,584	2,584	5,714	5,714	5,714	5,714	5,714	5,714	5,714	5,714	5,714	5,714
<b>Total Expenses</b>	<b>123,721</b>	<b>143,443</b>	<b>268,104</b>	<b>251,437</b>	<b>229,454</b>	<b>229,454</b>	<b>355,454</b>	<b>229,454</b>	<b>246,120</b>	<b>229,454</b>	<b>229,454</b>	<b>449,682</b>
Changes in Loan Balance			(12,500)	(12,500)	(12,500)	(12,500)						
<b>Ending Cash</b>	<b>208,350</b>	<b>272,085</b>	<b>421,132</b>	<b>299,218</b>	<b>311,750</b>	<b>477,550</b>	<b>401,678</b>	<b>304,210</b>	<b>468,477</b>	<b>470,189</b>	<b>481,728</b>	<b>291,244</b>
<b>Recommended Reserve</b>	<b>119,409</b>	<b>119,409</b>	<b>119,409</b>	<b>119,409</b>	<b>119,409</b>	<b>119,409</b>	<b>119,409</b>	<b>119,409</b>	<b>119,409</b>	<b>119,409</b>	<b>119,409</b>	<b>119,409</b>



## Budget Narrative

### INTRODUCTION:

The financial statements include a five-year operating budget with Year 0 start-up costs. The budget has notes throughout explaining the calculations and sources of data. This summary is an overview.

The financial statements are based on seven years of data from Summit Preparatory Charter High School, an existing 410-student school, and one year of data from Everest Public High School, a first-year 101-student school. The school's curriculum is modeled after Summit and Everest and we believe that the expenses for faculty, supplies, services and facilities will track closely to the year-to-year expenses for Summit and Everest.

### Financial Management:

The Director and Governance Council will have control over the school's budget and cash flow. The Summit Institute will provide bookkeeping, payroll and financial services. Board, District, and State reports will be created by the Summit Institute. We believe that this two-pronged approach will produce accurate and transparent financial statements. By contracting with a shared service provider, the school will purchase a level of expertise not normally afforded by a stand-alone charter school. Please see the Fiscal Policies for a detailed overview of the financial management.

### ENROLLMENT:

In its fourth year, we plan to enroll 406 students spread over 4 grade levels. To account for attrition, we will enroll 106 students in the 9<sup>th</sup> grade class.

Grade	2008/09	2009/10	2010/11	2011/12	2012/13
9	0	106	106	106	106
10	0		102	102	102
11	0			100	100
12	0				98
<b>Total</b>	<b>0</b>	<b>106</b>	<b>208</b>	<b>308</b>	<b>406</b>

The enrollment projections are based on the small school model used at Summit and Everest. In 2009, 500 students submitted applications for the 2008/09 9<sup>th</sup> grade class at Summit.

### Average Daily Attendance:

We have used 95% ADA in our forecast.

## **REVENUE SOURCES:**

### General Purpose Block Grant Revenue:

We used the Charter School's Development Center 2010/11 General Purpose Block Grant Projections as a basis for our projections. The Charter Schools Development Center (CSDC) is a nonprofit technical assistance organization for charter schools. CSDC's estimates are widely used within the charter school community and known for their accuracy. In the 2007-08 fiscal year, for example, CSDC's estimates of charter school funding by grade level were exactly on target for grades K-8 and within \$3/ADA for grades 9-12.

We used the same revenue projections across all years (0% COLA.) The expenses are also kept at 0% COLA with the exception of health insurance.

The General Purpose Block Grant Revenue is the largest source of funding for the school. Both the Director and the Summit Institute will carefully watch changes in the state's budget and revise the school's projections as needed.

### Categorical Block Grant Revenue:

We used the Charter School's Development Center 2010/11 Categorical Block Grant Projections as a basis for our projections. We used the same revenue projections across all years (0% COLA.)

### Title Funding:

We expect 50% of our students to qualify for Free and Reduced Lunch. We will apply for a school-wide plan. We assumed \$500 per student funding for all Title programs

### Special Education:

The school will join the El Dorado SELPA as an LEA. We used the 2009/10 actual rates as our assumption. These rates account for the 7% administration fee charged by El Dorado.

### State Lottery Revenue:

We used the Charter School's Development Center 2009/10 State Lottery Projections as a basis for our projections.

### Supplemental Hourly Income:

The will offer after-school tutoring throughout the school year. These sessions are run by certificated teachers and comply with the guidelines for collecting Supplemental Hourly Income. After-school programs, such as Office Hours, "MASH" and "MARS" are key to the success of the students. Unfortunately, the state has not funded Supplemental Hourly Income for new schools through 2013. We have not included it in our projections, but are hopeful that this funding will be available at some point.

Parent-Based Fundraising:

The school will have a strong parent-based organization modeled after the parent organization at Everest. Through parent supported events and an annual campaign, Denali expects to raise \$25K per grade level per year starting in Year 2. This is conservative estimate based on the Everest and Summit model.

Summit Institute:

The Summit Institute has developed a business plan to raise \$10 million over 5 years. The purpose and mission of The Summit Institute, along with the successful track record of launching Summit Preparatory Charter High School and Everest Public High School, make it a very attractive investment to both private and institutional philanthropists. This capital campaign includes the funds necessary to finance the initial start-up costs of this school.

Other Sources of Funding:

As soon as the school has a charter, we will apply for the Public Charter School's Grant Program Implementation Grant administered through the State of California. Given the success of our model, we believe that the school has a high probability of being awarded this grant. The total award is \$600,000.

**EXPENSES:**

Staffing Plan:

To ensure the highest level of attention to our students, the school will maintain an 18:1 student-teacher ratio. The staffing plans are based on actual staffing at Everest and Summit:

**Faculty Roll-out**

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Teachers		6	11	16	21
Resource Specialist		1	1	2	2
Executive Director		1	1	1	1
Assistant Director	0.5	0.5	0.5	1	1
Office Manager				1	1
Registrar				1	1
<b>Total</b>	<b>0.5</b>	<b>8.5</b>	<b>13.5</b>	<b>22</b>	<b>27</b>

To meet the needs of the student body, the freshman class has two math teachers. All other grade levels have one teacher per subject.

The school will purchase financial, technology, data, fundraising, leadership and professional development services from Summit Institute at the equivalent of 3.5 FTE's by Year 5.

\*All Intersession Extracurricular Classes (Art, Music, Photography etc) are outsourced at the equivalent of 4 FTE's by Year 5. These are included in the 5000 Series.

#### Salaries and Merit Pay:

We have used the 2009/10 Summit faculty salaries as a basis for the Denali projections. Additionally, faculty compensation includes the possibility of a 10% bonus per faculty member based on performance standards outlined annually in the faculty member's Personalized Educator Plan. We have funded the bonus pool at 100%.

All revenue and expenses are projected at 0% COLA.

The school model is labor-centric. By Year 5, school-based Compensation and Benefits account for 80% of the total school expenses.

#### Benefits:

Faculty members will receive Health, Dental, and Vision benefits up to \$650 per employee per month. We have assumed a 10% increase for these costs each year and have conservatively budgeted for all faculty taking full benefits at the cap. Additionally, faculty members will receive Short- and Long-term Disability and Life Insurance without charge. Finally, certificated faculty will be enrolled in STRS. Classified faculty will be eligible for a comparable 401a plan.

#### Books and Supplies:

The Books and Supplies expenses have been based on actual costs at Everest. Our projections include one-time, initial purchase and replacement costs. For the sake of budgeting, we have put all technology costs (above and below the capitalization threshold) in the 4000 series.

#### Facilities:

Actual costs at Summit and Everest were used to forecast facility expenses including utilities, janitorial service, phone/internet service and technology infrastructure.

We have included rent and renovations based on market rates in the area.

#### District Oversight:

We have included a 1% District Oversight fees beginning in Year 1.

Shared Services Fees:

The school will purchase bookkeeping, financial, technology, data, fundraising, leadership and professional development services from Summit Institute. The Shared Services Fee is 10% of state and federal revenue. Because these services will be shared with Summit and Everest, we expect to access higher quality at a lower cost than would be possible for a stand-alone school.

Technology:

To support the curriculum, the school will maintain a 4:1 student-computer ratio. Additionally, every faculty member will have a laptop. We have assumed a 4-year replacement rate.

## The Summit Institute, DBA Everest Public High School

### SUMMARY OF COVERAGES - 2009-2010

*This is to certify that the insurance hereinafter described has been bound as follows. Coverage is per JPA terms, conditions, limitations and exclusions and has the following underlying deductibles, which apply to a covered loss for each **OCCURRENCE** or **CLAIM** as described in this summary.*

**NOTE:** *This is NOT an insurance policy. This is a Summary/Binder of the limits of coverage bound and is not all inclusive of the terms, condition, limitations and exclusions of each policy.*

<b>Term:</b>	Effective from 12:01 a.m. on 7/1/2009 to 12:01 a.m. on 6/30/2010. Standard time at the address of insured as stated herein.
<b>Deductibles:</b>	\$ 0 All coverage sections except: \$ 5,000 Per Occurrence for School Board Miscellaneous Liability \$ 1,000 Per Occurrence for Property (All Perils)

Insured Coverage Information	
<b>Insured:</b>	The Summit Institute, DBA Everest Public High School
<b>Mailing Address:</b>	PO Box 610116 Redwood City, CA 94601
<b>School(s) Address:</b>	Everest Public High School 305 Main Street Redwood City, CA 94063
<b># of Students:</b>	108
<b>2009-2010 Payroll \$:</b>	\$1,910,994.00
<b># of Employees:</b>	14
<b>Building Values (if Owned/Required by Lease):</b>	Leased
<b>Contents:</b>	\$40,000.00
<b>Electronic Data Processing Equipment/Computers:</b>	\$80,000.00
<b>Total Insured Values:</b>	\$120,000.00
<b>Vehicle Description:</b>	None Reported
<b>Vehicle Values:</b>	\$ 0.00

<b>Coverage</b> Carrier: Lloyds of London	<b>Limits</b> Policy No.: 011-09
<b>Comprehensive General Liability</b> Premises Medical Payments:	\$1,000,000 Per Occurrence \$10,000 Any One Person \$50,000 Any One Occurrence
<b>Automobile Liability</b> Automobile Medical Payments:  Uninsured Motorist/Underinsured Motorists: Non-Owned Automobile Liability: Hired Automobile Liability:	\$1,000,000 Per Occurrence \$10,000 Per Person \$50,000 Per Occurrence \$1,000,000 Per Occurrence \$1,000,000 Per Occurrence \$1,000,000 Per Occurrence
<b>Automobile Physical Damage</b>	\$1,000,000 Per Occurrence
<b>School Board Errors &amp; Omissions</b> Retroactive Date: 7/1/2009	\$1,000,000 Per Occurrence \$4,000,000 Pool Aggregate
<b>Employee Benefits Liability</b> Retroactive Date: 7/1/2009	\$1,000,000 Per Occurrence \$2,000,000 Pool Aggregate
<b>Sexual Harassment</b> Retroactive Date: 7/1/2009	\$900,000 Per Occurrence \$4,500,000 Pool Aggregate
<b>Sexual Abuse</b> Retroactive Date: 7/1/2009	\$850,000 Per Occurrence \$2,250,000 Pool Aggregate
<b>Crime</b> Money & Securities: Forgery or Alteration: Employee Dishonesty:	\$300,000 Per Occurrence \$300,000 Per Occurrence \$300,000 Per Occurrence
<b>Coverage</b> Carrier: Insurance Company of the State of PA	<b>Limits</b>
<b>Excess Liability</b>	Policy No. for Excess Layer 1: 6907937 Policy No. for Excess Layer 2: 6907938 \$24,000,000 Per Occurrence/Aggregate

<b>Coverage</b> Carrier: Markel Insurance Company	<b>Limits</b> Policy No.: 4102AH312992-1
<b>Student Accident (Includes Sports)</b>	\$25,000 Aggregate Maximum Limit 52 Weeks Benefit Period \$5,000 Accidental Death & Dismemberment Benefit \$250,000 Aggregate Limit of Indemnity per Location
<b>Coverage</b> Carrier: Lloyds of London	<b>Limits</b> Policy No.: J097310
<b>Domestic Terrorism Liability</b> (Claims Made Policy)	\$5,000,000 Per Claim/Aggregate combined for the CCSA JPA and its members
<b>Coverage</b> Carrier: Republic Indemnity Company of America	<b>Limits</b> Policy No.: RIC-0403072-09
<b>Workers' Compensation</b>	Statutory Per Occurrence
<b>Employers' Liability</b>	\$1,000,000 Bodily Injury by Disease \$1,000,000 Bodily Injury by Accident \$1,000,000 Bodily Injury by Disease policy limit
<b>Coverage</b> Carrier: Travelers Property Casualty Company of America	<b>Limits</b> Policy No.: KTJ-CMB-296T651-0-09
<b>Building/Property Damage*</b> Building Value: Contents: Electronic Data Processing Equipment/Computers:	Per Schedule on file with carrier; subject to a maximum of 140% of the individually stated value
<b>Business Personal Property*</b> Newly Constructed or Acquired Property (120 Days): Builder's Risk: Ordinance or Law: Unintentional Errors & Omissions: Property in Transit: Outdoor Property including Debris Removal: Electronic Data Processing Equipment and Data Media: Extra Expense: Valuable Papers: Accounts Receivable: Utility Services: Property at Undescribed Premises: Personal Effects of Officers and Employee of the Insured: Debris Removal: Pollution Cleanup and Removal: Claim Data Expense:	\$5,000,000 Per Building \$2,500,000 Per Occurrence \$2,500,000 Per Occurrence \$1,000,000 Per Occurrence \$1,000,000 Per Occurrence \$1,000,000 Per Occurrence \$1,000,000 Per Occurrence \$1,000,000 Per Occurrence \$1,000,000 Per Occurrence \$1,000,000 Per Occurrence \$1,000,000 Per Occurrence \$500,000 Per Occurrence \$250,000 Per Occurrence \$250,000 Per Occurrence \$100,000 Per Occurrence \$25,000 Per Occurrence

\* Limits are subject to \$100,000,000 aggregate for all JPA members combined



## Facility Needs in the First Year

**A lobby** for students to gather before school and when waiting for parents so they are not lingering outside the building

**Shared work space** for TSI personnel to work when on site; two medium sized conference rooms would work well (similar to Everest Public High School)

**Offices** for 6 teaching faculty; there are 5 "departments" that can share office space: English/history, math/science, and Spanish, or a larger grade level office)

**A private office for the special education teacher**

**An enclosed space** which can be used for special education testing, preferably close to the special education office/files.

**Conference room / teacher collaborative space**

**Common space** where 110 students and 8 adults can meet (floor seating that allows for additional open space)

**Office space** for the Director and Associate Director, preferably close to each other and close to the entrance/reception area.

**4 classrooms: 3** that can accommodate 28 students each and 1 that can accommodate at least 30 students. All rooms need to have extensive white boards on the walls and tables that can be arranged so that students can sit in pairs or in groups of 4.

**Server room** with proper air conditioning

**A space to serve hot lunch** and house a food warmer and refrigerator. The food service area must be within 20 feet of a sink/"food preparation" area limiting its location.

**Additional needs:**

- A space for a photocopier and extra supply storage
- Space for locked cum file storage (preferably the Director's office)
- Teacher mailboxes
- A reception desk with phone
- A common space that has book shelves for a library
- Space for either--laptop storage OR desktop use
- Space for community members (families) to check Power School (desk with internet access & power)

# Everest Public High School

## 2009-2010 School Calendar

July 2009						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2009						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2009						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2009						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	PLP	PLP
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2009						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2009						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2010						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2010						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2010						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2010						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2010						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2010						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

 School Closed

 New Student Orientation, Aug 19th and 20th (both days mandatory for new students)

 Personalized Learning Plan meetings for parents, student, mentor (mandatory)

 First and Last Day of Academic Semesters

 First and Last Day of Intersessions

# Personalized Learning Plan for 2009-2010 Grade 9

Date:

## Long-term Goals

College – .

Career –

Personal Development -

Community Contribution -

Finance –

## Short-term Goals

1. Earn a \_\_\_\_\_ grade point average in my five academic courses, thereby improving by \_\_\_\_ points.
  - a. Earn a(n) \_\_\_\_\_ in English. Last year I earned a(n) \_\_\_\_\_.
  - b. Earn a(n) \_\_\_\_\_ in math. Last year I earned a(n) \_\_\_\_\_.
  - c. Earn a(n) \_\_\_\_\_ in science. Last year I earned a(n) \_\_\_\_\_.
  - d. Earn a(n) \_\_\_\_\_ in Social Studies. Last year I earned a(n) \_\_\_\_\_.
  - e. Earn a(n) \_\_\_\_\_ in Spanish. Last year I earned a(n) \_\_\_\_\_.
2. Achieve a \_\_\_\_\_ level (Basic, Proficient, Advanced) on the California Standards Test - Grade 9 for \_\_\_\_\_ (English-Language Arts, Mathematics, Biology, **or** History-Social Science), thereby improving by my performance by \_\_\_\_\_ level(s) from last year.
3. Complete at least 100 hours of physical activity by participating in the following activities:
  - a. Fall –
  - b. Winter –
  - c. Spring –
4. Improve upon a specific area of need.
5. Improve upon a specific area of strength.

## Items to be completed this year

\_\_\_\_\_ Visit the following colleges

1. 9<sup>th</sup> grade field trip

\_\_\_\_\_ If not in MARS during intersession, I will do the following during Intersession:

- January -
- May/June -

\_\_\_\_\_ Spend the summer semester

- Workshop –

- Course
- Camp
- Internship
- Work –

\_\_\_\_\_ Extra curricular activities

- Clubs –
- School / community service -
- Leadership –

**Weekly Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Before 8:00am							
8-noon	Class	Class	Class	Class	Class		
Lunch							
12:45-2:45	Class	Class	Class	Class	Class		
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							

**Additional Information**

**Has your son or daughter had an active 504 plan or IEP in the last year?**

- \_\_\_\_\_ No  
 \_\_\_\_\_ Yes, an IEP  
 \_\_\_\_\_ Yes a 504 plan

# Personalized Learning Plan for 2010-2011 Grade 10

Date \_\_\_\_\_

## Immediate influences

What is one thing from last year that you are committed to changing or to keeping the same? Why?

## Long-term Goals

College

Career

Personal Development

Community Contribution

Finance

## Short-term Goals

1. Earn a \_\_\_\_\_ grade point average in my five academic courses, thereby improving (may be appropriate to maintain) my grade point average by \_\_\_\_\_ points.
  - a. Earn a(n) \_\_\_\_\_ in English. Last year I earned a(n) \_\_\_\_\_.
  - b. Earn a(n) \_\_\_\_\_ in math. Last year I earned a(n) \_\_\_\_\_.
  - c. Earn a(n) \_\_\_\_\_ in science. Last year I earned a(n) \_\_\_\_\_.
  - d. Earn a(n) \_\_\_\_\_ in Social Studies. Last year I earned a(n) \_\_\_\_\_.
  - e. Earn a(n) \_\_\_\_\_ in Spanish. Last year I earned a(n) \_\_\_\_\_.
2. Achieve a \_\_\_\_\_ level (Basic, Proficient, Advanced) on the California Standards Test - Grade 10 for \_\_\_\_\_ (English-Language Arts, Mathematics, Biology, **or** History-Social Science), thereby improving by my performance by \_\_\_\_\_ level(s) from last year.
3. Complete at least 100 hours of physical activity by participating in the following activities:
  - a. Fall
  - b. Winter
  - c. Spring
4. Improve upon a specific area of strength.
5. Improve upon a specific area of need.

**Items to be completed this year**

- \_\_\_\_\_ Take the PSAT
- \_\_\_\_\_ Visit the following colleges
  - 2. 10<sup>th</sup> Grade Study Trip
- \_\_\_\_\_ If I am not in MARS, I will complete the following during the Intersessions
  - January -
  - May/June -
- \_\_\_\_\_ Spend the summer semester
  - Workshop
  - Course
  - Camp
  - Internship
- \_\_\_\_\_ Extra curricular activities
  - Club
  - School / community service
  - Leadership

**Weekly Schedule / Strategy**

What do you want to prioritize doing each week? (i.e. raise/maintain GPA, prepare for PSAT, play a sport, find a “good college fit”)

- 1.
- 2.
- 3.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Before 8:15 am							
8:15-12:30	Class	Class	Class	Class	Class		
Lunch							
1:10-3:10	Class	Class	Class	Class	Class		
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							

**Additional Information**

**Action Items for Mentor:**

**Action Items for Family:**

# Personalized Learning Plan for 2011-2012 Grade 11

## Long-term Goals

**College:**

**Career: General:**

**Specific:**

**Personal Development:**

**Community Contribution:**

**Finance:**

## Short-term Goals

1. Earn a \_\_\_\_\_ grade point average in my five academic courses.
  - a. Earn a(n) \_\_\_\_ in English.
  - b. Earn a(n) \_\_\_\_ in math.
  - c. Earn a(n) \_\_\_\_ in science.
  - d. Earn a(n) \_\_\_\_ in Social Studies.
  - e. Earn a(n) \_\_\_\_ in Spanish.
  
2. Complete at least 100 hours of physical activity by participating in the following activities:
  - a. Fall:
  - b. Winter:
  - c. Spring:

## Items to be completed this year

- \_\_\_ Take one or two AP exams (depending on Spanish class)
  - English Language
  - Spanish Language
  
- \_\_\_ Take the PSAT
  
- \_\_\_ Take the SAT I on (choose one)
  - January**
  - March**
  
- \_\_\_ If applicable, take two SAT Subject Test exams (circle the exam and date)
  - Chemistry
  - Physics
  - Literature
  - Math II
  - Spanish
  - Spanish with listening

- World History

\_\_\_\_\_ Visit the following colleges

3. 11<sup>th</sup> Grade Study Trip
4. Other

\_\_\_\_\_ Spend the summer semester

\_\_\_\_\_ Which teacher(s) would you like to write your letter(s) of recommendation for college?

- Mentor
- Teacher

<b>Weekly Strategies / Timeframes</b>
---------------------------------------

1. Raising GPA
2. Preparing for AP
3. Preparing for PSAT
4. Preparing for SAT I
5. Preparing for SAT Subject Tests
6. Finding a “good fit” college

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Before 8:00am							
8-noon	Class	Class	Class	Class	Class		
Lunch							
12:45-2:45	Class	Class	Class	Class	Class		
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							

**Other:**



# Personalized Learning Plan for 2012-2013 Grade 12

Date \_\_\_\_\_

## Long-term Goals

College (type, major, program) \_\_\_\_\_

Career \_\_\_\_\_

Personal Development \_\_\_\_\_

Community Contribution \_\_\_\_\_

Finance \_\_\_\_\_

## Short-term Goals

1. **Apply to college** – Please indicate your current status of each of the steps of this process. During your PLP, you will discuss and/or define a step-by-step plan for completing your applications.

a. Selecting at least four colleges to which to apply – Indicate your list and the deadline for their application

- (Stretch) \_\_\_\_\_
- (Target) \_\_\_\_\_
- (Target) \_\_\_\_\_
- (Safety) \_\_\_\_\_

b. Completing the applications

- I have downloaded the application for each of my schools \_\_\_\_\_
- I have determined what I need for each application \_\_\_\_\_
- I have noted the deadline for each application \_\_\_\_\_
- I have completed a rough draft of the application \_\_\_\_\_
- I have asked a reliable person to edit my rough draft \_\_\_\_\_

c. Make sure your transcript is complete and accurate

▪ List the intersession courses you have taken during January and June for each year

1. 9<sup>th</sup> grade \_\_\_\_\_
2. 10<sup>th</sup> grade \_\_\_\_\_
3. 11<sup>th</sup> grade \_\_\_\_\_

▪ List any community college courses you have taken (College and course)

1. \_\_\_\_\_
2. \_\_\_\_\_

▪ List any other schools you have attended

1. \_\_\_\_\_
2. \_\_\_\_\_

d. Taking the SAT I or ACT Exam – Indicate your best scores

- Reading \_\_\_\_\_
- Math \_\_\_\_\_

- Writing \_\_\_\_\_
  - Science (ACT only) \_\_\_\_\_
- e. Taking the SAT II Exam (if appropriate for your list of schools) – Indicate which exams and scores
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- f. College Essay / Personal Statement – Indicate your progress
- I have determined if my colleges required an essay and if so, what the questions are \_\_\_\_\_
  - I have brainstormed topics to address the questions \_\_\_\_\_
  - I have drafted a piece of writing in response \_\_\_\_\_
  - People have edited my writing \_\_\_\_\_
  - I have polished the writing \_\_\_\_\_
  - I have put the piece on Naviance \_\_\_\_\_
- g. Decide if you will apply for financial aid
- If you will apply, work with your parents to complete the FAFSA
2. Earn a \_\_\_\_\_ grade point average in my five academic courses, thereby improving (may be appropriate to maintain) my grade point average by \_\_\_\_\_ points.
- a. Earn a(n) \_\_\_\_\_ in English. Last year I earned a(n) \_\_\_\_\_.
  - b. Earn a(n) \_\_\_\_\_ in math. Last year I earned a(n) \_\_\_\_\_.
  - c. Earn a(n) \_\_\_\_\_ in science. Last year I earned a(n) \_\_\_\_\_.
  - d. Earn a(n) \_\_\_\_\_ in Social Studies. Last year I earned a(n) \_\_\_\_\_.
  - e. Earn a(n) \_\_\_\_\_ in Spanish. Last year I earned a(n) \_\_\_\_\_.
3. Complete at least 100 hours of physical activity by participating in the following activities:
- a. Fall
  - b. Winter
  - c. Spring

**Items to be completed this year**

\_\_\_\_\_ Take AP exams (circle as many as you think you will take)

- English Literature
- Spanish Language
- Spanish Literature
- AP US History
- AP US Government
- AP Environmental Science
- AP Statistics
- AP Calculus

\_\_\_\_\_ Take the SAT I on (circle one if applicable)

- October
- November
- December

\_\_\_\_\_ Take one or more SAT Subject Test exams (if applicable) – remember you can't take SAT I and SAT Subject Tests on the same date

- October
- November
- December

\_\_\_\_\_ Attend the following college admission presentations (see list)

- 5.
- 6.
- 7.

\_\_\_\_\_ Visit the following colleges

- 1.
- 2.
- 3.

\_\_\_\_\_ Extra curricular activities

- Club
- School / community service
- Leadership

### **Weekly Strategies / Timeframes**

1. Preparing college applications
2. Raising GPA
3. Preparing for AP
4. Preparing for SAT I
5. Preparing for SAT Subject Tests

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Before 8:15am							
8:15-lunch	Class	Class	Class	Class	Class		
Lunch							
Lunch-3:10	Class	Class	Class	Class	Class		
3:10-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							

# **SAMPLE: The Summit Institute 504 Board Policy**

**Board Policy # \_\_\_\_\_**

## IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

The Board of Directors of the The Summit Institute recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 (“IDEA”). The identification, evaluation and education of students eligible for services under the IDEA are addressed under the policies and procedures of the **[FILL IN]** SELPA.

The Director shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s administrative regulation.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If The Summit Institute does not assess a

student after a parent has requested an assessment, The Summit Institute shall provide notice of the parent's/guardian's procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. The Summit Institute shall periodically review the student's progress and placement.

The Summit Institute will implement this policy through its corresponding Procedure.

# **SAMPLE: The Summit Institute 504 Procedures**

**Board Procedure# \_\_\_\_\_**

## IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

### A. Definitions

1. **Academic Setting** – the regular, educational environment operated by the The Summit Institute
2. **Individual with a Disability under Section 504** – An individual who:
  - a. has a physical or mental impairment that substantially limits one or more major life activities;
  - b. has a record of such an impairment; or
  - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.
5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
7. **Physical or Mental Impairment** –
  - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive;

digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

- b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – Director, **[NAME]**, shall serve as the Charter School's Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at **[NUMBER]**.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means

(A) has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation;

(B) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or

(C) has none of the impairments defined in paragraph (j)(2)(i) of this section but is treated by a recipient as having such an impairment.

B. Referral, Assessment and Evaluation Procedures

1. The Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The Charter School has the responsibility to ensure that students with

disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
  - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
  - b. 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; and
  - c. Tests are selected and administered so as to best 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 (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student



receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

#### C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to

the maximum extent appropriate to his/her individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

#### D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

#### E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
  - Examine relevant records
  - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
  - Have the right to file a Uniform Complaint pursuant to school policy

- Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to **[NAME]**, 504 Coordinator c/o The Summit Institute, **[ADDRESS]**. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.
  3. The Director shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within **[FILL IN]** SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
  4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
    - The specific decision or action with which the parent/guardian disagrees.
    - The changes to the 504 Plan the parent/guardian seeks.
    - Any other information the parent/guardian believes is pertinent.
  5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
    - Mediation by a neutral third party.
    - Review of the 504 Plan by the Director or designee.
  6. Within 10 calendar days of receiving the parent/guardian's request, the Director or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Director.
  7. Within 35 calendar days of the selection of the hearing officer, the due

process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and Director.

8. The parent/guardian and the Charter School shall be afforded the rights to:
  - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
  - Present written and oral evidence.
  - Question and cross-examine witnesses.
  - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

## **Parent/Student Rights in Identification, Evaluation, Accommodation and Placement (Section 504 of the Rehabilitation Act of 1973)**

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have the Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761.
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from the Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with the Charter School's Section 504 mediation grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.

15. File a formal complaint pursuant to the Uniform Complaint Policy and Procedures.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, Region IX  
50 Beale Street, Suite 7200  
San Francisco, CA 94105  
(415) 486-5555

Please contact **Diane Tavenner** c/o The Summit Institute, **305 Main Street, Redwood City, CA 94061** with any questions regarding the information contained herein.

## Grade-Level Intervention Plan

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<b>Last Name:</b>	<b>First Name:</b>	<b>Grade:</b>
<b>Parent(s) Name:</b>	<b>Phone:</b>	<b>Date:</b>

**1) Reason for Intervention:**

**2) Student input:**

**3) Teacher input:**

**4) Parent input:**

Student will do	School will provide

<b>Date of Review</b>	<b>Teacher Initiating Review:</b>
-----------------------	-----------------------------------

**Signatures:**

Parent \_\_\_\_\_ Date \_\_\_\_\_      Parent \_\_\_\_\_ Date \_\_\_\_\_  
 Student \_\_\_\_\_ Date \_\_\_\_\_      Teacher \_\_\_\_\_ Date \_\_\_\_\_  
 Teacher \_\_\_\_\_ Date \_\_\_\_\_      Teacher \_\_\_\_\_ Date \_\_\_\_\_  
 Teacher \_\_\_\_\_ Date \_\_\_\_\_      Other \_\_\_\_\_ Date \_\_\_\_\_

## Evaluation of Intervention

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<b>Last Name:</b>	<b>First Name:</b>	<b>Initial Date:</b>	<b>Evaluation Date:</b>
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<b>1) Success of the plan:</b>	<input type="radio"/> <b>Successful</b>	<input type="radio"/> <b>Partially Successful</b>	<input type="radio"/> <b>Unsuccessful</b>
--------------------------------	---	---	---

<b>2) Rationale for decision (describe the evidence used to make decision):</b>
---

<b>3) Determination of next step:</b>
---------------------------------------

<b>Person contacting Parent:</b>	<b>Conversation Log:</b>
----------------------------------	--------------------------

### Signatures:

Teacher \_\_\_\_\_ Date \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_ Other \_\_\_\_\_ Date \_\_\_\_\_



We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener

Signature: 

Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name Darcy Levee

Signature 

Date 4-24-10

Phone 408-272-5145

Name Noriko Endo

Signature 

Date 5.1.10

Phone 408-259-7332

Name James Reiley

Signature 

Date 5/1/10

Phone 408-649-6331

Name Cynthia Morici

Signature 

Date 5/1/10

Phone 408-272-4720

Name Rachel McCauley

Signature 

Date 5/1/10

Phone 408-823-8702

Name George Bumbath

Signature 

Date 5-1-10

Phone 408-926-9051

Name WENDY LANE

Signature 

Date 5-2-10

Phone 408-424-8803

Name Musidullah Bani

Signature 

Date 5/2/10

Phone 408-910-7765

Name Claudia Degado

Signature 

Date 5/2/10

Phone 408-272-8981

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Phone \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Phone \_\_\_\_\_

# \_\_\_\_\_

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener

Signature: 

Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

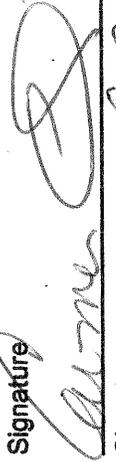
Name Ditra Row

Signature 

Date 4/24/10

Phone 408-229-2090

Name Carmen Cerrelli

Signature 

Date 4/24/10

Phone 408 464 6452

Name Cynthia Welch

Signature 

Date 4/24/10

Phone 408 238 5788

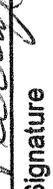
Name Penny Johnson

Signature 

Date 4/24/10

Phone 408 570 0410

Name Rebeca Pedrosa

Signature 

Date 4/24/10

Phone 408 923 0369

Name Robin Brand

Signature 

Date 4/24/10

Phone 408-223-2211

Name Cherie Hall

Signature 

Date 4.24.10

Phone 408-272-8212

Name Susan Busing

Signature 

Date 4-24-10

Phone 408-528-8629

Name Theresa Betts

Signature 

Date 4/24/10

Phone 408/937-0258

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Phone \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Phone \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Phone \_\_\_\_\_

3 more copies  
make 5 copies

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

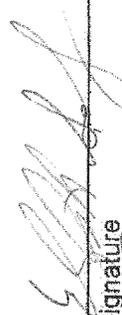
Name: Diane Tavener

Signature:  Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name: Elizabeth Sanchez

Signature:  Date: 5/2/10

Name: Susan Ford

Signature:  Date: 5/2/10

Name: Nick Cabrera

Signature:  Date: 05/02/10

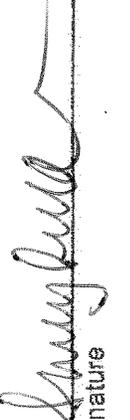
Name: Karen Arnaga

Signature:  Date: 5-2-10

Name: SHAM Kenkes

Signature:  Date: 5-2-10

Name: Sperry Swittles

Signature:  Date: 5-4-10

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone: (408) 528-7010

Phone: 408 258 8036

Phone: 408-242-1445

Phone: (408) 347-1094

Phone: 408-531-9755

Phone: 408-238-0252

#1

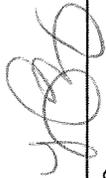
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**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

<u>Luarni DeGuzman</u> Name	 Signature	<u>4/21/10</u> Date	<u>408.219.1628</u> Phone
<u>Cecilia Manibo</u> Name	 Signature	<u>4/21/10</u> Date	<u>(408) 223-7189</u> Phone
<u>FRANCISCO MARQUEZ</u> Name	 Signature	<u>4/26/2010</u> Date	<u>(408) 234-5605</u> Phone
<u>Nancy Jones</u> Name	 Signature	<u>4/27/10</u> Date	<u>408-921-9138</u> Phone
<u>Wuan Jones</u> Name	 Signature	<u>4/27/10</u> Date	<u>650 492 1921</u> Phone
<u>Judy Taylor</u> Name	 Signature	<u>4/29/10</u> Date	<u>408 531-1277</u> Phone
<u>NICHELE DOREN</u> Name	 Signature	<u>4-29-10</u> Date	<u>408-531-9856</u> Phone
_____ Name	_____ Signature	_____ Date	_____ Phone
_____ Name	_____ Signature	_____ Date	_____ Phone
_____ Name	_____ Signature	_____ Date	_____ Phone

#1  
B

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10

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**By the Petitioners:**

Name Davin Lightlyn

Signature Davin Lightlyn

Date May 1, 2010

Name Teresa Rayn

Signature Teresa Rayn

Date May 1 2010

Name Martha Flores

Signature Martha Flores

Date May 2-2010

Name María E Romero

Signature María E Romero

Date May 2-2010

Name Ben Tabique

Signature Ben Tabique

Date May 2-2010

Name Franck Espino

Signature Franck Espino

Date 5-2-10

Name Gloria Martinez

Signature Gloria Martinez

Date 5-2-10

Name Darlene Linares

Signature Darlene Linares

Date 5-2-10

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Phone 531-1616

Phone 5286637

Phone (408) 460-2072

Phone 408-239-0325

Phone 408-903-3877

Phone 408-223-0815

Phone 408-561-2351

Phone \_\_\_\_\_

Phone \_\_\_\_\_

Phone \_\_\_\_\_

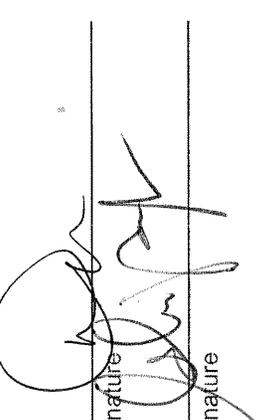
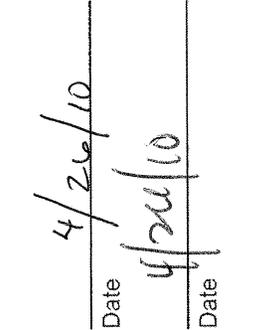
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**By the Lead Petitioner:**

Signature:  Date: 4/20/10

Name: Diane Taverner  
The petitioners recognize Diane Taverner as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name: Dixie Lopes Signature:  Date: 4/26/10 Phone: (408) 532-1010  
Name: Leslie Mackennan Signature:  Date: 4/26/10 Phone: 408-531-8050

Name	Signature	Date	Phone
_____	_____	_____	_____
Name	Signature	Date	Phone
_____	_____	_____	_____
Name	Signature	Date	Phone
_____	_____	_____	_____
Name	Signature	Date	Phone
_____	_____	_____	_____
Name	Signature	Date	Phone
_____	_____	_____	_____
Name	Signature	Date	Phone
_____	_____	_____	_____
Name	Signature	Date	Phone
_____	_____	_____	_____

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**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

<u>THO TRAN</u>		<u>5/4/2010</u>	<u>468 584-7199</u>
Name	Signature	Date	Phone
_____	_____	_____	_____
Name	Signature	Date	Phone
_____	_____	_____	_____
Name	Signature	Date	Phone
_____	_____	_____	_____
Name	Signature	Date	Phone
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Name	Signature	Date	Phone
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Name	Signature	Date	Phone
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Name	Signature	Date	Phone
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Name	Signature	Date	Phone
_____	_____	_____	_____
Name	Signature	Date	Phone
_____	_____	_____	_____
Name	Signature	Date	Phone

#1

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**By the Lead Petitioner:**

Name: Diane Tavener

Signature:  Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name: HIMANSHU DESAI

Signature:  Date: 4/29/10

Phone: (408) 910-3815

Name: RITA DESAI

Signature:  Date: 4/23/10

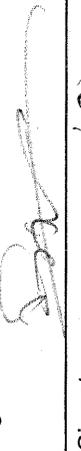
Phone: (408)-223-0110

Name: Rajeev Jam

Signature:  Date: 4/29/10

Phone: (408)-507-1782

Name: Bina Bhatt

Signature:  Date: 4/29/10

Phone: (408) 223-6338

Name: Fahad Ahmed

Signature:  Date: 4/29/10

Phone: (408) - 464-5596

Name: SONDRA NGUYEN

Signature:  Date: 4/30/10

Phone: (408) 531-8358

Name: Sheela Surendra

Signature:  Date: 4/30/10

Phone: 408-274-4558

Name: Kavita Mathur

Signature:  Date: 4/30/10

Phone: 408-270-3625

Name: Neeta Kapoor

Signature:  Date: 4/30/10

Phone: 408-531-8450

Name: Chet Kapoor

Signature:  Date: 4/30/10

Phone: 408-307-0913

# 



We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener

Signature: 

Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name: Loreen Munoz

Signature: 

Date: 4-24-10

Phone: (408) 777-6041

Name: Carey Marques

Signature: 

Date: 4-25-10

Phone: (408) 674-8280

Name: Vanessa Ordoz

Signature: 

Date: 4/26/10

Phone: 408-334-1710

Name: Sandy Ramirez

Signature: 

Date: 4/26/10

Phone: (408) 401-7257

Name: Tonika Lewis

Signature: 

Date: 4/26/10

Phone: (408) 219-3395

Name: Basabula Phua

Signature: 

Date: 4-26-10

Phone: (408) 786-6326

Name: Maria M. Lopez

Signature: 

Date: 4-26-10

Phone: 408-512-8248

Name: Alex Fongulo

Signature: 

Date: 4-26-10

Phone: 408-773-8907

Name: Diana Montederos

Signature: 

Date: 4-26-10

Phone: (408) 370-9315

Name: Jade Tran

Signature: 

Date: 4/26/10

Phone: (408) 926-8013

Name: Le Oanh La

Signature: 

Date: 4/26/10

Phone: (408) 318-3924 #1

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavernier

Signature: 

Date: 4/20/10

The petitioners recognize Diane Tavernier as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name: Michael Susoff

Signature: 

Date: 4/24/10

Phone: 408 259-2186

Name: Ming Eoy

Signature: 

Date: 4/24/10

Phone: 408-328-0255

Name: Toni Zeldin

Signature: 

Date: 4/24/10

Phone: (408) 251-8785

Name: Jamie Scanlon

Signature: 

Date: 4/24/10

Phone: 408-258-3561

Name: Shelle Jones

Signature: 

Date: 4/24/10

Phone: 408-528-9434

Name: Peter Skinner

Signature: 

Date: 4/24/10

Phone: 408-768-9151

Name: APRIL BIERST

Signature: 

Date: 4/24/10

Phone: 408-~~88~~05-0990

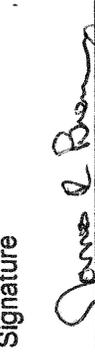
Name: Heather Samaniego

Signature: 

Date: 4/24/10

Phone: 408-926-7257

Name: JAMES BRENNAN

Signature: 

Date: 4/24/10

Phone: 408-532-7436

Name: Shelley Peralta

Signature: 

Date: 4/24/10

Phone: (408) 440-2089

#1  
RP

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School**. **San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10

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**By the Petitioners:**

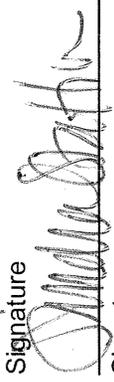
Name: Melona Tunkle

Signature:  Date: 4/21/2010

Name: Isele Morrow

Signature:  Date: 4/21/2010

Name: Sandra Saffron

Signature:  Date: 4/21/2010

Name: Lisa VanBunler

Signature:  Date: 4-21-2010

Name: Huitzili Mata

Signature:  Date: 4-21-10

Name: Urbano Guerrero

Signature:  Date: 4-21-2010

Name: Jose Rodriguez

Signature:  Date: 4-21-2010

Name: Salvador Tamayo

Signature:  Date: (408) 210-4100

Name: Leticia Ariaya

Signature:  Date: 4-21-2010

Name: Juan Ros

Signature:  Date: 4-21-2010

Phone: 408 6494837

Phone: (408) 531-1353

Phone: 408 691-2800

Phone: 408 531-9885

Phone: 408 561-7558

Phone: 408-661-9400

Phone: (408) 929-8229

Phone: 41-21-10

Phone: 408 8430493

Phone: 408 926 6996

Phone: #129

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**By the Lead Petitioner:**

Name: Diane Tavener Signature: [Signature] Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name	<u>Angelina C</u>	Signature	<u>[Signature]</u>	Date	<u>04/21/2010</u>	Phone	<u>(408) 929 5059</u>
Name	<u>Gabriela Rojas</u>	Signature	<u>[Signature]</u>	Date	<u>04-21-10</u>	Phone	<u>929-8236</u>
Name	<u>Katie Cortes</u>	Signature	<u>[Signature]</u>	Date	<u>4/21/10</u>	Phone	<u>274-4417</u>
Name	<u>Karin Szyrski</u>	Signature	<u>[Signature]</u>	Date	<u>4/21/10</u>	Phone	<u>532-6356</u>
Name	<u>Rubina Ahmed</u>	Signature	<u>[Signature]</u>	Date	<u>4/21/10</u>	Phone	<u>(408) 274-2505</u>
Name	<u>Johane Amirault</u>	Signature	<u>[Signature]</u>	Date	<u>4/21/2010</u>	Phone	<u>(408) 532-8781</u>
Name	<u>Tracy Wilkins</u>	Signature	<u>[Signature]</u>	Date	<u>4/21/2010</u>	Phone	<u>(408) 223-2443</u>
Name	<u>[Signature]</u>	Signature	<u>[Signature]</u>	Date	<u>4-21-2010</u>	Phone	<u>408 251-2419</u>
Name	<u>Juan R. Zarazota</u>	Signature	<u>[Signature]</u>	Date	<u>4/22/10</u>	Phone	<u>(408) 974-76-53</u>
Name	<u>Jose Miranda</u>	Signature	<u>[Signature]</u>	Date	<u>4/22/10</u>	Phone	<u>923-6140</u>

#10

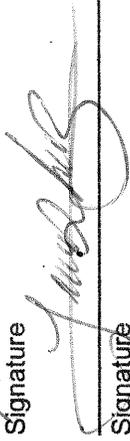
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**By the Lead Petitioner:**

Signature:  Date: 4/20/10

Name: Diane Tavener  
The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Yosenia Robles	Yosenia Robles	4-22-2010	408-771-3446
José Baraso		4/22/10	(408) 655-7367
Lisa Perez		4/22/10	408 929.1370
Mauricio Perez		4/22/10	408.929.1370
Erica Zamora		4-22-10	(408)937-1088
Masco Pazsimin		4-22-10	(408) 885-1144
Richard Gonzalez		4-22-10	408-569-4483
Concepcion Pacheco		4-22-10	(408) 254-2865
Jose Guzman		4-22-10	(408) 661-6901
Mirta Contreras	Mirta Contreras	4-22-10	(408) 259-90-65

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School**: San Jose 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavanner

Signature: 

Date: 4/20/10

The petitioners recognize Diane Tavanner as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name Christine Camarg

Signature 

Date 4/22/10

(408) 238-5150  
Phone

Name Julie Kaiser

Signature 

Date 4/22/10

(408) 238-8520  
Phone

Name Lori Gaspar

Signature 

Date 4-22-10

(408) 425-5132  
Phone

Name Rosella Weber

Signature 

Date 4-22-2010

408-238-6262  
Phone

Name Brenda Muk

Signature 

Date 4-22-2010

408-270-3879  
Phone

Name Regina Roagy

Signature 

Date 4-22-2010

408-935-9168  
Phone

Name Andrea Hineman

Signature 

Date 4-22-10

408 823-9535  
Phone

Name Teresa Stride

Signature 

Date 4-22-10

408-274-6252  
Phone

Name Gabriela Page

Signature 

Date 4-22-10

408 509-4785  
Phone

Name Stacy Benedict

Signature 

Date 4/22/10

408 279-4041  
Phone

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Name: Diane Tavener

Signature: 

Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name: Gabriel Garcia

Signature: 

Date: 04/22/10

Name: Fernando Jimenez

Signature: 

Date: 4/22/10

Name: E. R. Ortiz

Signature: 

Date: 4/22/10

Name: Mario Gonzalez

Signature: 

Date: 4-22-10

Name: Hector Hernandez

Signature: 

Date: 4-22-10

Name: Rocio Martinez

Signature: 

Date: 4-22-10

Name: Adriana Alcala

Signature: 

Date: 4-22-10

Name: Jose Alcala

Signature: 

Date: 4-22-10

Name: Margarita Flores

Signature: 

Date: 4/22/10

Name: MIA Flores

Signature: 

Date: 4-22-10

Phone: (408) 712-2858

Phone: (408) 674-2194

Phone: 408 5956169

Phone: coachemario@hotmail.com

Phone: (408) 294-8617

Phone: 408-823-5065

Phone: (408) 449-5818

Phone: (408) 605-5642

Phone: (408) 661-8381

Phone: 408 5957608

Phone: #1

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Taverner Signature: [Signature] Date: 4/26/10

The petitioners recognize Diane Taverner as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name <u>Seema Mulji</u>	Signature <u>[Signature]</u>	Date <u>4/26/10</u>	Phone <u>408 528 8363</u>
Name <u>Anjali Babu</u>	Signature <u>[Signature]</u>	Date <u>4/26/10</u>	Phone <u>408-270-7370</u>
Name <u>Sargita Patke</u>	Signature <u>[Signature]</u>	Date <u>4.27.10</u>	Phone <u>408.309.879,</u>
Name <u>Pai Phan</u>	Signature <u>[Signature]</u>	Date <u>4-27-10</u>	Phone <u>408-858-5929</u>
Name <u>Sonia Saini</u>	Signature <u>[Signature]</u>	Date <u>4/27/10</u>	Phone <u>408.394.8991</u>
Name <u>Sulaxa Pai</u>	Signature <u>[Signature]</u>	Date <u>4/27/10</u>	Phone <u>408-528-0464</u>
Name <u>Madhu Gupta</u>	Signature <u>[Signature]</u>	Date <u>4/27/10</u>	Phone <u>408-223-6622</u>
Name <u>SUSANA MUKUND</u>	Signature <u>[Signature]</u>	Date <u>4/27/10</u>	Phone <u>408-528-8410</u>
Name <u>Devashree Bhanu</u>	Signature <u>[Signature]</u>	Date <u>4/27/10</u>	Phone <u>408-223-7911</u>
Name <u>VICKY PASEWAZ</u>	Signature <u>[Signature]</u>	Date <u>4/27/10</u>	Phone <u>(408) 532-1789</u>



We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener Signature: [Signature] Date: 4/20/10  
 The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

<u>Patrick Boyd</u> Name	<u>[Signature]</u> Signature	<u>4/25/2010</u> Date	<u>408) 532-1332</u> Phone
<u>Cresonia de la Paz</u> Name	<u>[Signature]</u> Signature	<u>4/25/2010</u> Date	<u>408-605-4724</u> Phone
<u>JULIE GARCIA</u> Name	<u>[Signature]</u> Signature	<u>4/25/2010</u> Date	<u>408-540-8157</u> Phone
<u>Rob Ontiveros</u> Name	<u>[Signature]</u> Signature	<u>4/25/2010</u> Date	<u>408-363-5988</u> Phone
<u>Linda Robert</u> Name	<u>[Signature]</u> Signature	<u>4/25/2010</u> Date	<u>408-238-4689</u> Phone
<u>Monte Moore</u> Name	<u>[Signature]</u> Signature	<u>4/25/2010</u> Date	<u>408-270-5174</u> Phone
<u>Jason Dolens</u> Name	<u>[Signature]</u> Signature	<u>4/25/2010</u> Date	<u>408-569-3564</u> Phone
<u>Sharon Wagenaar</u> Name	<u>[Signature]</u> Signature	<u>4/25/2010</u> Date	<u>408-531-1754</u> Phone
<u>Axel Suarez</u> Name	<u>[Signature]</u> Signature	<u>4/30/2010</u> Date	<u>(951) 415-2538</u> Phone
<u>Saland Santos</u> Name	<u>[Signature]</u> Signature	<u>4/30/10</u> Date	<u>(408) 504-1203</u> Phone

#1

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School**: San Jose 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener

Signature: 

Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name: LINDA PLANT

Signature: 

Date: 4-26-10

Phone: 408 613 2148

Name: BINDU COULMAN

Signature: 

Date: 4-26-10

Phone: 408-531-8570

Name: Tejal Nale

Signature: 

Date: 4/27/10

Phone: (408) 238-7718

Name: LIZI BARRETT

Signature: 

Date: 4/27/10

Phone: (408) 742-7914

Name: SUJATHA

Signature: 

Date: 4/30/10

Phone: (408)-532-6282

Name: Karen Acosta

Signature: 

Date: 4/30/10

Phone: (408) 528-9872

Name: Suzanne Peredo

Signature: 

Date: 4/30/10

Phone: (408) 528-8870

Name: Michele Merritt

Signature: 

Date: 4-30-10

Phone: (408) 238-8607

Name: Laura Alama

Signature: 

Date: 5-03-10

Phone: (408) 929-0560

Name: Ingrid Acilan

Signature: 

Date: 5-3-10

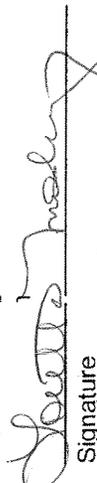
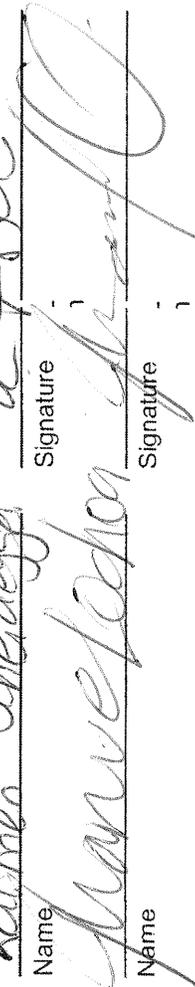
Phone: (408) 476-1136

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10  
 The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name	<u>PRIVA DUA</u>	Signature		Date	<u>4/28/10</u>	Phone	<u>(408) 823-6016</u>
Name	<u>JAYSHREE CHITICHA</u>	Signature		Date	<u>4/28/10</u>	Phone	<u>(408) 2195262</u>
Name	<u>Loretta Mosley</u>	Signature		Date	<u>4-28-10</u>	Phone	<u>408-507-9544</u>
Name	<u>Lucia Lawson</u>	Signature		Date	<u>4-28-10</u>	Phone	<u>408-531-0175</u>
Name	<u>Leobardo Cortez</u>	Signature		Date	<u>4/28-10</u>	Phone	<u>408 799 1291</u>
Name	<u>Annette Othon</u>	Signature		Date	<u>4-30-10</u>	Phone	<u>408-274-5394</u>
Name	<u>SUSAN GREATHOUSE</u>	Signature		Date	<u>5-4-30-10</u>	Phone	<u>408-238-6324</u>
Name	<u>FELY TSA</u>	Signature		Date	<u>5/3/10</u>	Phone	<u>(408) 238-5861</u>
Name	<u>Karnea Scheidegg</u>	Signature		Date	<u>5/3/10</u>	Phone	<u>408-238-2618</u>
Name	<u>Manuel Pachon</u>	Signature		Date	<u>5/4/10</u>	Phone	<u>(408) 406-7198</u>

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener Signature: [Signature] Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name	<u>Teresa Gallo</u>	Signature	<u>[Signature]</u>	Date	<u>4/24/10</u>	Phone	<u>408 272-5788</u>
Name	<u>Shelby Long</u>	Signature	<u>[Signature]</u>	Date	<u>4/23/10</u>	Phone	<u>288 4111</u>
Name	<u>Adriana Sanchez</u>	Signature	<u>[Signature]</u>	Date	<u>4/24/10</u>	Phone	<u>(408) 298-7043</u>
Name	<u>Kim Dung Phan</u>	Signature	<u>[Signature]</u>	Date	<u>4/24/10</u>	Phone	<u>408-254-9725</u>
Name	<u>Joyce Gibson</u>	Signature	<u>[Signature]</u>	Date	<u>4/24/10</u>	Phone	<u>408 531-832</u>
Name	<u>Du Cao</u>	Signature	<u>[Signature]</u>	Date	<u>4/24/10</u>	Phone	<u>408-206-3618</u>
Name	<u>An Tram</u>	Signature	<u>[Signature]</u>	Date	<u>4/24/10</u>	Phone	<u>408-834-0052</u>
Name	<u>Cindy Paredi</u>	Signature	<u>[Signature]</u>	Date	<u>4/24/10</u>	Phone	<u>(408) 259-9231</u>
Name	<u>Antonio Alvarez</u>	Signature	<u>[Signature]</u>	Date	<u>5/09/2010</u>	Phone	<u>(408) 590-3243</u>
Name		Signature		Date		Phone	
Name		Signature		Date		Phone	

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

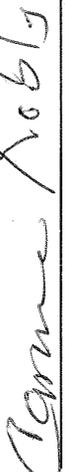
**By the Petitioners:**

Name Juana Cortez Signature  Date 5-2-10

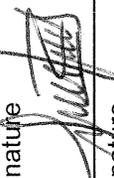
Name Adolfo Melchor Signature  Date 5-2-10

Name Graciela Velazquez Signature  Date 5-2-10

Name FRANCISCO BAHENA Signature  Date 5/2/10

Name Carmen Robles Signature  Date 5/2/10

Name Maria Reyes- Signature  Date 5/2/10

Name Juan F. Reyes Signature  Date 5/2/10

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

408-~~688~~ 688-8798 Phone

408 7265348 Phone

(408) 849-0237 Phone

(408) 204-7418 Phone

(408) 272 8692 Phone

(408) 592-3205 Phone

(408) 6085289 Phone

Phone \_\_\_\_\_

Phone \_\_\_\_\_

Phone \_\_\_\_\_

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavenner

Signature:  Date: 4/20/10

The petitioners recognize Diane Tavenner as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name: Meshia Roberts

Signature:  Date: 5/2/10

408.449.5913  
Phone

Name: Emeranda Mishin

Signature:  Date: 5-2-10

408.499.0705  
Phone

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone: \_\_\_\_\_

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener Signature: [Signature] Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

<u>Graciela Diaz</u> Name	<u>Graciela Diaz</u> Signature	<u>4/20/10</u> Date	<u>(408) 729-7760</u> Phone
<u>Angelica Alvarez</u> Name	<u>Angelica Alvarez</u> Signature	<u>4/20/10</u> Date	<u>(408) 929-9335</u> Phone
<u>Lorena Figueroa</u> Name	<u>[Signature]</u> Signature	<u>4-20-10</u> Date	<u>(408) 937-1531</u> Phone
<u>Marie Berber</u> Name	<u>Monica Speer</u> Signature	<u>4/20/10</u> Date	<u>408) 252-7265</u> Phone
<u>Victoria Barragan</u> Name	<u>Victoria Barragan</u> Signature	<u>4/20/10</u> Date	<u>408) 730 3449</u> Phone
<u>Enrique Gutierrez</u> Name	<u>[Signature]</u> Signature	<u>4-20-10</u> Date	<u>(408) 5642969</u> Phone
<u>Roberto Montano</u> Name	<u>Roberto Montano</u> Signature	<u>4/20/10</u> Date	<u>(408) 531-9941</u> Phone
<u>Guillermo Caldera</u> Name	<u>[Signature]</u> Signature	<u>4-27-10</u> Date	<u>(408) 629-1446</u> Phone
<u>Maria Caldera</u> Name	<u>Maria Caldera</u> Signature	<u>4/27/10</u> Date	<u>(408) 629-1446</u> Phone
<u>Maria Salazar</u> Name	<u>Maria Salazar</u> Signature	<u>4-27-10</u> Date	<u>(408) 899-3110</u> Phone

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School**. **San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavenner Signature:  Date: 4/20/10

The petitioners recognize Diane Tavenner as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name <u>Isabel Guerrero</u>	Signature <u>Isabel Guerrero</u>	Date <u>4/27/10</u>	Phone <u>(408) 287-8127</u>
Name <u>Julian Cazarez</u>	Signature <u>Julian Cazarez</u>	Date <u>4/27/10</u>	Phone <u>408 287-8127</u>
Name _____	Signature _____	Date _____	Phone _____
Name _____	Signature _____	Date _____	Phone _____
Name _____	Signature _____	Date _____	Phone _____
Name _____	Signature _____	Date _____	Phone _____
Name _____	Signature _____	Date _____	Phone _____
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Name _____	Signature _____	Date _____	Phone _____
Name _____	Signature _____	Date _____	Phone _____



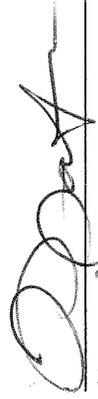
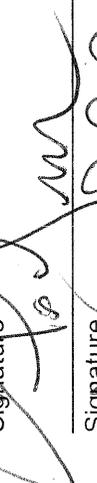
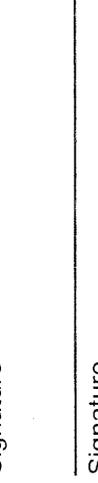
We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** agrees 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

<u>ROBERT SAMATUA</u> Name	 Signature	<u>4/29/10</u> Date	<u>(908) 781-2603</u> Phone
<u>OFFELIA BAUER</u> Name	 Signature	<u>4/29/10</u> Date	<u>408-9777-0615</u> Phone
<u>VIEN DANG</u> Name	 Signature	<u>4/29/10</u> Date	<u>408 499-7425</u> Phone
<u>Lisa Trampler</u> Name	 Signature	<u>4/29/10</u> Date	<u>646-1767 (cell)</u> Phone
<u>Josasa Saldo</u> Name	 Signature	<u>4/29/10</u> Date	<u>(408) <del>387-9708</del> 408 770-2149</u> Phone
<u>Sherry Loney</u> Name	 Signature	<u>4/29/10</u> Date	<u>849-1558</u> Phone
<u>Cecilia Jimenez</u> Name	 Signature	<u>5/2/10</u> Date	<u>4 of 4 &gt; 19 (82)</u> Phone
<u>Maitea Cuipino</u> Name	 Signature	<u>5/2/10</u> Date	<u>408-937-4487</u> Phone
<u>Rosalio G. Gonzalez</u> Name	 Signature	<u>5-4-10</u> Date	<u>408-624-6987</u> Phone
<u>Rosalio G. Gonzalez</u> Name	 Signature	<u>5-4-10</u> Date	<u>408 7439-3040</u> Phone

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

<u>Connie Young</u> Name	<u>Connie Young</u> Signature	<u>4/22/2010</u> Date	<u>(408) 945-2742</u> Phone
<u>Jacques Sawyer</u> Name	<u>Jacques Sawyer</u> Signature	<u>4/29/10</u> Date	<u>408 945-2688</u> Phone
<u>Maria Berber</u> Name	<u>Maria Berber</u> Signature	<u>5/14/10</u> Date	<u>408) 251-7465</u> Phone
<u>Claudia Lopez</u> Name	<u>Claudia Lopez</u> Signature	<u>5-21-10</u> Date	<u>408) 926-9259</u> Phone
<u>Liliana Bessardiz</u> Name	<u>Liliana Bessardiz</u> Signature	<u>5-4-10</u> Date	<u>408) 929-4773</u> Phone

_____ Name	_____ Signature	_____ Date	_____ Phone
_____ Name	_____ Signature	_____ Date	_____ Phone
_____ Name	_____ Signature	_____ Date	_____ Phone
_____ Name	_____ Signature	_____ Date	_____ Phone
_____ Name	_____ Signature	_____ Date	_____ Phone

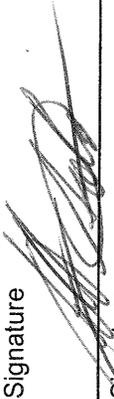
# SUMMIT CHARTER HIGH SCHOOL

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10  
 The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

- |   |  |                        |                                 |
|---|--|------------------------|---------------------------------|
| <u>Christopher Samora</u><br>Name   | <br>Signature   | <u>4/21/10</u><br>Date | <u>(408) 230-5134</u><br>Phone  |
| <u>Margarita Garcia</u><br>Name   | <br>Signature   | <u>5/3/10</u><br>Date  | <u>408-937-5337</u><br>Phone    |
| <u>Isela Ballera</u><br>Name  | <u>Isela Ballera</u><br>Signature  | <u>5/3/10</u><br>Date  | <u>408-254-8451</u><br>Phone    |
| <u>Blanca Espinoza</u><br>Name  | <u>Blanca Espinoza</u><br>Signature  | <u>5/3/10</u><br>Date  | <u>408-254-4782</u><br>Phone    |
| <u>Rafina Sepulveda</u><br>Name   | <u>Rafina Sepulveda</u><br>Signature   | <u>5/3/10</u><br>Date  | <u>(408)-794-8742</u><br>Phone  |
| <u>Maria ANUNEZ</u><br>Name   | <u>Maria ANUNEZ</u><br>Signature   | <u>5/3/10</u><br>Date  | <u>(408) 729-72-38</u><br>Phone |
| <br>Name | <br>Signature | <u>5-3-10</u><br>Date  | <u>408-824-5272</u><br>Phone    |
| <u>Cecilia Loya</u><br>Name   | <u>Cecilia Loya</u><br>Signature   | <u>5-3-10</u><br>Date  | <br>Phone                       |
| <u>Marial Castañeda</u><br>Name   | <u>Marial</u><br>Signature   | <u>5-3/10</u><br>Date  | <u>408) 661 2558</u><br>Phone   |
| <br>Name  | <br>Signature  | <br>Date               | <br>Phone                       |

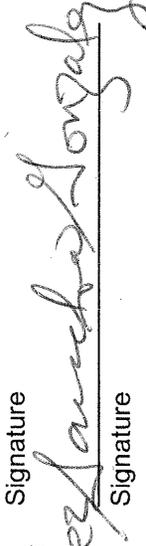
We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School**. **San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name	<u>Rufina Sepulveda</u>	Signature		Date	<u>5/9/10</u>	Phone	<u>408 794 8742</u>
Name	<u>Rocio Alvarez</u>	Signature		Date	<u>5/04/10</u>	Phone	<u>(408) 258-5235</u>
Name	<u>Maribel Reyes</u>	Signature	<u>Maribel Reyes</u>	Date	<u>5/04/10</u>	Phone	<u>(408) 993 0821</u>
Name	<u>Juan España</u>	Signature		Date	<u>5/04/10</u>	Phone	<u>(408) 9930821</u>
Name	<u>SANDRA GONZALEZ</u>	Signature		Date	<u>5-04-10</u>	Phone	<u>&lt;del&gt;108-464-0345&lt;/del&gt;</u>
Name	_____	Signature	_____	Date	_____	Phone	_____
Name	_____	Signature	_____	Date	_____	Phone	_____
Name	_____	Signature	_____	Date	_____	Phone	_____
Name	_____	Signature	_____	Date	_____	Phone	_____
Name	_____	Signature	_____	Date	_____	Phone	_____

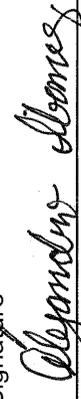
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**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name <u>Mary C Sanchez</u>	Signature 	Date <u>4-19-10</u>	Phone <u>(408) 929-2455</u>
Name <u>T. Sanchez</u>	Signature 	Date <u>4-19-10</u>	Phone <u>(408) 929-2455</u>
Name <u>Kewi Parrillo</u>	Signature 	Date <u>4/19/10</u>	Phone <u>(408) 929-2455</u>
Name <u>Michelle Sanchez</u>	Signature 	Date <u>4/19/10</u>	Phone <u>(408) 929-2455</u>
Name <u>JOSE C. SANTILLANA</u>	Signature 	Date <u>4/19/10</u>	Phone <u>(408) 510 0246</u>
Name <u>Alexandro Ibanez</u>	Signature 	Date <u>4-20-10</u>	Phone <u>(408) 274-3839</u>
Name <u>JULIANNE Nguyen</u>	Signature 	Date <u>4-20-10</u>	Phone <u>(408) 258-4160</u>
Name <u>Moneek Bhatia</u>	Signature 	Date <u>4/20/10</u>	Phone <u>(408) 929-8995</u>
Name <u>Kennedy Bari</u>	Signature 	Date <u>4/20/10</u>	Phone <u>(408) 460-8120</u>
Name <u>MARIA Esquivel</u>	Signature 	Date <u>4-20-10</u>	Phone <u>(408) 347-8211</u>

#3

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavenner Signature: [Signature] Date: 4/20/10

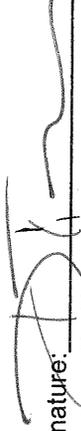
The petitioners recognize Diane Tavenner as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

<u>Monique Sanchez</u> Name	<u>Monique M. Sanchez</u> Signature	<u>4/20/10</u> Date	<u>(408) 929-2455</u> Phone
<u>Beatrice Dominguez</u> Name	<u>[Signature]</u> Signature	<u>4/20/10</u> Date	<u>(408) 910-0685</u> Phone
<u>Susana Ramirez</u> Name	<u>[Signature]</u> Signature	<u>4/20/10</u> Date	<u>408 836-1598</u> Phone
<u>Alexander Vasquez</u> Name	<u>[Signature]</u> Signature	<u>4/22/10</u> Date	<u>(408) 905-7146</u> Phone
<u>Daniel Vera Jr</u> Name	<u>[Signature]</u> Signature	<u>4/25/10</u> Date	<u>(650) 642-1320</u> Phone
<u>Shauna Scott</u> Name	<u>[Signature]</u> Signature	<u>4/25/10</u> Date	<u>(408) 841-2115</u> Phone
<u>Sonya Sanchez</u> Name	<u>[Signature]</u> Signature	<u>4/25/10</u> Date	<u>(408) 929-2455</u> Phone
<u>Charles Redmond</u> Name	<u>[Signature]</u> Signature	<u>4/26/10</u> Date	<u>(408) 972-9725</u> Phone
<u>Mary Um</u> Name	<u>[Signature]</u> Signature	<u>4/27/10</u> Date	<u>(408) 286-1087</u> Phone
<u>Sesus Villasenor</u> Name	<u>[Signature]</u> Signature	<u>4/27/10</u> Date	<u>(908) 854-1650</u> Phone

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavenner  
Signature:  Date: 4/20/10

The petitioners recognize Diane Tavenner as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

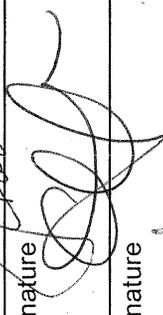
- |                             |                                  |                   |                          |
|-----------------------------|----------------------------------|-------------------|--------------------------|
| Jennie Zapata<br>Name       | Jennie Zapata<br>Signature       | 4/20/10<br>Date   | 408 2511671<br>Phone     |
| Cinna Zapata<br>Name        | Cinna Zapata<br>Signature        | 4/20/10<br>Date   | (408) 926-1883<br>Phone  |
| Julie Ramos<br>Name         | Julie Ramos<br>Signature         | 4/20/10<br>Date   | (408) 945-2743<br>Phone  |
| Mary Dominguez<br>Name      | Mary Dominguez<br>Signature      | 4/20/2010<br>Date | 408 251-6112<br>Phone    |
| Rosayrude France<br>Name    | Rosayrude France<br>Signature    | 4/20/10<br>Date   | 408 9378577<br>Phone     |
| Emshina Juwido<br>Name      | Emshina Juwido<br>Signature      | 4/20/10<br>Date   | (408) 417-3913<br>Phone  |
| Ebron Ramos<br>Name         | Ebron Ramos<br>Signature         | 4-20-10<br>Date   | 408 272-2574<br>Phone    |
| Claudia Gonzalez M.<br>Name | Claudia Gonzalez M.<br>Signature | 4-20-10<br>Date   | 408 561-9688<br>Phone    |
| Isela Balbaza<br>Name       | Isela Balbaza<br>Signature       | 4-20-10<br>Date   | (408) -254-8451<br>Phone |
| LORENZO DIAZ<br>Name        | Lorenzo Diaz<br>Signature        | 4-20-10<br>Date   | 408-661-7673<br>Phone    |

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener \_\_\_\_\_ Signature:  Date: 4/20/10  
 The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name: <u>Lily Tenes</u>	Signature: 	Date: <u>4/25/10</u>	Phone: <u>(408) 272-1861</u>
Name: <u>Esra Babikian</u>	Signature: 	Date: <u>4/25/10</u>	Phone: <u>408729 8152</u>
Name: <u>Adriana Gallardo</u>	Signature: 	Date: <u>4-25-10</u>	Phone: <u>(408) 937 5114</u>
Name: <u>Elizabeth M Gonzalez</u>	Signature: 	Date: <u>4/25/10</u>	Phone: <u>(408) 578-6956</u>
Name: <u>Felicitas L. Coloma</u>	Signature: 	Date: <u>4/25/10</u>	Phone: <u>(408) 274 7336</u>
Name: <u>Candelario Franco</u>	Signature: 	Date: <u>4/25/10</u>	Phone: <u>(408) 705 5735</u>
Name: <u>Thuy Nguyen</u>	Signature: 	Date: <u>4/29/10</u>	Phone: <u>(408) 926 - 4970</u>
Name: <u>Mathew Paul</u>	Signature: 	Date: <u>4/29/10</u>	Phone: <u>408 258-5418</u>
Name: <u>Barbara Smith</u>	Signature: 	Date: <u>4/29/10</u>	Phone: <u>408-259-3813</u>
Name: <u>Benny Kurakosa</u>	Signature: 	Date: <u>5/1/10</u>	Phone: <u>408-854 2346</u>



We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavenner Signature:  Date: 4/20/10

The petitioners recognize Diane Tavenner as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name: Alex Hamilton Signature:  Date: 5/2/10 Phone: (408) 726-3376

Name	Signature	Date	Phone
Name	Signature	Date	Phone
Name	Signature	Date	Phone
Name	Signature	Date	Phone
Name	Signature	Date	Phone
Name	Signature	Date	Phone
Name	Signature	Date	Phone
Name	Signature	Date	Phone
Name	Signature	Date	Phone
Name	Signature	Date	Phone

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**By the Lead Petitioner:**

Name: Diane Tavanner

The petitioners recognize Diane Tavanner as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

Signature:  Date: 4/20/10

**By the Petitioners:**

Name HENRY ESTRADA

Signature:  Date: 5-2-10

Name Steve Leo

Signature:  Date: 5-2-10

Name Lober C. SANCHEZ

Signature:  Date: 5/2/10

Name Angellica Molina

Signature:  Date: 5/2/10

Name Manuel Zapata

Signature: Manuel Zapata Date: 5/2/10

Name Sandy Ortiz

Signature:  Date: 5/2/10

Name Margata Muz

Signature: Margata Muz Date: 5-2-10

Name Cassandra Kalenda

Signature: Cassandra Kalenda Date: 5/2/10

Name Joseph Loyd

Signature:  Date: 5/2/10

Name Tena Priola

Signature:  Date: 5/3/10

Phone (408) 362-0895

Phone 408-660-6902

Phone 408 281 4291

Phone (408) 274-1798

Phone (408) 258-4269

Phone (408) 894-1411

Phone 408 401 3040

Phone 408-440-7778

Phone 408-677-1775

Phone 408 258-2343

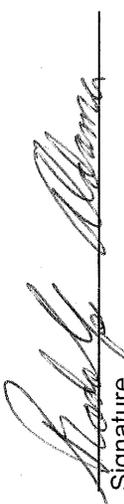
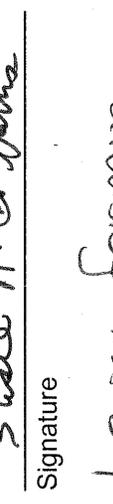
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**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10

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**By the Petitioners:**

Name: <u>Rosario Adams</u>	Signature: 	Date: <u>4-1-2010</u>	Phone: <u>(408) 58-1810</u>
Name: <u>Cherylene Milner</u>	Signature: 	Date: <u>5/1/2010</u>	Phone: <u>408 457-4182</u>
Name: <u>Jan McCray</u>	Signature: 	Date: <u>5/3/10</u>	Phone: <u>259-6550</u>
Name: <u>Sylvia Gamboa</u>	Signature: 	Date: <u>5/4/10</u>	Phone: <u>(408) 568-0248</u>
Name: <u>Nicanor Rivera</u>	Signature: 	Date: <u>5/4/10</u>	Phone: <u>(408) 258-7956</u>
Name: <u>MARIO RODRIGUEZ</u>	Signature: 	Date: <u>050410</u>	Phone: <u>258 7636</u>
Name: <u>Margarita Rincon</u>	Signature: 	Date: <u>5/4/10</u>	Phone: <u>408 259-9243</u>
Name: <u>Susie A. Heris</u>	Signature: 	Date: <u>5/4/10</u>	Phone: <u>408-259-4164</u>
Name: <u>Laura Fermin</u>	Signature: <u>Laura fermin</u>	Date: <u>5/4/10</u>	Phone: <u>408-931-2333</u>
Name: <u>Carolina Nieto</u>	Signature: 	Date: <u>5/4/10</u>	Phone: <u>408) 759 1011</u>

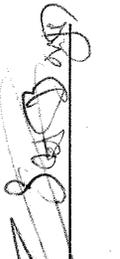
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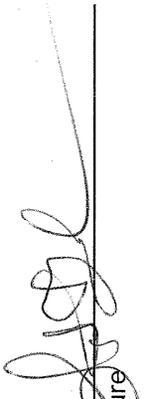
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Name: Diane Tavener Signature:  Date: 4/20/10

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**By the Petitioners:**

~~Name: [Signature] Signature: ~~

Name: Aurora Avalos Signature:  Date: 4/24/10

Name: Jose Camarero Signature:  Date: 4-24-10

Name: Ben Tapia Signature:  Date: 4/24-10

Name: CARLO ALVARO Signature:  Date: 4/25/10

Name: PAT PHILLIPS Signature:  Date: 4/25/10

Name: Allen King Signature:  Date: 4/25/10

Name: Michael Gonzalez Signature:  Date: 4/25/10

Name: Manuel Morales Signature:  Date: 4/25/10

Name: GABE CAMARICO Signature:  Date: 4/25/10

Name: [Signature] Signature:  Date: 4/25/10

Phone: 929-8368

Phone: 408-729-1901

Phone: 408-259-6689

Phone: 408-770 3234

Phone: 408-729-1874

Phone: 408 255 2918

Phone: 408-796-2177

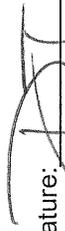
Phone: 489-8799

Phone: 929-4947

Phone: [Blank]

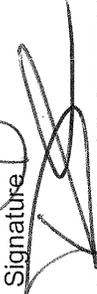
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Name: Diane Tavenner Signature:  Date: 4/20/10

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**By the Petitioners:**

Name: <u>Nancy Cochran</u>	Signature: 	Date: <u>4/27/10</u>	Phone: <u>(408) 206-0706</u>
Name: <u>Art Patacos</u>	Signature: 	Date: <u>4/27/10</u>	Phone: <u>(408) 687-7923</u>
Name: <u>Michael Gutierrez</u>	Signature: <u>Michael Gutierrez</u>	Date: <u>4/27/10</u>	Phone: <u>(408) 205-2468</u>
Name: <u>Juan Millan</u>	Signature: 	Date: <u>4/27/10</u>	Phone: <u>(408) 449-3288</u>
Name: <u>Daisy Garcia</u>	Signature: <u>Daisy Garcia</u>	Date: <u>4/27/10</u>	Phone: <u>-408-854-1917</u>
Name: <u>JERRY CARR</u>	Signature: 	Date: <u>4-27/10</u>	Phone: <u>408-254-1450</u>
Name: <u>Teresa Gonzalez</u>	Signature: 	Date: <u>4/24/10</u>	Phone: <u>408-464-8803</u>
Name: <u>Oscar Carrillo</u>	Signature: 	Date: <u>4/27/10</u>	Phone: <u>(408) 393-3970</u>
Name: <u>Ron Torres Jr</u>	Signature: 	Date: <u>4-27/10</u>	Phone: <u>(408) 674-6378</u>
Name: <u>Osario Lamy</u>	Signature: 	Date: <u>4-27-10</u>	Phone: <u>(408) 210-4800</u>

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**By the Lead Petitioner:**

Name: Diane Tavener Signature: [Signature] Date: 4/20/10

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**By the Petitioners:**

Name Maria Robles Signature [Signature] Date 04-24-10

Name DAN NGUYEN Signature [Signature] Date 4/24/10

Name Angela Marie Hernandez Signature [Signature] Date 4/24/10

Name Gabriel Aguilar Signature [Signature] Date 4/24/10

Name Ricky Arteaga Signature [Signature] Date 4/24/10

Name Marcos Garza Signature [Signature] Date 04-24-10

Name Isa Lopez Signature [Signature] Date 4-24-10

Name CONNIE BOUTNER Signature [Signature] Date 4/24-10

Name Manuel Rodriguez Signature [Signature] Date 4/24/10

Name Steve Chang Signature [Signature] Date 4/24/10

Phone (408) 251-8032

Phone (408) 272-8182

Phone (408) 937-1096

Phone (408) 923-15-32

Phone 408 283 0120

Phone (408) 794-9773

Phone 408-938-0970

Phone 408 238 4423

Phone (408) 250 2983

Phone (408) 448-2563

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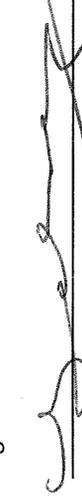
**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10

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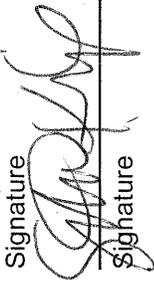
**By the Petitioners:**

Name Linda Meza Signature  Date 4/19/10  
 Name Dawn Norris Signature  Date 4-20-10

Name Jose Valdez Signature  Date 4/21/10  
 Name Rachel Carrantes Signature  Date 4/21/10

Name Joe Llanez Signature  Date 4-21-10  
 Name Orlando Mendez Signature  Date 4-22-10

Name Lori Garcia Signature  Date 4-22-10  
 Name Richard Felin Signature  Date 4-23-10

Name Karina Fracto Signature  Date 4-24-10  
 Name Silva Kiep Signature  Date 4-24-10

Phone (408) 937-1886  
 Phone (408) 251-1415

Phone (408) 229-1088  
 Phone 408-729-0345

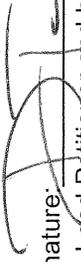
Phone 408 259-3735  
 Phone (408) 238-9790

Phone 408-210-2416  
 Phone (408) 655-2889

Phone 408 648-8450  
 Phone 408-712-8301

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10

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**By the Petitioners:**

Name Elba Morán Signature Elba L. Morán Date 4/25/10

Name Armando Aguilar Signature  Date 4/25/10

Name Emma Spencer Signature  Date 4/25/10

Name Yslanda Munillo Signature  Date 4/20/10

Name Jules L. Ungaly Signature Carlos Gonzalez Date 4/26/10

Name Beth J. BETH SIVEROZ Signature  Date 4/26/10

Name Jean-Lila Moreno Signature  Date 4/26/10

Name Elvira Martinez Signature Elvira Martinez Date 4/26/10

Name Karla Ramirez Signature Karla Ramirez Date 4-26-2010

Name Elizabeth Alvarez Signature  Date 4/26/2010

Name Elba Morán Signature Elba L. Morán Date 4/25/10

Name Armando Aguilar Signature  Date 4/25/10

Name Emma Spencer Signature  Date 4/25/10

Name Yslanda Munillo Signature  Date 4/20/10

Name Jules L. Ungaly Signature Carlos Gonzalez Date 4/26/10

Name Beth J. BETH SIVEROZ Signature  Date 4/26/10

Name Jean-Lila Moreno Signature  Date 4/26/10

Name Elvira Martinez Signature Elvira Martinez Date 4/26/10

Name Karla Ramirez Signature Karla Ramirez Date 4-26-2010

Name Elizabeth Alvarez Signature  Date 4/26/2010

Phone (408) 729-0512

Phone (408) 903-7419

Phone 47-(1379

Phone (408) 649-8243

Phone 650-222-4733

Phone 408-259-9903

Phone 408-254-8263

Phone (408) 387-3220

Phone 393-9403

Phone 408 518-1540



We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

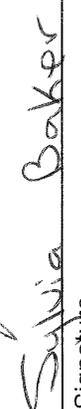
Name: Diane Tavener Signature:  Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

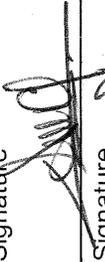
**By the Petitioners:**

Name: Dolores Rodriguez Signature:  Date: 4/27/10

Name: +milda Estrada Signature:  Date: 4/27/10

Name: Sylvia M. Baker Signature:  Date: 4/27/10

Name: ~~Arnaldo Perez~~ Signature:  Date: 4/27/10

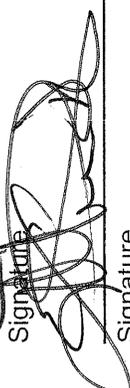
Name: Leticia Arriaga Signature:  Date: 4/27/10

Name: Jose Blazquez Signature:  Date: 4/28/10

Name: Guadalupe Herrera Signature:  Date: 4/28/10

Name: Damian Llanto Signature:  Date: 4/28/10

Name: Claudia Navarro Signature:  Date: 4/28/10

Name: Efran Munoz Jr Signature:  Date: 4-28-10

Phone: (408) 394-5241  
Phone: (408) 937-7134

Phone: 408-254-4720  
Phone: 408 266-7029

Phone: 408 8430493  
Phone: (408) 946-5570

Phone: (408) 910-1042  
Phone: (408) 258-6332

Phone: (408) 394-5122  
Phone: 408-210-9622

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener

Signature: 

Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name: Valerie J Velez

Signature: 

Date: 4/30/10

Phone: (408) 274-0774

Name: Bulmaro Villalon

Signature: 

Date: 4/30/10

Phone: (408) 926-5296

Name: Veronica Zarate

Signature: 

Date: 4/30/10

Phone: (408) 806-9070

Name: Hilda Arriaga

Signature: 

Date: 4/30/10

Phone: (408) 219-4454

Name: Daniel Cony

Signature: 

Date: 4/30/10

Phone: 408 832.2220

Name: Maria Esquivel

Signature: 

Date: 5-01-10

Phone: (408) 259-1844

Name: Elia Freeda

Signature: 

Date: 5-1-10

Phone: 408 687-6968

Name: Rocio Cortez

Signature: 

Date: 5-1-10

Phone: (408) 272-8303

Name: Miguel Carrillo

Signature: 

Date: 5-1-10

Phone: 408, 258 1918

Name: Maria Guerrero

Signature: 

Date: 5-1-10

Phone: (408) 826-7284

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School**: **San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name: Carlos Perez Signature:  Date: 4-31-10

Name: Jerry Garcia's Signature:  Date: 05-1-10

Name: Joel Jaquez Signature:  Date: 05/01/10

Name: Anna Isais Signature:  Date: 5-1-10

Name: Jociana Mary Sam-Munt Signature:  Date: 5-1-10

Name: Sandra Ferreira Signature:  Date: 5-1-10

Name: Crystal Mulford Signature:  Date: 5-1-10

Name: Mario Sanchez Alcantara Signature:  Date: 5-1-2010

Name: Zuhayra Marias Signature:  Date: 05-01-2010

Name: Daniel Chavez Signature:  Date: 05/01/10

Phone: (408) 876-0352

Phone: 408 259-1330

Phone: 408-929-8743

Phone: 408-347-8011

Phone: 408) 903-6464

Phone: 408 649 6059

Phone: (408) 849-1159

Phone: (408) 937-0802

Phone: 408-272-8700

Phone: 408 61962-71

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener Signature: [Signature] Date: 4/20/10

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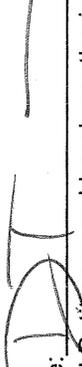
**By the Petitioners:**

<u>Marian Campoy</u> Name	<u>MARIAN Campoy</u> Signature	<u>4/22/10</u> Date	<u>408-203-9071</u> Phone
<u>[Signature]</u> Name	<u>[Signature]</u> Signature	<u>4/22/10</u> Date	<u>408 835-4078</u> Phone
<u>[Signature]</u> Name	<u>[Signature]</u> Signature	<u>4/22/10</u> Date	<u>408 800 5818</u> Phone
<u>[Signature]</u> Name	<u>[Signature]</u> Signature	<u>4/22/10</u> Date	<u>408 729 4532</u> Phone
<u>[Signature]</u> Name	<u>Michelle Czech</u> Signature	<u>4/22/10</u> Date	<u>408-251-7099</u> Phone
<u>VILMA REYNOLDA CAETANA</u> Name	<u>[Signature]</u> Signature	<u>4/22/10</u> Date	<u>(408) 945-2815</u> Phone
<u>[Signature]</u> Name	<u>[Signature]</u> Signature	<u>4/22/10</u> Date	<u>(408) 251-4522</u> Phone
<u>[Signature]</u> Name	<u>[Signature]</u> Signature	<u>4/22/10</u> Date	<u>(408) 921-7441</u> Phone
<u>[Signature]</u> Name	<u>[Signature]</u> Signature	<u>4.22.10</u> Date	<u>408-926-9195</u> Phone
<u>[Signature]</u> Name	<u>[Signature]</u> Signature	<u>[Signature]</u> Date	<u>[Signature]</u> Phone

Bonnie Vietnam #10

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name: Walter & Brenda Juni Signature:  Date: 4/22/10

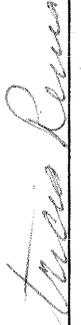
Phone: 408 332-1248

Name: Juana & Carlos Salazar Signature:  Date: 4-22-10

Phone: 408 926-7231

Name: Juan & Telissa Martinez Signature:  Date: 4/22/10

Phone: 408-929-4202

Name: Patricia Rivera Signature:  Date: 4/22/10

Phone: 408 250-1381

Name: Socorro Sanchez Signature:  Date: 4/22/10

Phone: 408 937-0802

Name: Monica Rivera Signature:  Date: 4/22/10

Phone: 408 251-9229

Name: Sylvia Tiscareno Signature:  Date: 4/22/10

Phone: 408 497-4882

Name: TINA HARWOOD Signature:  Date: 4/22/10

Phone: 408 307-1663

Name: HALE Signature:  Date: 4/22/10

Phone: 408-5770-2105

Name: Bino DeRose Signature:  Date: 4/22/10

Phone: 408 926-8436

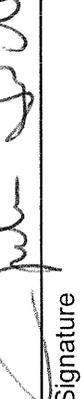
We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** agrees 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name: <u>Horrie Moreno</u>	Signature: 	Date: <u>4/22/10</u>	Phone: <u>408-259-1728</u>
Name: <u>Roy Nelson</u>	Signature: 	Date: <u>4/22/10</u>	Phone: <u>408-506-0972</u>
Name: <u>Sherry Zahn</u>	Signature: 	Date: <u>4/22/10</u>	Phone: <u>408 639 1861</u>
Name: <u>Anna Moore</u>	Signature: 	Date: <u>4/22/10</u>	Phone: <u>408-416-1638</u>
Name: <u>Andrea Formosa</u>	Signature: 	Date: <u>4/22/10</u>	Phone: <u>408-254-0678</u>
Name: <u>Deana Watkins</u>	Signature: 	Date: <u>4/22/10</u>	Phone: <u>408 667-0906</u>
Name: <u>Cindy VanWazer</u>	Signature: 	Date: <u>4/22/10</u>	Phone: <u>408 223-1813</u>
Name: <u>Kelley Johnson</u>	Signature: 	Date: <u>4/22/10</u>	Phone: <u>408 223-9382</u>
Name: <u>Eric Jull</u>	Signature: 	Date: <u>4/22/10</u>	Phone: <u>408-254-8768</u>
Name: <u>Carmen Navarrete</u>	Signature: 	Date: <u>4/22/10</u>	Phone: <u>408 300-1685</u>

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School**. **San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener Signature: [Signature] Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name Elizabeth Dilley Signature [Signature] Date 4/21/10

Name Bonnie Vierra Signature [Signature] Date 4/21/10

Name Anna Guerrero Signature [Signature] Date 4-21-10

Name Jennifer Triggs Signature [Signature] Date 4.21-10

Name Dina Pereira Signature [Signature] Date 4-21-10

Name Susana del Rosario Signature [Signature] Date 4-21-10

Name Marisol Gonzalez Signature [Signature] Date 4/21/10

Name Diana Santos Signature [Signature] Date 4/22/10

Name Raymond Garcia Signature [Signature] Date 4/22/10

Name Erica Hudson Signature [Signature] Date 4/22/10

Phone (408) 937-1120

Phone (408) 802-1671

Phone (408) 942-9861

Phone (408) 693-4968

Phone (408) 259-9299

Phone (408) 223-7647

Phone (408) 218-9962

Phone 403-288-5386

Phone 408-926-3494

Phone (408) 806-8152

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School**. San Jose 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener Signature: [Signature] Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name: Christine Casas Signature: [Signature] Date: 5/4/10  
 Name: Christina Rodriguez Signature: [Signature] Date: 5-4-10

Phone: 408-937-8604  
 Phone: 408-259-3309

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Phone \_\_\_\_\_  
 Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Phone \_\_\_\_\_  
 Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Phone \_\_\_\_\_  
 Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Phone \_\_\_\_\_  
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 Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Phone \_\_\_\_\_  
 Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Phone \_\_\_\_\_





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**By the Lead Petitioner:**

Name: Diane Tavener

Signature: 

Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name: J. Marquez

Signature: 

Date: 5-3-10

Phone: 408-802-7913

Name: Agnes Ylong

Signature: 

Date: 5-3-10

Phone: 408-888-1147

Name: Cheryl Sobov

Signature: 

Date: 5-4-10

Phone: 408 998-7041

Name: JEANETTE VASQUEZ

Signature: 

Date: 5/4/10

Phone: (408) 509-2904

Name: RAYMON MENDIETA

Signature: 

Date: 5/4/10

Phone: 408 533 5453

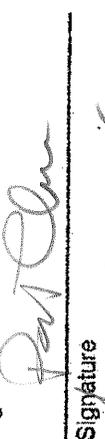
Name: PATRICK CHAU

Signature: 

Date: 5/4/10

Phone: 408-206-9373

Name: TOSH MAZARIEGOS

Signature: 

Date: 5/4/10

Phone: (408) 926-8253

Name: Andy Su

Signature: 

Date: 5/4/10

Phone: (408) 580-4927

Name: Jamie Rodriguez

Signature: 

Date: 5/4/10

Phone: 408.483.2667

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Phone: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Phone: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Phone: \_\_\_\_\_

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**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10

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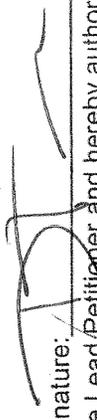
**By the Petitioners:**

<u>Yolanda Araujo</u> Name	 Signature	<u>4/28/10</u> Date	<u>408-644-1250</u> Phone
<u>Robert Araujo</u> Name	 Signature	<u>4/29/10</u> Date	<u>408-318-1778</u> Phone
<u>Gabriel Araujo</u> Name	 Signature	<u>4/29/10</u> Date	<u>408-272-3362</u> Phone
<u>Juan Araujo</u> Name	 Signature	<u>5/1/10</u> Date	<u>408-981-9109</u> Phone
<u>Dolores Solano</u> Name	 Signature	<u>5/1/10</u> Date	<u>408-923-2825</u> Phone
_____ Name	_____ Signature	_____ Date	_____ Phone
_____ Name	_____ Signature	_____ Date	_____ Phone
_____ Name	_____ Signature	_____ Date	_____ Phone
_____ Name	_____ Signature	_____ Date	_____ Phone
_____ Name	_____ Signature	_____ Date	_____ Phone

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Name: Diane Tavener

Signature: 

Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name: Ruben Garcia

Signature: 

Date: 4/29/10

Phone: 408 903 6104

Name: TOMY MASON

Signature: 

Date: 4-28-10

Phone: 408 912-4578

Name: Alex Gonzales

Signature: 

Date: 4-29-10

Phone: 408 394-9185

Name: Richard Flores

Signature: 

Date: 4-29-10

Phone: 408 460-5630

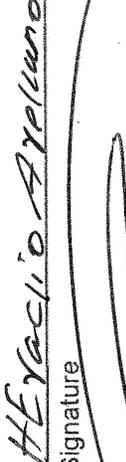
Name: Terri Mason

Signature: 

Date: 4/29/10

Phone: 408. 912. 4441

Name: HERENCIO ARELLANO

Signature: 

Date: 4/29/10

Phone: 408-397-8445

Name: CESAR CADENA

Signature: 

Date: 5/1/10

Phone: 408-770-2021

Name: Robert Rosles

Signature: 

Date: 5-3-10

Phone: 408-307-4577

Name: Eduardo J Silva

Signature: 

Date: 05/03/10

Phone: 408-661-3512

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Phone: \_\_\_\_\_

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**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10

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**By the Petitioners:**

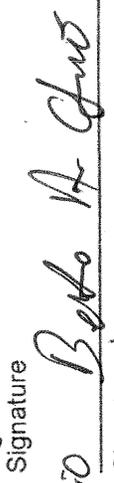
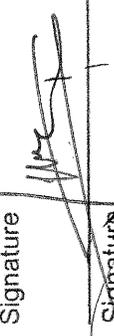
<u>Tony Aredano</u> Name	 Signature	<u>4-25-10</u> Date	<u>408 690-2566</u> Phone
<u>Lupe Ortiz</u> Name	 Signature	<u>4-29-2010</u> Date	<u>408 504-4941</u> Phone
<u>Timothy Smedden</u> Name	 Signature	<u>4-29-2010</u> Date	<u>408-937-6635</u> Phone
_____ Name	_____ Signature	_____ Date	_____ Phone
_____ Name	_____ Signature	_____ Date	_____ Phone
_____ Name	_____ Signature	_____ Date	_____ Phone
_____ Name	_____ Signature	_____ Date	_____ Phone
_____ Name	_____ Signature	_____ Date	_____ Phone
_____ Name	_____ Signature	_____ Date	_____ Phone
_____ Name	_____ Signature	_____ Date	_____ Phone

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Name: Diane Tavener Signature:  Date: 4/20/10  
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**By the Petitioners:**

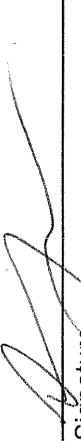
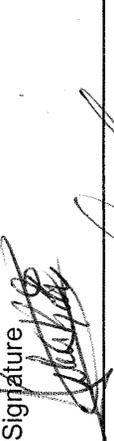
Luventino Torres Name	 Signature	5/01/2010 Date	408 210 9545 Phone
Fco. Roman Name	 Signature	5-01-2010 Date	408-590-2721 Phone
Fernando Roman Name	 Signature	5-01-2010 Date	408 899-2934 Phone
Ricardo Villaseca Name	 Signature	5/1/2010 Date	408-591-1694 Phone
Filimon Roman Name	 Signature	5/1/2010 Date	408 9036762 Phone
JOSE ENRIQUE MEDINA Name	 Signature	5/1/2010 Date	408 - 2182381 Phone
Benito Alfonso Oro Name	 Signature	5/1/2010 Date	(408)-483-6076 Phone
Miguel Hernandez Name	 Signature	5/1/10 Date	408 550-3183 Phone
A. Dimareo Name	 Signature	5-1-10 Date	408 9233143 Phone
Penney Rubia Name	 Signature	5/2-10 Date	408 532-0461 Phone

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**By the Lead Petitioner:**

Name: Diane Tavener Signature:  Date: 4/20/10  
 The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

<u>MICHAEL MEDINA</u> Name	<u>Michael W. Medina</u> Signature	<u>4-23-10</u> Date	<u>408-849-5982</u> Phone
<u>Amanda Tran</u> Name	 Signature	<u>4.23.2010</u> Date	<u>408.398.9988</u> Phone
<u>Gertrude I. Teixeira</u> Name	<u>Gertrude I. Teixeira</u> Signature	<u>4-23-2010</u> Date	<u>408-729-3943</u> Phone
<u>ROLANDO LOERA</u> Name	 Signature	<u>4/23/2010</u> Date	<u>408-506-6202</u> Phone
<u>Paul Park</u> Name	<u>Paul Park</u> Signature	<u>4-24-2010</u> Date	<u>408.316-4763</u> Phone
<u>Danny Park</u> Name	 Signature	<u>4-24-2010</u> Date	<u>408.316.0858</u> Phone
<u>SAKHEL QUINONES</u> Name	 Signature	<u>4-24-2010</u> Date	<u>408 561 7934</u> Phone
<u>Lynne Thomas</u> Name	<u>Lynne Thomas</u> Signature	<u>4-24-2010</u> Date	<u>408 334 4293</u> Phone
<u>Arturo Ramirez</u> Name	 Signature	<u>4-24-2010</u> Date	<u>(408) 722-4164</u> Phone
<u>GABRIEL LOERA</u> Name	 Signature	<u>4-27-2010</u> Date	<u>(408) 886-6896</u> Phone

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavanner Signature: [Signature] Date: 4/20/10  
 The petitioners recognize Diane Tavanner as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

<u>Shubhra Rustagi</u> Name	<u>[Signature]</u> Signature	<u>4/30/2010</u> Date	<u>408-238-5660</u> Phone
<u>Chandea Jha</u> Name	<u>[Signature]</u> Signature	<u>04/30/2010</u> Date	_____
<u>VIDYA</u> Name	<u>Widya</u> Signature	<u>4/30/2010</u> Date	_____
<u>Jigisha Mehta</u> Name	<u>J.P. Mehta</u> Signature	<u>4/30/2010</u> Date	_____
<u>Radhya Senthil</u> Name	<u>Radhya Senthil</u> Signature	<u>4/30/2010</u> Date	_____
<u>Toupti Shukh</u> Name	<u>[Signature]</u> Signature	<u>4/30/2010</u> Date	_____
<u>Rama Kurella</u> Name	<u>Rama Kurella</u> Signature	<u>4/30/2010</u> Date	_____
<u>Juan Valdivia</u> Name	<u>Juan Valdivia</u> Signature	<u>5/1/10</u> Date	<u>408 691-2813</u> Phone
<u>Cung Vu</u> Name	<u>Cung Vu</u> Signature	<u>5/1/10</u> Date	<u>408 238 2815</u> Phone
<u>Hamb Nguyen</u> Name	<u>Hamb Nguyen</u> Signature	<u>5/1/10</u> Date	<u>408 839 6964</u> Phone

Rolando Lozano / Lisa Rubio  
# 12



We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener Signature: [Signature] Date: 4/20/10  
 The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name	<u>Melissa Atchison</u>	Signature	<u>[Signature]</u>	Date	<u>4-28</u>	Phone	<u>408 228-2851</u>
Name	<u>Annabelle A. Moore</u>	Signature	<u>[Signature]</u>	Date	<u>4-28</u>	Phone	<u>(408) 270-5174</u>
Name	<u>Ann Hong</u>	Signature	<u>[Signature]</u>	Date	<u>4/28</u>	Phone	<u>(408) 528-1690</u>
Name	<u>Wendy Clarke</u>	Signature	<u>[Signature]</u>	Date	<u>4/29</u>	Phone	<u>(408) 718-1094</u>
Name	<u>CYNTHIA CHIN</u>	Signature	<u>[Signature]</u>	Date	<u>4/29/10</u>	Phone	<u>408-274-1761</u>
Name	<u>Patricia A. Moore</u>	Signature	<u>[Signature]</u>	Date	<u>4-29-10</u>	Phone	<u>408-274-0352</u>
Name	<u>David L. Moore</u>	Signature	<u>[Signature]</u>	Date	<u>4-29-10</u>	Phone	<u>408-274-0352</u>
Name	<u>IBAL MAHMOOD</u>	Signature	<u>[Signature]</u>	Date	<u>4-29-10</u>	Phone	<u>408-528-8567</u>
Name	<u>Augustina Eguvel Eby</u>	Signature	<u>[Signature]</u>	Date	<u>4/29-10</u>	Phone	<u>(408) 532-1237</u>
Name	<u>Martha Eguvel</u>	Signature	<u>[Signature]</u>	Date	<u>4/29/10</u>	Phone	<u>(108) 297-0513</u>

LISA RIVERA #12

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School**. San Jose 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavener

Signature: 

Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name Ann Nguyen

Signature: 

Date: 4/29/2010

Phone: (408) 666-3637

Name Crystal Wellman

Signature: 

Date: 4/29/2010

Phone: (408) 866-6569

Name Rob McNulty

Signature: 

Date: 4/29/2010

Phone: (408) 274-3984

Name Steve Johnson

Signature: 

Date: 4-29-2010

Phone: 408-274-8810

Name Angelita S. Estrada

Signature: 

Date: 4-30-10

Phone: (408)-223-6493

Name Silvia Flores

Signature: 

Date: 4-30-10

Phone: (408) 991-5857

Name Guadalupe Flores

Signature: 

Date: 4-30-10

Phone: (408) 528-7837

Name Toney Dang

Signature: 

Date: 4-30-10

Phone: (408) 531-0179

Name Pa. Balce

Signature: 

Date: 4-30-10

Phone: (408) 274-8027

Name [Signature]

Signature: 

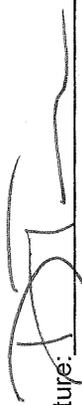
Date: 4-30-10

Phone: (408) 274-8027

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

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Name: Diane Tavener

Signature: 

Date: 4/20/10

The petitioners recognize Diane Tavener as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

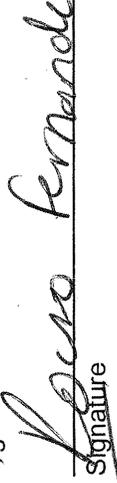
Name: Ana Nava

Signature: 

Date: 04-21-10

Phone: (408) 834-2615

Name: Leo Fernandez

Signature: 

Date: 04-21-10

Phone: (408) 251-8385

Name: Teresa Alvarez

Signature: 

Date: 04-21-10

Phone: (408) 259-1874

Name: Alicia Montano

Signature: 

Date: 04-21-10

Phone: (408) 259-1874

Name: Vicente de la Cruz

Signature: 

Date: 04-21-10

Phone: (408) 590 0022

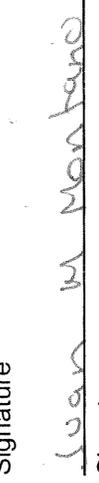
Name: Belen Diaz

Signature: 

Date: 04-21-10

Phone: 408) 995-5067

Name: Juan M Montano

Signature: 

Date: 04-21-10

Phone: 408-230-5912

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Phone: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Phone: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Phone: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Phone: \_\_\_\_\_

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the **Summit Public School: San Jose** 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 parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

**By the Lead Petitioner:**

Name: Diane Tavanner Signature:  Date: \_\_\_\_\_

The petitioners recognize Diane Tavanner as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the School District governing board.

**By the Petitioners:**

Name Maria Muñoz

Signature Maria E Muñoz Date 4-21-10

Phone (408) 929-8203

Name Eusebio Vega

Signature Eusebio Vega Date 4-21-10

Phone (408) 509 4722

Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Phone \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Phone \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Phone \_\_\_\_\_

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Phone \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Phone \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Phone \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Phone \_\_\_\_\_